General principles and disclaimer:

Academic titles are an institutional recognition of the research and/or educational achievements of academics and a confirmation of their future perspectives within the organization. Furthermore, they enhance the (inter)national profile of the researcher, often opening up new opportunities within the research field, and they lend structure to the Erasmus MC research strategy. Maintaining high and consistent standards in awarding academic titles is central to Erasmus MC talent management policy. The guide below is intended to give both researchers and their supervisors an indication of the estimated level of research competence (in the broadest possible sense of the word) required at the three defined levels of an academic career, namely Assistant-, Associate- and Full Professor. This guide is intended for academics with a research profile, a separate overview will become available for academics with an education profile.

All academic positions must fit within the research and education strategy of the hosting department(s) and in turn within the strategy of Erasmus MC. In addition, academic positions must fit within the strategic talent management plan of the Department (e.g., department formation such as available or desired number of academic positions required for a sustainability of research lines). The guide below, therefore, should be interpreted with due care and diligence; it is not intended to constitute a primary argument 'I've ticked all the boxes' and therefore I am entitled to progression to a more senior academic function (refer professorship policy 2023, specifically, '2.1 The road to professorship'). Erasmus MC encourages Heads of Departments and managers to be open about departmental research strategy and talent management and to discuss this guidance on a regular basis with their staff. Where applicable clear and transparent agreements should be made regarding promotion possibilities and, from a department perspective, what is required to meet promotion guidelines.

Erasmus MC recognizes that a one-size fits all approach to promotion is not sustainable nor desirable and that researchers should be recognized as more than just the sum of a set of indicators. In this regard, Erasmus MC strives to interpret the indicators below based on the research time available and within the norms of a particular field. In other words, in a changing culture of science, recognition of merit is based on a flexible and personalized approach. Heads of Departments, supervisors and promotion committees should take this into account when discussing promotion prospects.

The following criteria are distinguished into those that are an (i) absolute requirement and cannot be compensated, those that are (ii) compulsory but can be compensated by qualities in other areas, and (iii) optional criteria which can be used for compensation (see legend below). The criteria for each of the three academic levels have purposely been placed next to each other to allow for comparison between the academic grades. The first column of the table below provides additional explanation of a criterion in a particular row.

Indicators should be clearly substantiated in the candidate's CV and motivation letter.

Required, cannot be compensated	Required, but can be compensated	Optional, can be used to compensate the 'green' category

Explanatory Notes	Assistant Professor (research)	Associate Professor (research)	Full Professor (research)
Research Strategy			
Embedding within the research strategy of the department is an important criterion for academic promotion. Equally important is a researcher's growing demonstrable 'influence' in the strategic direction of their own group, department and Erasmus MC. Through progression on the academic ladder, researchers should demonstrate that they can go beyond the individual research project, and that they can initiate, build, and develop research programs/strategy, thereby giving continuity to research strategy and networks.	**Own Research Area** ■ conducts research in a specific and own research area; ■ articulates a vision on own subject area and oversees the research strategy of scientific personnel and/or students; ■ provides intellectual thought leadership i.e., the conveyance of ideas that demonstrate expertise in a particular research area. **Department Research Context** ■ is aware of research opportunities in adjacent research areas [e.g., looks for opportunities for collaboration across research groups];	*In addition to assistant professor:* **Own Research Area** ■ implements own funding strategies; ■ develops and applies vision and strategy for their own research line, within the vision and strategy of the department; ■ involves their own staff members in developing this vision and strategy (forward-looking and visionary skills). **Department Research Context** ■ has increasing influence in the strategic direction of own research line within the Department.	*In addition to associate professor:* **Own Research Area** ■ has sustainable research line(s). **Department Research Context** ■ has an increasingly demonstrable contribution to the development of departmental research and funding strategies. **Erasmus MC and EUR Research Context** ■ actively contributes to the vision and strategy-forming taking account of strategy of Erasmus MC (e.g., Koers23/28, Convergence) and Erasmus University.

	▪ is aware of the strategic direction of the department and how own research line fits into the overall departmental strategy.	**Erasmus MC Research Context** ▪ seeks synergy with other Erasmus MC departments.	**International Research Context and Impact** ▪ contributes to the (inter)national research agenda with respect to own research line; ▪ develops strategies for societal impact e.g., involvement of societal stakeholders in research (patient as partner, citizen science) or science communication; ▪ seeks new opportunities within Convergence, Medical Delta, or other Erasmus MC/EUR strategic programs.
Researcher Experience and Independence			
	1. PhD ▪ has a PhD	**1. PhD** ▪ has a PhD	**1. PhD** ▪ has a PhD
Erasmus MC strongly recommends that researchers follow the academic career trajectory by first becoming assistant professor then associate professor and subsequently full professor. This promotes the growth of all aspects and competences of a researcher and the development of their vision of research strategy. An interview with the associate professors' promotions committee should be seen as a first step in gaining independent feedback on your research vision. The number of years of experience and growth through the academic career path serves as a guideline, individual careers may proceed quicker or slower due to numerous other factors.	**2. Research Experience** ▪ has preferably minimally 3 years of experience as a postdoc or equivalent (also for medical doctors).	**2. Research Experience** ▪ has preferably minimally 3 years of experience as assistant professor (also for medical doctors).	**2. Research Experience** ▪ has preferably minimally 5 years of experience as associate professor (also for medical doctors).
It is important that a candidate can explain or demonstrate their independence and scientific authority evidenced by, for example, the number of publications and author position (see below) and contribution to research ideas and vision (CV narrative). Independence as a researcher is an important criterion and cannot be compensated. Please note the difference: at assistant professorship, the level of contribution to research projects/ideas and vision forms the basis whilst at higher levels full independence and leadership of ideas/vision is necessary. An assistant professor may still publish with their PhD promoter, but they should be able to demonstrate increasing	**3. Independence and Authority** ▪ independently conducts research projects and publishes results (see below).	**3. Independence and Authority** *In addition to assistant professor:* ▪ conducts research in multidisciplinary setting; ▪ collaborates with other partners (at Erasmus MC and minimally at a national level).	**3. Independence and Authority** *In addition to associate professor:* ▪ conducts research in an international setting ▪ has constructive international collaborations (e.g., member of international consortia, joint publications, etc.);

influence in the development of their own ideas and research line. A researcher growing towards professorship should be increasingly in charge of their research strategy and increasingly visible internationally.			
Vision should be continually evolving and should be more in-depth with each promotion. Note the link with research strategy indicator, above.	**4. Vision** ▪ expresses a two-year written vision of how to develop their research projects into a research program.	**4. Vision** ▪ has a clear written 2-5-year vision of their own field of research, with concrete ambitions and plans for the future.	**4. Vision** ▪ has a clear written 5-year vision of their own field of research, with quantifiable targets.
	5a. Supervision Experience ▪ has demonstrable experience with supervision (e.g., daily supervisor of bachelor/master students).	**5a. Supervision Experience** ▪ is supervisor of PhD candidates.	**5a. Supervision Experience** ▪ is supervisor of PhD candidates.
	5b. Supervision Experience ▪ is supervisor of at least one PhD candidate or lab technician or has successfully tutored two bachelor or master students.	**5b. Supervision Experience** ▪ has acted at least twice as co-promotor, as daily supervisor, for a PhD candidate (both PhD candidates have an approved manuscript), during the entire PhD track; ▪ *Note:* compensation is possible, but only in exceptional cases, and at the discretion of the Dean (if the researcher displays an outstanding research standard, e.g., a prestigious award or grant).	**5b. Supervision Experience** ▪ has acted at least 5 times as (co)-promotor (all five PhD candidates have an approved manuscript); ▪ *Note:* compensation is possible, but only in exceptional cases, and at the discretion of the Dean (if the researcher displays an outstanding research standard, e.g., a prestigious award or grant, or exceptional leadership skills in the case of a Head of Department).
Research funding amounts may be normalised by (i) benchmark of the field of the researcher, and/or (ii) research time. Note: high numbers of publications or significant education activities do not compensate the requirement that a researcher should be able to pay their salary and/or support their group. An assistant professor should be able to demonstrate that they are able to obtain funding (internal or external). An associate professor is expected to be able to obtain sufficient funding to maintain their research group. The reference to specific funding streams is removed – it is, however, important that a researcher is not too dependent on one particular funding stream. A full professor should be able to demonstrate a trend in successfully funding their own research group.	**6. Funding** ▪ obtains resources for own research (group). A quantitative indication is 100 k€ during the last 3 years (own share) from a peer-reviewed subsidy as (co)-PI (e.g., internal grants, NWO, EU Horizon, or fund-raising institutions) in a (collaborative) research project; ▪ a personal grant awarded by a research institution to an individual researcher in recognition of outstanding achievement (e.g., Veni, Erasmus MC Young Investigator Grant) may compensate for other criteria (than funding).	**6. Funding** ▪ obtains regular extramural peer-reviewed research funding from preferably diverse funding streams as (co)-PI (e.g., NWO, EU Horizon, or fund-raising institutions) in a (collaborative) research project; ▪ being a scientific coordinator of a large international consortium may compensate for other criteria; ▪ as quantitative indication of 100 k€ / year as PI or co-PI; ▪ a personal grant awarded by a research institution to an individual researcher in recognition of outstanding achievement (e.g., Vidi, ERC Starting Grant, Erasmus MC Fellowship) may compensate for other criteria (than funding).	**6. Funding** ▪ obtains regular and substantial research funding from preferably diverse funding streams as (co)-PI (e.g., NWO, EU Horizon, or fund-raising institutions) in a (collaborative) research project; ▪ being a scientific coordinator of a large international consortium may compensate for other criteria; ▪ as quantitative indication of 200k Euro per year as PI or co-PI; ▪ a personal grant awarded by a research institution to an individual researcher in recognition of outstanding achievement (e.g., NWO Vici, ERC Consolidator/ Advanced grant) may compensate for other criteria (than funding).

Personal grants may also be achievements that can compensate for other criteria/guidelines.			

Research Quality: Products for Peers

Explanatory information:	▪ This category of indicators relates to products based on research and intended mainly for fellow researchers
	▪ Has an impact in the field and contributes to the (inter)national standing of Erasmus MC, based on 1) publications, 2) invited lectures, and 3) other forms of output aimed at peers

[1] Note: associate professors and full professors who frequently publish as middle authors in large consortia must be able to demonstrate a leading role (other than supplying data). High volume publications are not a compensation for other areas of scientific leadership and output. [2] The number of publications in a given period and specific authorship position should be viewed as a starting point for discussion. Adjustment to field-specific norms and accounting for dedicated research time may be applied.	**1. Publications** ▪ on average publishes one paper (original research) per year since completion of PhD in international peer-reviewed journals participating as (joint) first, second or corresponding, penultimate or last author, or other professional publications (e.g., books, book chapters, editorship of volumes and special issues). ▪ preferably publications appear in journals in the first quartile of the academic field(s).	**1. Publications** ▪ regularly publishes original research in peer-reviewed international journals, or other professional publications e.g., books, book chapters, editorship of volumes and special issues), participating in at least 1/3 as (joint) first, second or corresponding, penultimate or last author;[1] ▪ a minimum of 20 to 40 publications;[2] ▪ preferably at least 50% of the publications in the past 5 years has appeared in journals in the first quartile of their academic field(s).	**1. Publications** ▪ regularly publishes original research in peer-reviewed international journals, or other professional publications (e.g., books, book chapters, editorship of volumes and special issues), participating in at least 1/3 as (joint) first, second, or corresponding, penultimate or last author;[1] ▪ a minimum of 40 to 60 publications;[2] ▪ at least 50% of the publications in the past 5 years has appeared in journals in the first quartile of their academic field(s).
Presenting research ideas and results to colleagues on an (inter)national stage is an important part of team science, of exchanging viewpoints, and ultimately of creating impact. Specific numbers of seminars etcetera have been omitted – the emphasis should be on (increasing regularity of) presenting abstracts/papers, and at professorship level an emphasis on presenting research findings at increasingly prestigious events.	**2. Invited Lectures** ▪ (invited) speaker at internal or national symposia, meetings, conferences.	**2. Invited Lectures** ▪ (invited) speaker at (inter)national symposia, meetings, conferences.	**2. Invited Lectures** ▪ regular invited speaker at (inter)national symposia, meetings, conferences.
Other forms of output for peers may be used as compensation for 'research quality 1'. *Examples are:* ▪ Organization of scientific meetings, symposia, or conferences; ▪ To make data (or code/software) available and promote open science; ▪ International mobility shown by visits to renowned international research institutes with demonstrable output (e.g., clear scientific results/knowledge/collaborations etc.).	**3. Other Products for Peers** See the column on the left.	**3. Other Products for Peers** See the column on the left.	**3. Other Products for Peers** See the column on the left.

Research Quality: Marks of Recognition by Peers			
Explanatory information:	▪ This category relates to the recognition of scientific quality, granted to individual members or to part or all the research units, based on the opinion of fellow researchers ▪ There are three categories, namely (i) prizes/awards, (ii) memberships, and (iii) institutional citizenship		
Prizes awarded to individuals that are not connected to research grants (e.g., prizes from scientific societies). For a non-exhaustive list see <u>link.</u>	**1. Prizes** See the column on the left.	**1. Prizes** See the column on the left.	**1. Prizes** See the column on the left.
A membership alone of a committees/council/ board gives an impression of the (inter)national network of a researcher. Importantly, the question arises if and how often the researcher actively contributes to these committees, and whether membership is based on invitation. A full professor is expected to be more internationally visible than an associate professor.	**2. Non-institutional (academic) Citizenship** ▪ is an active and/or invited membership of (local) academic committees/advisory councils/boards; ▪ builds relationships and networks that will be useful for the attainment of objectives; ▪ effectively makes use of informal networks to get the work done (networking skills).	**2. Non-institutional (academic) Citizenship** ▪ is an active and/or invited membership of (inter)national academic committees/advisory councils/ (editorial) boards (see also products for peers); ▪ builds relationships and networks that will be useful for the attainment of objectives; ▪ effectively makes use of informal (inter) national networks to get the work done (networking skills).	**2. Non-institutional (academic) Citizenship** ▪ see associate professor.
Institutional (academic) citizenship concerns activities employed at Erasmus MC or a previous academic employer and may include the following: Serving on departmental, faculty or institutional committees and working groups, including selection committees. Involvement in, or leadership of, culture change within a discipline or department. Mentoring within your department or faculty.	**3. Institutional (academic) Citizenship** ▪ participates in working group(s), committee(s), or project team(s) in or outside their own department.	**3. Institutional (academic) citizenship** In addition to assistant professor: ▪ has managerial duties that go beyond their own research group, for example in education, training, or academic committees; ▪ performs delegated managerial tasks by professor/lab head.	**3. Institutional (academic) citizenship** In addition to associate professor: ▪ membership of committees involving strategic and policy guidance to Executive Board; ▪ mentors scientists of other groups; ▪ performs delegated managerial tasks by professor or head of department.
Relevance to Society			
Explanatory Information:	▪ The societal relevance of a researcher's research in terms of impact, public engagement, and uptake of research in economic, social, cultural, educational or any other terms can be used as additional support for a promotion. ▪ Societal impact may often take longer to become apparent, and is perhaps less achievable for early careers, nonetheless, actions taken to increase societal impact can be included in a narrative.		
Professional products: ▪ Books, source publications, guidelines, and catalogues for a professional readership ▪ Patents & licenses ▪ Films, documentaries, and exhibitions for a professional audience ▪ Websites for professional visitors	**1. (Contribution to development of) Research Products for Scientific and/or Societal Target Groups** ▪ Provides results of scientific research which are primarily aimed at specific social target groups or a general public. These results or products fall into two main categories: professional products (for specific social target groups in the	**1. (Contribution to development of) Research Products for Scientific and/or Societal Target Groups** ▪ Provides results of scientific research which are primarily aimed at specific social target groups or a general public. These results or products fall into two main categories: professional products (for specific social target groups in the	**1. (Contribution to development of) Research Products for Scientific and/or Societal Target Groups** ▪ Provides results of scientific research which are primarily aimed at specific social target groups or a general public. These results or products fall into two main categories: professional products (for specific social target groups in the

Popularizing products: ▪ Book chapters in publications for a general readership ▪ Software, digital media, and serious games for general users ▪ Lectures, masterclasses, and conferences for a general audience ▪ Blogs and forums for general readers ▪ Performance for TV, radio or in other public media and organization of or contribution to an event	fields related to the research area) and popularizing products (for a broader audience).	fields related to the research area) and popularizing products (for a broader audience).	fields related to the research area) and popularizing products (for a broader audience).
Examples of research products used by target groups: ▪ Projects in cooperation with societal parties ▪ Contract research with societal parties ▪ Use in education i.e., impact of research in primary, secondary, and tertiary education (outside Erasmus MC) ▪ References in professional and public domains	**2. Use of Research Products by Scientific and/or Societal Target Groups** ▪ This category involves a wide variety of demonstrable uses of academic research products by social institutions, companies, and governments, as well as by practitioners, teachers, media users and other social groups.	**2. Use of Research Products by Scientific and/or Societal Target Groups** ▪ This category involves a wide variety of demonstrable uses of academic research products by social institutions, companies, and governments, as well as by practitioners, teachers, media users and other social groups.	**2. Use of Research Products by Scientific and/or Societal Target Groups** ▪ This category involves a wide variety of demonstrable uses of academic research products by social institutions, companies, and governments, as well as by practitioners, teachers, media users and other social groups.
Examples of evidence of societal recognition: ▪ Financial and material support by society ▪ Membership of civil-society organizations ▪ Secondary appointments within civil-society organizations ▪ Public prizes	**3. Marks of Recognition from Societal Target Groups** ▪ Evidence of recognition granted to researchers by private or public social institutions. This recognition can be provided for purely scientific achievements, but it will usually be for good scientific work that also has a recognisable social value.	**3. Marks of Recognition from Societal Target Groups** ▪ Evidence of recognition granted to researchers by private or public social institutions. This recognition can be provided for purely scientific achievements, but it will usually be for good scientific work that also has a recognisable social value.	**3. Marks of Recognition from Societal Target Groups** ▪ Evidence of recognition granted to researchers by private or public social institutions. This recognition can be provided for purely scientific achievements, but it will usually be for good scientific work that also has a recognisable social value.
Teaching			

Whether a candidate is required to obtain a BKO depends on the amount of teaching they provide. The basic premise here is that if a candidate is eligible to obtain a BKO at no cost at the Erasmus MC Academy (>50 hours group-based, within the bachelor or master (*primair onderwijs*), the candidate is expected to complete a full BKO. Core lecturers (*kerndocenten*) are required to complete a BKO (for promotion to UHD or HL).	**1. Teaching Competences**
	▪ is demonstrably competent in teaching, by means of e.g.,
	  - other training in the field of education;
	  - evaluation scores (received from students, coordinators, and/or program directors) on teaching).
		1. Teaching Competences
		▪ is demonstrably competent in teaching, by means of e.g.,
		  - a (partial) University Teaching Qualification (UTQ/BKO);
		  - other training in the field of education;
		  - evaluation scores (received from students, coordinators, and/or program directors) on teaching).
			1. Teaching Competences
			▪ is demonstrably competent in teaching, by means of e.g.,
			  - a (partial) University Teaching Qualification (UTQ/BKO);
			  - other training in the field of education;
			  - evaluation scores (received from students, coordinators, and/or program directors) on teaching).

	2. Teaching Qualification ▪ an obtained UTQ/BKO module may compensate for other criteria.		

The candidate will be asked to estimate the number of hours they teach in their CV, and to explain what their contribution has been within the different types of teaching. If it turns out to be a lot of initial teaching, a committee may recommend orientation to a BKO track.	**3. Teaching Load** ▪ is starting teaching in various educational formats (practical, work seminars, lectures) in various fields (e.g., medicine, (para-) medical training, clinical technology, nanobiology, research master's, PhD training or medical follow-up training) and/or for different target groups (students, PhD candidates, nurses, residents, continuing medical education health professionals).	**3. Teaching Load** ▪ teaches regularly in various educational formats (practical, work seminars, lectures) in various fields (e.g., medicine, (para-) medical training, clinical technology, nanobiology, research master's, PhD training or medical follow-up training) and/or for different target groups (students, PhD candidates, nurses, residents, continuing medical education health professionals).	**3. Teaching Load** ▪ teaches frequently in various educational formats (practical, work seminars, lectures) in various fields (e.g., medicine, (para-) medical training, clinical technology, nanobiology, research master's, PhD training or medical follow-up training) and/or for different target groups (students, PhD candidates, nurses, residents, continuing medical education health professionals), and/or on different levels (local, national, international).
	4. Teaching Management ▪ participates effectively in educational coordination. This may compensate for other criteria.	**4. Teaching Management** ▪ participates effectively in educational management (development and/or coordination of education in the department; quality care). This may compensate for other criteria.	**4. Teaching Management** - participates effectively in educational management (development and coordination of education in and outside the department; member of one of the educational committees; quality care). This may compensate for other criteria.

Clinical Tasks

Examples:
▪ Management tasks in clinic (e.g., medical coordinator)
▪ Responsibility for new developments, e.g.:
  - Innovation, impact
  - New outpatient clinics
  - Expert center for rare diseases / ERN
  - Guidelines / protocols
▪ Relation of care to research and vice versa.
 	
Contributing to the training of medical specialists falls under educational achievements.
	Clinical Tasks (if applicable):
	▪ Clinical work is not *per se* part of the promotion assessment for assistant professors, associate professors, or full professors. A clinician is expected to perform a substantial part of their work in top referential and specialized clinical care, and that the care they provide is innovative and of excellent quality. However, relevant research or managerial activities in clinical care (see examples on the left) may be considered in application for academic promotion.
		Clinical Tasks (if applicable):
		▪ Clinical work is not *per se* part of the promotion assessment for assistant professors, associate professors, or full professors. A clinician is expected to perform a substantial part of their work in top referential and specialized clinical care, and that the care they provide is innovative and of excellent quality. However, remarkable activities in clinical care (see examples on the left) may be considered in application for academic promotion.
			Clinical Tasks (if applicable):
			▪ Clinical work is not *per se* part of the promotion assessment for assistant professors, associate professors, or full professors. A clinician is expected to perform a substantial part of their work in top referential and specialized clinical care, and that the care they provide is innovative and of excellent quality. However, remarkable activities in clinical care (see examples on the left) may be considered in application for academic promotion.

Leadership, Management and Team Science

Substantial managerial tasks such as (i) leading a lab/clinical unit within the department, or (ii) scientific coordinator of large consortium such as Horizon, ITN, NWA, Gravity can compensate for other criteria. All academics are expected to give constructive, honest, and open feedback. Development or proficiency in leadership qualities can be demonstrated in several ways in the CV (narrative) or during the interview:	**1. Leading People** ▪ gives guidance to a small research group in the scope of their tasks. The candidate establishes cooperative links and maintains these to reach a defined goal; ▪ is able to discuss the performance expectations and functioning of group members and gives constructive feedback; ▪ optional (in anticipation of Supervision working group): completed course 'Starting Supervision	**1. Leading People** ▪ has led a research group for at least 2 years; ▪ gives direction and guidance to a research group in the scope of performing their tasks, contributes to research group members' development in a manner that leads both to an optimal team as well as individual results, and inspires others; ▪ can discuss the performance expectations and functioning of research group members and gives constructive feedback;	**1. Leading People** ▪ has led a research group for at least 5 years; ▪ on their own initiative gives direction and guidance to a research group in the scope of performing their tasks, contributes to research group members' development in a manner that leads both to an optimal team as well as individual results, and inspires others; ▪ creates a stimulating, safe and vital work environment in which all talents are encouraged

▪ Completed leadership courses ▪ Course starting supervision in science ▪ 360-degree feedback or equivalent assessment measures ▪ Examples of how the candidate encourages and supports team members in their own development and growth ▪ Management responsibilities in department/ Erasmus MC or in (external) committees/societies ▪ Scientific offspring: how did you help your former students reach the next step in their career? What position do they hold, and how did you support them in getting there? ▪ Own examples	in Science' or equivalent ('Basic Qualification in Supervision').	▪ creates a stimulating, safe and vital work environment ; ▪ stimulates and facilitates the development of employees' competencies and expertise; ▪ optional (in anticipation of Supervision working group): completed course 'Starting Supervision in Science' or equivalent ('Basic Qualification in Supervision'); ▪ demonstrable development in leadership (narrative).	to develop their potential and through which the research climate is strengthened; ▪ pays systematic attention to the professional and personal career development of employees and provides feedback to team members on a regular basis and conducts annual appraisals/ development meetings; ▪ demonstrable proficiency in leadership (narrative).
	2. Team Building ▪ actively contributes to a joint result or problem-solving, also when cooperation pertains to a topic that is not directly of personal interest.	**2. Team Building** *In addition to assistant professor:* ▪ stimulates others in their immediate work environment to work together, including by setting an example. Pays visible attention to diversity and inclusion.	**2. Team Building** *In addition to associate professor:* ▪ focuses on collaboration in the team(s) and pays explicit attention to diversity and inclusion.
It is expected that all researchers adhere to applicable research standards of ethics and integrity. For all associate professors and full professors, ancillary activities must be registered and published.	**3. (Scientific) Integrity** ▪ acts with integrity.	**3. (Scientific) Integrity** ▪ acts with integrity; ▪ recognizes the impact and consequences of their decisions or activities on other parts of the organization, keeps this into account and stimulates others around them to take account of it (organizational sensitivity).	**3. (Scientific) Integrity** ▪ acts with integrity and is an example for others; ▪ recognizes the impact and consequences of their decisions or activities on other parts of the organization, keeps this into account and stimulates others around them to take account of it (organizational sensitivity); ▪ is a figurehead and fulfils the accompanying exemplary role. To this end, actively propagate the Erasmus MC leadership vision 'connecting, responsible & enterprising'.