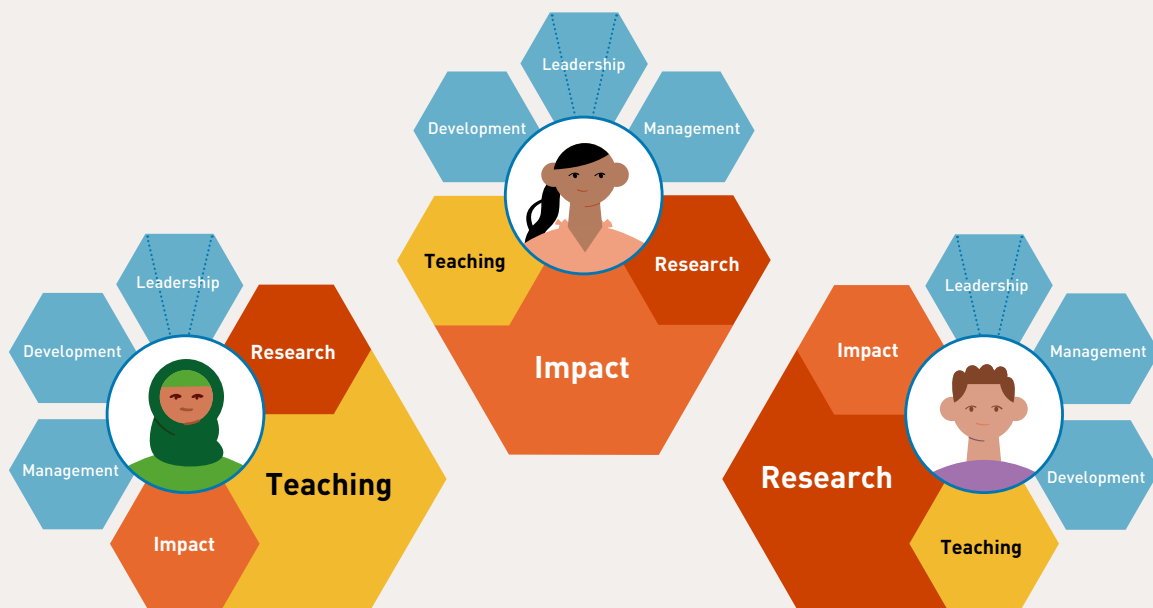


Guide to reflecting on your academic career path

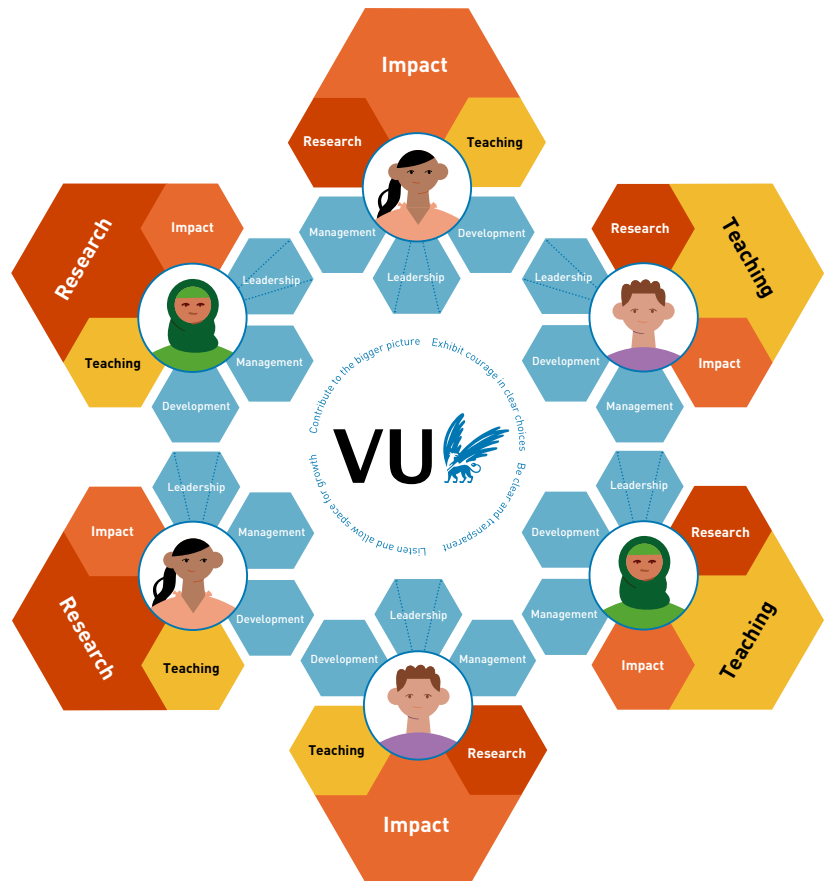


Introduction

Through the concept of the academic career path, VU Amsterdam is showing its commitment to recognising and rewarding a broader set of academic qualities. This will result in a more evenly balanced assessment, creating more room for a wider range of talents, and stronger, more diverse teams. We are working towards equal recognition for all academic domains: research, teaching, impact and patient care (for the University Medical Centre and ACTA School of Dentistry). To this end, we ensure that our academic staff have the opportunity to develop in a direction that suits them, with a view to excelling through collaboration, achieving a more balanced workload, and contributing to the greater whole.

From a foundation in research and teaching, academics will be able to pursue a variety of career paths. In order to gear your career towards a specific focus domain, you need to meet the following criteria:

1. You meet the basic requirements of all the core domains, and
2. Your development goals reflect the strategy and collective ambition of your team, department and/or faculty.



How to use this document

The reflection questions presented in this document are designed as an aid to help you determine your current academic profile. You begin this process by looking at the academic career paths within VU Amsterdam.* This document will then take you through your personal development goals, the core domains (research, teaching and impact) and the three focus domains.

Once you meet the basic requirements of all three core domains, you will have the chance to add a focus domain as part of a broader range of horizontal or vertical career development opportunities. It is important to remember that personal development in the field(s) of management, training and development, and leadership is essential to realising your career

goals. In addition, VU Amsterdam places an emphasis on individual ability within a team framework. This means aligning your personal development goals with the strategy and ambitions of your team. It is therefore paramount that you are able to substantiate the relevance of your development goals to your team, department and/or faculty.

* Academic career paths at VU Amsterdam are faculty specific. Ask your manager(s) for relevant information.

1. Personal development



Personal development and self-reflection on your academic profile are an integral part of your academic career path and personal development goals. The boxes below detail the three main components you need to continually assess as part of your development and self-reflection. How do these components currently feature in your current position?

Leadership

Personal leadership

- How can you demonstrate your self-reflective abilities? Try to think of examples that show you overcoming an obstacle or achieving progress through self-reflection.
- How do you ensure that you receive feedback?
- How do you apply the principles from the Art of Engagement?

Contributing to team(s)

- Which teams do you take part in? How would you characterise your position/role in these teams?
- How do you contribute to the university as an organisation?
- How do you contribute to a healthy, inclusive and safe work environment?

Academic leadership

- How do you contribute to research, teaching or impact programmes? What has been achieved through your contributions?
- What is your vision on the research programme and how do you communicate this vision?

Management

- What experience do you have in leadership roles?
- As a manager, how do you ensure a healthy, inclusive and safe work environment, with a healthy group dynamic and the opportunity for people to develop their talents?
- Which administrative roles do you fulfil?

Learning & Development

- Which courses/training activities have you completed?

The mandatory courses/training activities are Recognising Social Safety, the University Teaching Qualification (BKO), Supervising PhD Students, Leadership and Management Development.

Optional training activities include the Knowledge Development Foundation (SKO), Learning Pathway in Educational Leadership (LOL), the University Examination Qualification (BKE), Senior Examination Qualification (SKE), Building strong teams in education/research, Mixed Classroom, Impact and Strategic Management courses.

2. Academic core domains



The academic core domains (research, teaching and impact) are the foundation of all academic profiles. The questions below will help you decide how each domain currently features in your academic profile.

Teaching

Teaching commitments

- How much do you teach on an annual basis (expressed in ETCS credits)? How would you evaluate your experience as a teacher?
- On average, how many Bachelor's and/or Master's students do you supervise on an annual basis? How would you evaluate your experience as a supervisor? If you do not supervise students, what are the reasons for this?

Educational design and innovation

- How do you contribute to educational or curriculum design/development/innovation/renewal? To illustrate your answer, state the main courses/curriculums in which you are involved, specifying the type of student (BA/MA/PhD).
- How would you assess your skills as a teacher? Again, specify the type of student.

Research

Research products

- To which research products have you made a significant contribution? These might include:
 - > Publications, reviews, books (chapters), editorial work
 - > Presentations and conference proceedings
 - > Digital infrastructures, databases, and other research materials (e.g. datasets, designs, protocols and/or software)
- What relevance do these research products have to your field?

Supervision of PhD students/junior researchers

- On average, how many PhD students and/or junior researchers do you supervise? What is the average duration of their PhD programmes and what is your role (1st or 2nd supervisor, co-supervisor, other)? How would you evaluate your experience as a supervisor? If you do not supervise any PhD students or junior researchers, what are the reasons for this?

Impact

- How can you demonstrate your awareness of the importance of impact (knowledge transfer)?
- Which knowledge transfer resources do you use?
- How do you encourage your students and colleagues who want to engage in knowledge transfer?
- Do you enter into a dialogue with non-academic partners and/or the public about research developments and/or results? Please provide examples for all your answers.

3. Focus domains

You have the opportunity to gear your career towards a specific focus domain once you meet the following criteria:

1. You meet the basic requirements of all the core domains, and
2. Your development goals reflect the strategy and collective ambition of your team, department and/or faculty.

The questions and examples below will help you determine how your current academic profile aligns with the various focus domains that are available.

A. Focus domain: Teaching

It is important to realise that the list of examples given below is far from exhaustive! It is by no means intended as a checklist. If you are interested in learning about criteria for promotion and/or other horizontal or vertical career opportunities, you should contact your manager.



Education coordination and management

For example, as:

- Programme director or coordinator
- Chair or member of a programme committee
- Chair or member of an examination/admission board
- Course coordinator
- Member of working groups, curriculum committee or other teaching bodies
- Supervisor of (junior) teachers

Development of educational products

For example:

- (Chapters in) academic textbooks
- Opensource educational resources
- E-learning modules
- Educational tools
- Videos or webinars
- Podcasts or short clips
- Other approaches to sharing expertise with peers (please specify)

Other forms of recognition in the field of education

For example:

- (Part-time) appointments as a teacher at other knowledge institutions
- Invitations as a guest speaker outside your own faculty/department
- Scholarships or prizes, such as VU Amsterdam's education awards, the Dutch Education Awards, the Comenius Grants, or innovation awards.
- Other forms of recognition (please specify)

B. Focus domain: Research

It is important to realise that the list of examples given below is far from exhaustive! It is by no means intended as a checklist. If you are interested in learning about criteria for promotion and/or other horizontal or vertical career opportunities, you should contact your manager.



Research coordination and management

Do you fulfil specific roles within your research discipline or organisation?

For example:

- An editorial position at an academic journal
- Active memberships of academic communities
- Reviewer (for publications, committees, etc.)
- Chair/programme leader/member of research projects, consortia, bodies, etc.
- (Co-)director of a research institute or graduate school
- Other role (please specify)

Use of research products by peers

How have you contributed to research products used by peers?

For example:

- Datasets, software and facilities (e.g. the most frequently downloaded or used)
- Citations from articles, books, and reviews (e.g. the 10% most cited)
- Demonstrable use of research methods by peers
- Other examples, such as...

Raising funds for research

This concerns research grants for you or any team of which you are/were a part. It also includes applications for subsidies and grants you did not obtain but which were highly rated, as well as taking in philanthropic funds, contract research, consultancy, etc.

What was your role in these research projects?

For example, principal researcher, (co-)applicant, work package leader, etc.

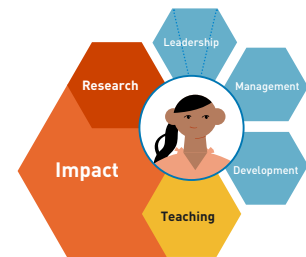
Other forms of recognition in the field of research

For example:

- Research awards in your own discipline
- Membership of prestigious academic communities (e.g. KNAW, KHMW)
- Committee membership for national or international academic conferences or meetings
- (Part-time) appointment as researcher at other knowledge institutions
- Invitations as keynote speaker at national or international academic conferences
- Other examples (please specify)

C. Focus domain: Impact

It is important to realise that the list of examples given below is far from exhaustive! It is by no means intended as a checklist. If you are interested in learning about criteria for promotion and/or other horizontal or vertical career opportunities, you should contact your manager.



Post-academic teaching / Lifelong development

How have you contributed to educational activities that achieved impact?

By this we specifically mean extracurricular or post-academic education, as opposed to standard academic teaching. For example:

- Development of Massive Online Open Courses (MOOCs)
- Outreach activities for primary and/or secondary education
- Lifelong development courses, post-graduate/post-initial education, and/or higher education for the over 50s (HOVO)
- Entrepreneurship education
- Other (please specify)

Public debate and discourse

How have you contributed to public discourse, particularly in the form of knowledge transfer to a wider audience?

For example:

- Appearances in or contributions to national, international or regional media (TV, radio, newspapers, magazines, etc.)
- Public debates/dialogue sessions
- Other media appearances, such as blogs, podcasts, zines
- Webinars
- Public lectures
- Other (please specify)

Cocreation between the academic community and wider society

How have you contributed to cocreation projects with social partners that have achieved impact?

For example: partnerships in transdisciplinary research, academic workshops, or other forms of collaboration with industry, the private sector, government bodies, NGOs, patient organisations or other special interest groups or the general public (citizen science).

Contract research

How have you contributed to important research projects commissioned by social partners that achieved impact?

For example:

- Contract research projects funded by private or public partners, EU grants or the National Growth Fund, carried out in collaboration with social partners.
- Alternative forms of fundraising (e.g. collections, crowdfunding, philanthropic funds).

Innovations for the private and/or public sector

How have you contributed to important innovations that have had societal impact, specifically for professionals in the private and/or public sector?

Relevant fields include sustainability, cost savings or general improvements, such as:

- Clinical guidelines
- Consultancy
- Policy advice
- Tools or instruments
- Interventions
- Publications in trade magazines, journals or other forms of professional media
- Other (please specify)

Entrepreneurship and IP

How have you contributed to important entrepreneurial activities and/or results that have achieved societal impact?

For example:

- Patents (both filed and granted)
- Other forms of intellectual property rights (e.g. licences, invention disclosures) (both filed and granted)
- Products developed for trial and marketing purposes (e.g. software, prototypes, materials)
- Startups/spinoffs (both successful and unsuccessful) and corporate roles (e.g. cofounder, director, board member, scientific advisor)
- Other entrepreneurial activity (e.g. projects at ACE, VU StartHub)
- Funding through pre-startup funds or startup capital
- Specific subsidies for knowledge transfer (e.g. ERC PoC, take-off, TKI, TTW). If necessary, refer to the table on acquisition of research resources

Other forms of recognition in the field of impact

For example:

- (Part-time) appointments at an organisation in the private or public domain related to your research discipline
- Public awards
- Memberships of prominent boards of directors, supervisory boards, advisory committees, etc.
- Other (please specify)

Find out more

This document has helped you obtain a clearer picture of your current academic profile. You can use this information when discussing your academic career and personal development goals with your manager. You can find further information on your development options and the various forms of consultation and discussion open to you at the following links:

[Recognition and Rewards](#)

[Annual consultation](#)

[Learning and development](#)

