

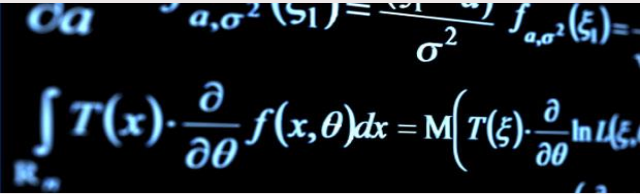


TU/e Biographical Sketch

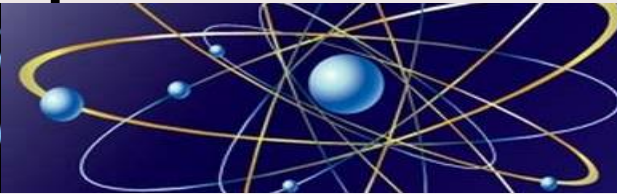
IMPLEMENTATION INFORMATION

Patrick Anderson / Julma Braat– October 2024

Who we are: 9 departments



Math & Computer Science



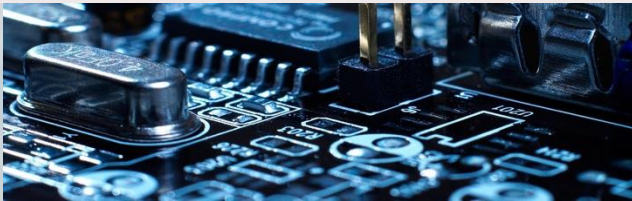
Applied Physics



Chemical Engineering



Mechanical Engineering



Electrical Engineering



Biomedical Engineering



Built Environment



Industrial Design



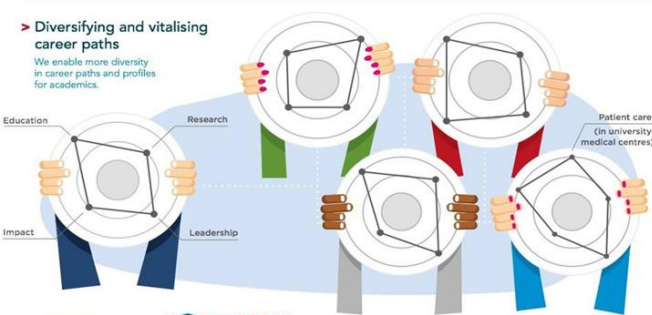
Industrial Eng. & Innovation Sciences

Room for everyone's talent

towards a new balance in recognising and rewarding academics

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.



> Achieving balance between individuals and the collective

We assess academics based on both their individual and their team performance.



> Focusing on quality

In our assessments of academic performance, we increasingly focus on quality, content and creativity.

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

We stimulate good academic leadership at all levels.



TU/e principles

TRUST, SUPPORT AND APPRECIATION

TU/e supports faculty to develop their personal ambitions and objectives within the core domains and in compliance with the strategic objectives of the university. This requires a culture of trust, dedicated coaching and mentoring, and a forward-looking approach while setting realistic objectives.

FAIR AND INDIVIDUAL ASSESSMENT

Assessment is based on an agreed upon profile and objectives, and a combination of narratives of past achievements and future visions, supported by demonstratable products and data tailored to the profile of the individual.



LEADERSHIP

Leadership qualities need to be developed at all levels. It includes coaching and mentoring of students and staff, leading a project or chairing a group. Our leaders recognize and reward diverse ambitions in a team and encourage team members to develop their own talents.

OPEN SCIENCE

Engagement with Open Science is stimulated and recognized, and integrated in academic assessments.

CORE COMPETENCES

Faculty is active in both education and research. A key strength of the TU/e is that research and education are strongly intertwined. Starting at the level of UDT, faculty may choose a specific profile, i.e. research, education or impact. This profile needs to be agreed upon with the team, group or department.

BALANCE BETWEEN INDIVIDUAL AND THE COLLECTIVE

The team is a powerful entity to achieve excellence. It entails achieving goals together with others, contributing to a joint result, seeing and respecting the competences and expertise of others and making optimal use of them. Staff will be recognized for their contributions to their team(s), their collegiality and team spirit.

Six principles for recognizing and rewarding excellence

Goal of a BAC (assessment committee)

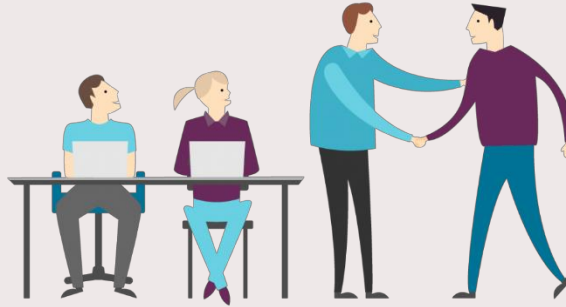
To advise the Department Board on recruitment, tenure and/or promotion of the candidate

To advise and give feedback to the candidate on their development, as well as advise the supervisor and Department Board on the progress

IFC: Interdepartmental Committees,
to further the quality of the academic performance and personal development evaluation and feedback at our University

Goal of the IFC's

From a cross-disciplinary perspective to advise departmental boards and promotions boards, regarding career decisions for the faculty roles (assistant professor, associate professor, full professor)



Feedback to individual career candidates also partially related to a cross-disciplinary perspective

Systematic and targeted attention to diversity, including gender, international backgrounds, and generational differences, in individual appointments and policies development.

Sharing and developing knowledge for balanced TU/e-wide policy-making on career and succession planning, further interdisciplinary collaboration, diversity and decision-making processes.

Three Interdepartmental committees

Engineering

Electrical Engineering,
Mechanical Engineering,
Biomedical Engineering,
Chemical Engineering,
Building Physics,
Applied Physics,
Math & CS

Basic sciences

Applied Physics,
Chemistry,
Math & CS,
Biomedical Engineering

HTMD - Human, Technology, Management & Design

Industrial Engineering & Innovation Sciences,
Architecture, Industrial Design

Biographical Sketch

This document contains information regarding the **Biographical Sketch** that is introduced from 29-2-2024 in all departments across TU/e. Below you can find information on

- *What is the Biographical Sketch?*
- *Why do we all benefit from it?*
- *The history of the Biographical Sketch at TU/e*
- *How to implement the Biographical Sketch?*
- *How to use the Biographical Sketch as a candidate or in BACs*
- *Communication on the Biographical Sketch*

In case of any questions, please contact [Julma Braat](#).

WHAT is the Biographical Sketch?

The biographical sketch is a template for an evidence-based CV to be used by candidates to prepare for an M-BAC or P-BAC, in addition to the regular CV, to substantiate their case. It is used by assessment committees, to prepare for the BAC session.

WHAT is the Biographical Sketch?

PERSONAL STATEMENT (MAX ½ A4)

Please provide your name, current position, and department in your Biographical Sketch.

1. Provide an estimate of the percentage of time, relative to your contract hours, spent on education, research, impact, and team & leadership.
2. Describe your long-term career ambition in academia and reflect if the percentages align with this ambition.
3. Describe any contextual factors or events the committee should be aware of and consider when evaluating your CV and statements (e.g. maternity leave, part-time employment, focus on getting a patent, etc.).

WHAT is the Biographical Sketch?

EDUCATION (MAX 1 A4)

Relative to the criteria for promotion:

1. Describe your identity as an educator and an informed vision of education.
2. Describe your main achievements in education since your last promotion or up to 8 years, with reference to up to 5 key demonstratable products in the factsheet.
3. Describe your educational ambitions & strategy for the next 5-10 years

RESEARCH (MAX 1 A4)

Relative to the criteria for promotion:

1. Describe your identity as a researcher and an informed vision of the research field.
2. Describe your main research achievements since your last promotion or up to 8 years, with reference to up to 5 key demonstratable products in the factsheet.
3. Describe your research ambitions + strategy for the next 5-10 years.

IMPACT (MAX 1 A4)

Relative to the criteria for promotion:

1. Describe your identity as a value creator and an informed vision of the (long-term) (societal) impact of your academic activities.
2. Describe how your academic activities contribute to solutions for (societal) issues; refer to your main achievements since your last promotion or up to 8 years. Up to 5 key demonstratable products may be referenced in the factsheet.
3. Describe your ambitions and strategy for creating impact within the next 5-10 years (include your ambition to reinforce open science).

TEAM & LEADERSHIP (MAX 1 A4)

Relative to the criteria for promotion:

1. Reflect on your personal leadership, leading others, and your academic citizenship (activities that benefit your team/organization/academia), with reference to up to 5 key demonstratable products per aspect in the factsheet.
2. Describe your development ambitions regarding leadership for the next 3-5 years.

WHAT is the Biographical Sketch?

Factsheets 3.1 Introduction

For each of the domains Education, Research, Impact, and Team & Leadership a factsheet (max 1 A4 for each domain) has to be provided, supporting the Biographical Sketch and providing evidence (key indicators) for the quality of your activities.

Please include parameters considered to be the most relevant in your field for assessment by peers. The tables on the next pages provide guidance regarding evidence indicators. They are broad and not exhaustive. You can add further relevant information up to max 1 A4 for each domain.

Parameters will not be used in an absolute sense (there is no threshold to be achieved) but provide supportive information about your profile and development and should always be considered for the specific disciplinary field.



Education (max 1 A4)



Research (max 1 A4).



Impact (max 1 A4).



Team & Leadership (max 1 A4)

WHY do we all benefit from the Biographical Sketch?

1. Being an academic includes more than research alone; we want to **strengthen recognition & rewards for education, impact, leadership & contribution to the team.**
2. We want to make **more individual and dynamic career profiles possible** (building on interest and strength), within the context of the team- and organizational goals. This **enables excellence in education, research, impact, and leadership.**
3. We want to put **more focus on quality over quantity in assessments.** We thus emphasize not only the importance of "what" has been accomplished, but also "why," "how," and the resulting influence.
4. We need **transparency in promotion procedures and decisions.** The use of a standard template facilitates fair comparisons among candidates.
5. The Biographical Sketch **encourages reflection** on focus and time investment, and an increased understanding of one's career ambitions and how these contribute to the team, the department, TU/e, and society. Such reflection contributes to better employee well-being, engagement, and efficiency.

History of developing the Biographical Sketch

- 2021 00 Start development of a Biographical Sketch
- Spring 2022 00 Dialogues with the Interdepartmental Committees
- Sep. 2022 00 Start pilot in two departments (ME and IEIS)
- May 2023 00 Evaluation of the pilot and incorporating feedback in the new tool
- Sep 2023 00 Approval for holistic implementation by the Doctorate Board
- Feb. 2024 00 Introduction of the Biographical Sketch TU/e wide

HOW to implement the Biographical Sketch?

- a. The Biographical Sketch is **introduced** as the standard approach to candidates that will be invited for an M- or P-BAC from **29 February 2024** onwards.
- b. There will be a **transition period till September 2024** before exclusively utilizing the Biographical Sketch for M- and P-BACs. Candidates who have been invited already and started preparing their BAC can proceed with the old procedure and documents.
- c. We will share a [template](#) of the Biographical Sketch as well as the context information on the SharePoint pages of the [Interdepartmental committees](#), and [Recognition and Rewards](#) where they are centrally stored and accessible for everyone
- d. In addition to the template, we will share a folder with **support material** (e.g., examples or training opportunities) for candidates and BAC members
- e. The Biographical Sketch will be evaluated and adjusted every other year. Changes will be communicated.

HOW to use the Biographical Sketch?

Guidelines for the departments

- The sketch is intended to present a candidate's case for an M-BAC, P-BAC, or departmental committee.
- The candidate provides this biographical sketch next to a comprehensive CV.
- The Biographical Sketch replaces other TU/e documents, such as the progress report, research statement, teaching statement, profile sketch for associate and full professors, and the commentary to the CV.
- The sketch is intended to be used together with the [development criteria that currently apply in the specific department](#).
- What a candidate highlights in this document reflects the candidate's career choices and, if applicable, the career profile agreed upon by the candidate and the department.

Guidelines for the candidates

- The first step in preparing for an M-BAC or P-BAC is to provide a personal statement.
- Following this, you reflect in four domain statements on your academic achievements and ambitions concerning (1) education, (2) research, (3) impact, and (4) team & leadership.
- Finally, in the factsheets, you select the relevant indicators and sources to provide evidence for the quality and relevance of the academic activities described in the domain statements.
- The sketch can serve as a valuable tool for regular conversations with your manager facilitating dialogues about your personal and professional development.
- Ideally, the Biographical Sketch is based on an agreed-upon career profile between you and your department.

COMMUNICATION on the Biographical Sketch?

- a. A **news article/interview** by Brigit Span in March 2024.
- b. An item **Good R&R practices** on the pilot evaluation in **People@Work** in March/April 2024.
- c. **Sharing good practices** with the Biographical Sketch in **IFC meetings** in March/April 2024.
- d. Information to HR advisors (26 February) and mail to Managing Directors (4 March)
- e. **Lunch meetings** with experienced TU/e faculty or external experts on evidence-based CV (March 2024).
 - a. How to prepare for my M-BAC or P-BAC with the Biographical Sketch?
 - b. How to assess a candidate based on the Biographical Sketch?
- f. **Departmental communication** (based on needs)