

Recognition & Rewards in University Medical Center Groningen

Experiences and phase 2

R&R national and international developments

Position paper 2019 :

Dutch universities, funders, research institutes, university medical centers, ministry

[Room for everyone's talent](#)

Concrete recommendations:

[Room for everyone's talent in Practice](#)



CoARA



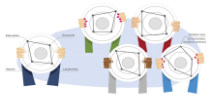
**Several countries
(UK, Brazil, US)**

Why Recognition & Rewards?

Modernisation needed of the academic system

- Emphasis is on research performance
- Less recognition for other academic tasks (education, societal impact, leadership)
- Quantitative focus on irresponsible publication indicators results in risks for research quality
- High workload due to focus on the individual

The 5 R&R goals and desired changes



Equal recognition of all core tasks

- Diversification and dynamization of careers



Less work pressure, no jack of all trades

- Balance between the individual and the collective
- More focus on team work and division of tasks



Focus on quality not on quantity

- Responsible use of indicators



Stimulate Open Science (in a broad sense)

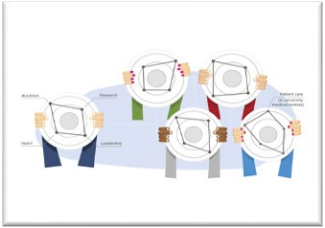
- Stimulate connection with society



Stimulate academic leadership

- Good work environment

Recognition & Rewards in the UMCG



Diversification of careers

Since 2018: 4 career profiles
Educational leadership track

In development:

1. Education profile
2. Soc & Valorization profile
3. Time, scaling & horizontal development



Individual versus collective

We collaborate on various levels

In development:

SPP with more team formation and division of tasks



Focus on Quality

Promotion criteria based on responsible metrics

Narrative portfolio following CoaRA and Dora requirements



Stimulation of Open Science

Frontrunner
Open Access
Open Science
ambassadors

Impact team



Stimulation of Leadership

Leadership & supervision qualities important for promotion

Leadership@UMCG

2018: Academic Career Differentiation

3 leadership routes

Clinical Practice, Academic, Education

Clinical practice

Health care

Research

Society & Valorisation

Education

Educational leadership

Clinical leader

Professor

Educational leader

Associate professor

Senior academic teacher

Academic teacher

Assistant professor

Junior Academic teacher



Profiles (2018)

NB. All Ass profs, assoc profs and Professors have three academic tasks: teaching, research and generating social impact.

Research

Impact on on
(fundamental)
*scientific
research*

Education

Impact on
education,
education
coordination
and innovation

Academic impact on health care

Impact on on
health care

Academic impact on society

Impact on
society :
policy, product
development
etc.

UMCG Promotion advice committee

- Central committee
- *Internal* promotions to assistant prof, associate prof, full prof
- Benchmark

Task: evaluate candidates for promotion and give advice to both candidate and dean

Two tracks

Talent track

- 5% top talents
- Potentially full professor
- Performance agreements (quantitative/ qualitative) and within deadlines
- Compliant with department policy and formation plans

Regular Academic track

- Assistant prof, associate prof can be final functions
- Possible growth to senior associate prof, based on achieved results (quantitative/ qualitative, leadership talents)
- Compliant with department policy and formation plans

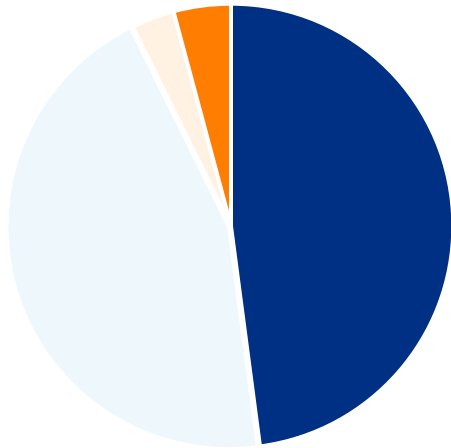
Translating Rewards & Recognition principles to Academic Leadership

Transparent criteria and procedures:

- **Standard Portfolio**: mix of CV-achievements on education and research and narrative views on research and funding strategy, quality of PhD supervision, societal impact and outreach
- **Implementing SF DORA**: no JIF's or H-index but *field weighted citation index* (FWCI)
- **Vision on Open Science**, e.g. publication strategy towards open access and FAIR data sharing
- **Self-assessment** on various **academic leadership competences** and plans for further development

2024: Do we achieve R&R goals?

Equal recognition of academic core tasks



- Research
- Healthcare
- Education
- Society & Valorisation

Work pressure



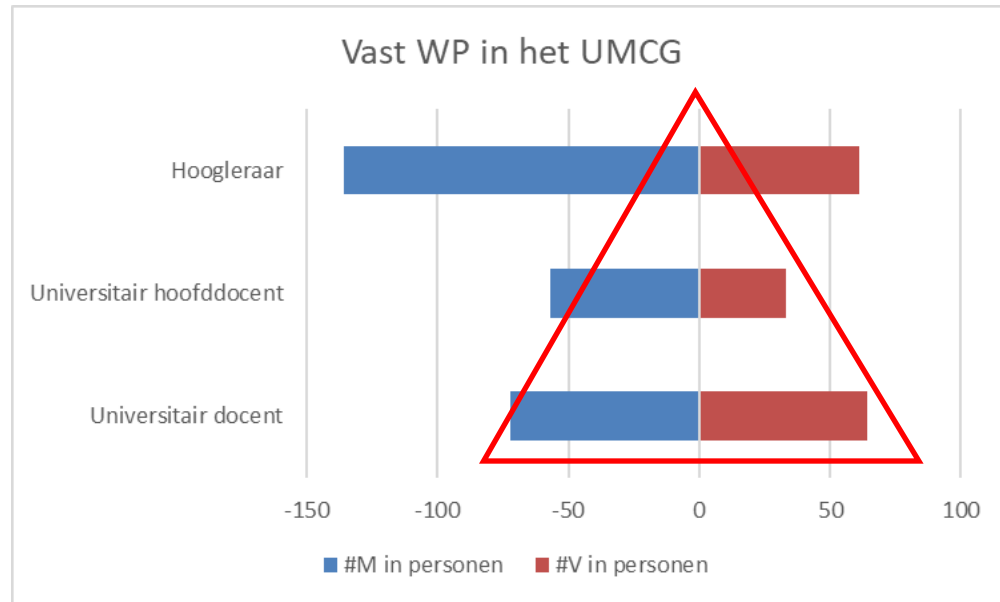
Work pressure of academic personnel is among the highest in the UMCG

Division of tasks

Department		
Group 1	Group 2	Group 3
Full professor	Associate professor	Assistant professor
Postdoc	Postdoc	PhD students
PhD students	PhD students	

Difficult to delegate if basic organizational units consist of 1 member of permanent staff and only temporary staff. Work pressure for postdocs and permanent staff is a consequence

Analysis academic personnel in the UMCG



Unbalanced academic staff composition

40% of UMCG professors will retire in five years time

General bottlenecks I

1. Research impact profiles focus on Research
 1. No equal recognition of all core tasks, specifically education
 2. No quality criteria for other profiles education, society & valorization, academic impact on health care
2. Skewed staff structure
 - Push to the top
 - Strong focus on research, other talents not selected
 - Small reservoir of young talent (Full profs are more expensive)
3. Focused on the individual (->jack of all trades -> work pressure)

General bottlenecks II

4. Differences in available time and role have no place in policy

- Is there a minimum in the amount of work time needed to fulfill an academic function?
- Specifically relevant in view of the extra core tasks in a UMC:
 - Clinical duties and training of medical specialists
- Focus/profile changes during career are seen as deficits and therefore no horizontal development

5. Leadership qualities not a separate consideration for promotions

6. Limited appropriateness of criteria for supporting disciplines

Lessons learned I: things to keep

Central promotion committee

- creates transparency
- Regular training and feedback committee

Profiles

- Differences in how research is funded and organized are now accepted

Only responsible metrics

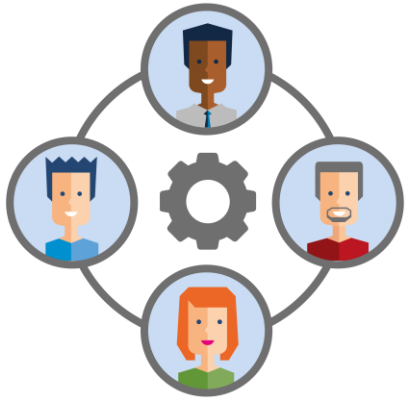
More room for narrative and vision/explanation

Ius promovendi extended

Lessons learned II: to be improved

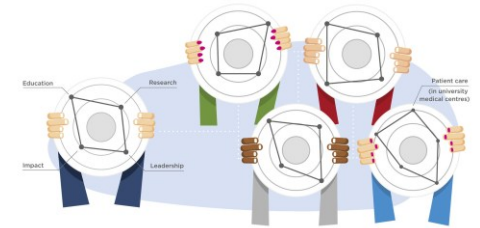
1. Research impact profiles -> Focus profiles
2. From promotion criteria -> Expectations in a function/profile including expected time allocation and scaling
3. Focus on the individual -> Role in the team, task division
 1. Balanced personnel composition: function levels, profiles, gender, background
4. Account for differences between disciplines
5. Leadership as task (time allocation), talent (selection criterion), development goal, necessity to make others flourish
6. Recognition for researchers 4-1, especially the senior researchers

Developments and future actions on R&R in the UMCG



Strategic Personnel planning

Revision academic promotion policy



Revision educational leadership

To be developed: Career policy for researchers 4-1



UMCG:



**rijksuniversiteit
 groningen**

Dream for the future



- Diverse teams
- Shared goals and recognition
- Division of tasks
- All expertise is valued
- Stimulating leadership
- Tailored evaluation
- Horizontal development