

Faculty of Science, Utrecht University

TRIPLE criteria full professor

The Dutch Universities framework for job classification (UFO) and the Utrecht University job profiles for academic positions ([FLOW III Regulation](#)) describe a catalogue of competencies that match the position of full professor. Within this framework, we especially value the competencies connective leadership, vision, decisiveness, reflective capacity and integrity. These competencies are reflected in many of the detailed criteria below. At the Faculty of Science, we organise the criteria according to the TRIPLE-model, using four kinds of evidence and four levels of performance. The TRIPLE acronym describes six core domains of academic performance:

- **T**eam Spirit
- **R**esearch
- **I**mpact
- **P**rofessional performance
- **L**eadership
- **E**ducation

The core domains of academia are Education and Research; together with the domain of Professional performance, these constitute the domains that generate outcomes for academia and society. As a professor you don't have to excel in all the domains.

In the lists of criteria below, we describe examples of forms of evidence that the candidate can use to substantiate claims. The list is not exhaustive. "Measurable data" are only useful when it is explained what the data measure and how it is relevant for the case the candidate is trying to make. We reiterate that as many forms of evidence as possible should be used for each criterion in addition to measurable data. In particular, self-reflection and vision are an important part of the portfolio. In each TRIPLE domain, evidence on past performance can be presented in four different kinds of evidence:

- Through narrative **self-reflection** (describing personal approaches and development over time, improvements, the "why and how", impact and vision)
- Through **description** (CV, listing of activities)
- Through **peer evaluation** (by internal and external peers, including (former) students (PhD and other), recognition through awards, elected memberships, etc., 360-degree feedback)
- Through **measurable data** (number of outputs, citations, impact, course evaluation scores)

For each form of evidence, it is crucial that the meaning in relation to the criteria is *explained*, not just given.

Team Spirit criteria

The professor is an effective team player who provides for a safe, open, constructive, diverse and inclusive academic climate where sharing, contributing and collaborating is the norm.

Criteria	Possible forms of evidence
<p>Team-oriented leadership</p> <ul style="list-style-type: none"> - The professor operates in an open and collaborative way within and across the different domains of academic work and supporting domains, setting the goals and needs of the team as point of departure - The professor inspires, motivates and involves employees in different aspects of academic work - Tasks are suitably aligned with the team member's talents, competencies and interests - The team takes shared responsibility - The professor improves the team's skills, resulting in the team's track record of successful supervision of BSc, MSc and PhD students to completion - The professor contributes to the department, the faculty and the university. The professor is an active team member in committees and boards within the department, faculty and university 	<p><i>Description and self-reflection:</i> a narrative describing vision on leadership and leadership style, description of leadership activities; the idea, strategy and goals of the activities, reflection on effectivity.</p> <p><i>Peer evaluation:</i> 360-degree feedback, written references</p> <p><i>Measurable data:</i> certificates of training, mentoring, supervision, intervision</p>

Research criteria

The professor is a leading authority in research with a clear and internationally acknowledged research line.

Criteria	Possible forms of evidence
<p>Research output and impact</p> <ul style="list-style-type: none"> - Sustained publication of high-impact original research 	<p><i>Self-reflection:</i> meaningful assessment of measurable data</p>

<ul style="list-style-type: none"> - Engagement of the team in pedagogic and/or disciplinary research directly relevant to teaching activities - Sustained invitations to present the research output in lectures, keynotes and opinion pieces 	<p><i>Measurable data:</i> above-average output, citation scores, scientific impact outside own field of research, publication of (chapters in) textbooks or other teaching materials that are used by third parties, SRQ.</p>
<p>The independence and continuity of and leadership in research</p> <ul style="list-style-type: none"> - Coordination and development of new initiatives to continue the research line at an individual level or within collaborative partnerships - Application of national and international developments and opportunities into programmes and initiatives - Research quality assurance, including scientific integrity - National and international reputation - Active promotor of Open Science initiatives 	<p><i>Self-reflection:</i> clear vision on research line, discussion of concrete quality assurance measures, for example pertaining to scientific integrity issues</p> <p><i>Peer evaluation:</i> 360-degree feedback, awards, external appointments</p> <p><i>Description and Measurable data:</i> Participation in programme teams, research boards, committees, active role in (inter)national networks of researchers/consortia, convenor of major academic activities, organisation of academic conferences, engagement in international scientific debates, dissemination of best practice within and outside the institution</p>
<p>Acquisition of research funds</p> <ul style="list-style-type: none"> - Sustained leadership in bids for and securing external income to support individual and institutional research - Efforts to acquire (international) scholarships or other external research funds, the quality of subsidy applications and the success thereof 	<p><i>Self-reflection:</i> Vision on future opportunities and past funding strategy</p> <p><i>Measurable data:</i> Sustained submission of and success in acquiring research grants (small, large, NWO, EU, contract research) within the team, number of personal grants acquired</p>
<p>Supervision of research teams</p> <ul style="list-style-type: none"> - Main supervisor (guidance and coaching) of PhD students (to completion), postdocs, other group members and leading role in international research teams 	<p><i>Self-reflection:</i> vision on research team leadership, discussion of prior experience with "issues"</p>

<ul style="list-style-type: none"> - Monitoring of research group content and level of the output (such as papers, book chapters, PhD theses, software, data) - Active stimulation of Open Science policies in the research team 	<p><i>Peer evaluation:</i> 360-degree feedback</p> <p><i>Measurable data:</i> number of PhD candidates successfully supervised to completion, qualifications in academic leadership</p>
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Impact criteria

The professor leads initiatives that contribute to social and/or economic impact of research and teaching, and provides a vision on how to connect to stakeholders and society. The impact criteria focus on activities and achievements *outside university research and education* rooted in university research and education. The impact of education and research within the university is described in the domains Education and Research. Social impact is the contribution made by scientists to changes in, or the development of, sectors of society and to challenges facing society over both the short and the long term. Of the "Seven pathways to impact" identified by the faculty committee on impact, the following items serve as examples that the candidate may use in their narrative.

- Knowledge (IP) protection and utilisation (e.g. patents and licensing of patents)
- Collaboration with industry (e.g. public-private partnerships)
- Spin-off/start-up from academic research (e.g. initiator of new company)
- Providing access to facilities or tools (e.g. web-based prediction programmes, development of advanced technologies, hosting company researchers)
- Outreach to and cooperation with society rooted in research and education (e.g. Lowlands University, science meets culture events, etc.)

Criteria	Possible forms of evidence
<p>Leadership role in sustained societal impact (outside university research and education), both <i>ex-post</i> (projects from the past with such impact) and <i>ex-ante</i> (ongoing and future projects with pathways to social impact)</p>	<p><i>Description and self-reflection:</i> a narrative describing the idea, strategy and goals of the social outreach activity, reflection on effectivity, description of general vision on social impact and role of the team, description of</p>

<ul style="list-style-type: none"> - Leading the collaboration with stakeholders in society - Leadership in social outreach activities - Active participation in capacity building: helping individuals or organisations obtain, improve, and retain resources such as skills, knowledge, tools and equipment - Initiator of start-up companies 	<p>leadership role in impact, construction of productive interactive networks, mission-driven research, contribution to the United Nations sustainable development goals.</p> <p><i>Peer evaluation:</i> references from people who have benefited or are benefiting from the activities, information about utility generated by research assessments</p> <p><i>Measurable data:</i> economic effect, process-oriented methods describing an interactive productive network: roadmap, action framework explicitly describing which action is needed to achieve the desired impact, agreements with/involvement of stakeholders, monitoring/evaluation framework, ultimate outcomes/products</p>
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Professional performance criteria

Professional performance describes tasks and roles besides research and education that have a strong connection to the respective academic discipline and generates outcomes for academia or society, such as membership of advisory boards and consultancy. This domain also concerns the interaction in research and education with professionals outside academia (teachers, patients, pharmacists, etc.) and, when applicable, the own professional practice of the scientist (e.g. patient care, animal care, pharmaceutical practice), rooted in the practice of the professionals (thus contrasting with impact criteria). Aspects of professional performance are directly tied with (other) forms of impact. Of the "Seven pathways to impact" identified by the faculty committee on impact, the following items serve as examples that the candidate may use in their narrative.

- Development and improvement of teaching (from primary education to lifelong learning)
- Advising and consultancy, contributing to policy-making (e.g. advisor to RIVM or ministry)

- Outreach to and cooperation with society rooted in professional practice (e.g, involvement of patient groups in research, etc.)

Criteria	Possible forms of evidence
<p>Connective professional performance</p> <ul style="list-style-type: none"> - A strategic connecting role in the interplay of the own professional practice with education, research and impact and creates scientific and societal value - Leading practical research projects executed by professionals outside the university, e.g., with extramural professional organisations, or in the form of "citizen science" - Leading an internship programme for professional practice - Leading a lifelong learning programme for professionals 	<p><i>Description and self-reflection:</i> a narrative describing professional activities: the idea, strategy and goals of the activities, reflection on effectivity.</p> <p><i>Peer evaluation:</i> 360-degree feedback, written references</p> <p><i>Measurable data:</i> output of practical research, data concerning internship programme, listing of advisory and consultancy roles, active membership in the board of an organisation of professionals outside the university, (associate) editorships of leading journals in the field, material on lifelong learning initiatives</p>
<p>Advisory and consultancy role Influencing professional practices through consulting, managerial or other functions in</p> <ul style="list-style-type: none"> - intra-university boards at departmental, faculty of university-wide level - editorial boards of scientific journals or book series - advisory or supervisory boards of extra-university organisations such as NGO's, NWO, ZonMW, KNAW, WRR, SER, foundations, companies 	

Leadership criteria

The professor has leadership tasks within the university, serving as a coach, leader, manager, entrepreneur and expert. A good leader sets communal goals and is able to effectively address problems.

Criteria	Possible forms of evidence
<p>Leadership in departmental, faculty or university committees and communities</p> <p>Active leadership in the academic community, connecting staff and students, (inter-)disciplinary teams within the university, and connecting the university to outside partners in the academic, industrial, political or social realms</p>	<p><i>Description and self-reflection:</i> a narrative describing the candidate's vision on leadership and leadership style, description of leadership activities: the idea, strategy and goals of the activities, reflection on effectiveness.</p> <p><i>Self-reflection:</i> Reflection on previous performance</p>
<p>Leadership competencies</p> <p>The professor has an effective way of approaching issues and does not avoid dealing with problems such as employee underperformance or shortcomings</p> <p>Awareness of issues, state-of-the-art knowledge, training in and sustained monitoring and thematisation within the team concerning:</p> <ul style="list-style-type: none"> - Scientific integrity - Social safety & well-being - Diversity and inclusion - Open science. 	<p><i>Peer evaluation:</i> 360-degree feedback, written references</p> <p><i>Measurable data:</i> certificates of training, mentoring, supervision, intervision</p>

Education criteria

The professor is a leading authority in their subject, with a considerable national or international reputation. The candidate displays a thorough understanding of institutional educational management systems and the wider higher education environment. The candidate communicates a clear and inspiring vision on education and enhancement of education in and beyond their own discipline.

Criteria	Possible forms of evidence
<p>Expertise/Specialist Knowledge</p> <ul style="list-style-type: none"> - Leading involvement in well-received courses and programmes at the Bachelor's, Master's, PhD or lifelong learning level 	<p><i>Description:</i> teaching material</p> <p><i>Self-reflection:</i> Reflect on previous performance, benchmark against the educational standards of the faculty, clear vision on education</p>
Delivery of Education	

<ul style="list-style-type: none"> - Successful supervision of a substantial number of BSc, MSc and PhD students 	<p><i>Peer review:</i> student evaluation, peer assessment of lectures by other lecturers</p> <p><i>Measurable data:</i> advanced educational qualification (such as STQ) number of students supervised, future careers of supervised students</p>
<p>Development of Education</p> <ul style="list-style-type: none"> - Overseeing the design and development of the overall curriculum of a programme or thematic line (including courses, learning outcomes, content, assessment methods, teaching and learning methods) - Leading involvement in development of innovative approaches to course delivery which enhance teaching quality - Shaping the cross-pollination between education and research by integrating novel disciplinary research developments in teaching - Leading the improvement of a programme or thematic line based on educational evaluations and/or reflections on strategic changes in education - 	<p><i>Description:</i> involvement with teaching innovation tools (at Utrecht, for example Educate-IT/TLL)</p> <p><i>Self-reflection:</i> Reflect on previous performance, clear vision on development of education</p> <p><i>Peer evaluation:</i> 360-degree feedback, awards, external appointments</p> <p><i>Measurable data:</i> active leadership in committees or working groups that contribute to the development or execution of the faculty's educational strategy and policies (e.g., in educational qualification committees)</p>
<p>Organisation of Education</p> <ul style="list-style-type: none"> - Developing the quality assurance framework for a programme or thematic line within the university's overall framework for validation, student feedback, student welfare, student admission and assessment, enhancement-led review, preparation for visitation committees - Contributing to the development or implementation of the university's or (inter)national education strategies, policies, or subsidies - Participating in quality assurance beyond one's own discipline 	<p><i>Description:</i> involvement with teaching organisation</p> <p><i>Self-reflection:</i> Reflect on previous performance, clear vision on educational organisation and quality control</p> <p><i>Peer evaluation:</i> 360-degree feedback, awards, external appointments</p> <p><i>Measurable data:</i> active membership in educational assessment committees, mentorship of university</p>

<ul style="list-style-type: none">- Leading a team of university teachers, supporting the professional development of teachers and actively participating in policy development and implementation regarding such professional development	teachers (e.g., in educational qualification tracks)
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