

1 Job description for academic staff

The Faculty of Arts applies the following job descriptions for academic staff as a framework for appointment and promotion procedures. This is the Faculty's interpretation of the general [University Job Classification \(UFO\) profiles](#).

An **assistant professor** (UD) is a creative academic professional who, together with others, takes responsibility for high-quality teaching and research in an international and interdisciplinary setting and for whom academic service provision is a natural part of the job. The assistant professor works with an awareness that knowledge is a societal good and consequently explores possibilities for external funding and, where possible, collaboration with societal partners.

The **associate professor** (UHD) is a creative academic professional who takes responsibility for high-quality teaching, research, and academic service provision in an international and interdisciplinary setting. The associate professor works with an awareness that knowledge is a societal good and sufficiently knows how to recruit external funding and new partners for temporary and long-term collaborations. The associate professor creates possibilities to explore new directions together with others in order to generate solutions to issues regarding teaching, research, organization, and impact.

The **full professor** (HGL) is a creative academic professional who acts as a figurehead for the organization by taking responsibility for high-quality and innovative teaching, research, and administration in an international and interdisciplinary setting. The full professor internally and externally demonstrates that knowledge is a societal good, sufficiently knows how to recruit external funding, and acts as a frontrunner in attracting new partners for temporary and long-term collaborations. The full professor knows how to encourage others to seek new directions for solutions to issues regarding teaching, research, organization, and impact.

2 Job criteria

Below, we indicate how the academic profiles described above are reflected in the current job criteria, including for recruitment and promotion.

Around 10 years ago, some of these criteria were partially different; in another decade, some aspects will have changed once again. As staff members, we must take this into account and respond accordingly. This stems from the principle that the university, as a societal organization, develops along with the society.

Compared to around 10 years ago, we have now tried to better demonstrate our understanding that no two people are the same and that we above all need these differences. At the same time, there are basic criteria that everyone in the above-mentioned positions must fulfil to maintain the quality of our teaching, research, societal responsibility, as well as our self-governance.

2.1 Basic criteria

In the table below, the result areas and activities per job profile are displayed. The optional activities are indicated in *italics*.

Result areas			
Assistant Professor 2 (UD2)	Assistant Professor 1 (UD1)	Associate Professor 2 (UHD2)	Associate Professor 1 (UHD1)
1. Curriculum development (Teaching)			
Defining learning outcomes within a course unit		Analysing students' levels and societal needs	
<ol style="list-style-type: none"> 1. Observing relevant national and international developments within the respective educational area 2. Analysing society's educational needs and students' learning needs 3. Exchanging knowledge with fellow lecturers and material experts, nationally and internationally 4. Selecting relevant knowledge sources such as literature and teaching methods, teaching tools, and in-person and online forms of interaction 5. Formulating new and amending existing lesson materials and assignments that are suitable for teaching in person and online 6. Obtaining the University Teaching Qualification (UTQ) 	<ol style="list-style-type: none"> 1. Observing relevant national and international developments within the respective educational area 2. Analysing society's educational needs and students' learning needs 3. Exchanging knowledge with fellow lecturers and material experts, nationally and internationally 4. Selecting relevant knowledge sources such as literature and teaching methods, teaching tools, and in-person and online forms of interaction 5. Formulating new and amending existing lesson materials and assignments that are suitable for teaching in person and online 6. Possessing the University Teaching Qualification (UTQ) 	<ol style="list-style-type: none"> 1. Observing relevant national and international developments within the respective educational area 2. Analysing society's educational needs and students' learning needs 3. Developing a personal network that includes pioneering internal and external teaching experts, lecturers, professional educational organizations, and third parties, on a national and international scale 4. Exchanging knowledge with fellow lecturers and material experts, nationally and internationally 5. Initiating the establishment of new course units or adapting existing course units based on relevant developments and in coordination with relevant colleagues 6. Selecting relevant knowledge sources such as literature and teaching methods, teaching 	<ol style="list-style-type: none"> 1. Observing relevant national and international developments within the respective educational area 2. Analysing society's educational needs and students' learning needs 3. Developing a personal network that includes pioneering internal and external teaching experts, lecturers, professional educational organizations, and third parties, on a national and international scale 4. Exchanging knowledge with fellow lecturers and material experts, nationally and internationally 5. Initiating the establishment of new course units or adapting existing course units based on relevant developments and in coordination with relevant colleagues 6. Selecting relevant knowledge sources such as literature and teaching methods, teaching

		tools, and in-person and online forms of interaction 7. Putting together lesson materials and assignments suitable for in-person and online teaching 8. Possessing the University Teaching Qualification (UTQ)	tools, and in-person and online forms of interaction 7. Putting together lesson materials and assignments suitable for in-person and online teaching 8. Possessing the University Teaching Qualification (UTQ)
2. Teaching performance (Teaching) Preparing and carrying out the allocated course units and aligning these to the needs of students and society			
1. Integrating research results into teaching 2. Aligning the content and structure of the course unit with colleagues 3. Preparing and carrying out teaching activities for students and providing information to prospective students 4. Creating the right learning conditions by applying didactic methods and inclusive methodologies 5. Supervising and coaching students in their learning process during in-person and online teaching activities 6. <i>Supervising and assessing work placement and graduation projects and student theses</i> 7. <i>Delegating tasks to teaching support staff</i>	1. Integrating research results into teaching 2. Aligning the content and structure of the course unit with colleagues 3. Preparing and carrying out teaching activities for students and providing information to prospective students 4. Creating the right learning conditions by applying didactic methods and inclusive methodologies 5. Supervising and coaching students in their learning process during in-person and online teaching activities 6. <i>Supervising and assessing work placement and graduation projects and student theses</i> 7. <i>Delegating tasks to teaching support staff</i>	1. Integrating research results into teaching 2. Aligning the content and structure of the course unit with colleagues 3. Preparing and carrying out teaching activities for students and providing information to prospective students 4. Creating the right learning conditions by applying didactic methods and inclusive methodologies 5. Supervising and coaching students in their learning process during in-person and online teaching activities 6. Supervising and assessing work placement and graduation projects and student theses 7. <i>Delegating tasks to teaching support staff</i>	1. Integrating research results into teaching 2. Aligning the content and structure of the course unit with colleagues 3. Preparing and carrying out teaching activities for students and providing information to prospective students 4. Creating the right learning conditions by applying didactic methods and inclusive methodologies 5. Supervising and coaching students in their learning process during in-person and online teaching activities 6. Supervising and assessing work placement and graduation projects and student theses 7. <i>Delegating tasks to teaching support staff</i>
3. Learning assessment (Teaching) Assessing learning outcomes through the assessment methods developed and/or approved by the Institute of Education			
1. Formulating test and examination assignments	1. Formulating test and examination assignments	1. On the basis of relevant developments, initiating the establishment of new or new types of test and examination	1. On the basis of relevant developments, initiating the establishment of new or new types of test and examination

<ol style="list-style-type: none"> 2. Assessing tests and examinations and assigning grades/marks 3. <i>Designing and organizing online assessments</i> 4. <i>Holding both written and verbal tests and/or examinations in-person or online</i> 	<ol style="list-style-type: none"> 2. Assessing tests and examinations and assigning marks 3. <i>Designing and organizing online assessments</i> 4. <i>Holding both written and oral tests and/or examinations, in-person or online</i> 	<p>assignments or adapting existing test and examination assignments</p> <ol style="list-style-type: none"> 2. Assessing tests and examinations and assigning marks 3. <i>Designing and organizing online assessments</i> 4. <i>Holding both written and oral tests and/or examinations, in-person or online</i> 	<p>assignments or adapting existing test and examination assignments</p> <ol style="list-style-type: none"> 2. Assessing tests and examinations and assigning marks 3. <i>Designing and organizing online assessments</i> 4. <i>Holding both written and oral tests and/or examinations, in-person or online</i>
<p>4. Teaching evaluation (Teaching) Contributing to the evaluation of the design and implementation of course units and making suggestions for potential improvements to the didactics and/or content of these course units</p>			
<ol style="list-style-type: none"> 1. Evaluating and potentially adjusting own course units 2. Participating in peer support meetings with lecturers 3. Providing information to teaching visitation committees <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 4. <i>Participating in internal working groups and discussions regarding teaching evaluations</i> 5. <i>Attending the teaching activities of lecturers and providing feedback on the teaching content and the lecturer's performance</i> 6. <i>Analysing the execution of course units with students and lecturers</i> 7. <i>Contributing to evaluation reports on the design and</i> 	<ol style="list-style-type: none"> 1. Evaluating and potentially adjusting own course units 2. Participating in peer support meetings with lecturers 3. Providing information to teaching visitation committees <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 4. <i>Participating in internal working groups and discussions regarding teaching evaluations</i> 5. <i>Attending the teaching activities of lecturers and providing feedback on the teaching content and the lecturer's performance</i> 6. <i>Analysing the execution of course units with students and lecturers</i> 7. <i>Contributing to evaluation reports on the design and</i> 	<ol style="list-style-type: none"> 1. Evaluating and potentially adjusting own course units 2. Establishing and implementing proposals for improvement regarding own and related course units 3. Participating in internal working groups and discussions regarding teaching evaluations 4. Providing information to teaching visitation committees <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 5. <i>Analysing the execution of course units with students and lecturers</i> 6. <i>Contributing to evaluation reports on the design and implementation of parts of the teaching programme</i> 	<ol style="list-style-type: none"> 1. Evaluating and potentially adjusting own course units 2. Establishing and implementing proposals for improvement regarding the staff member's own and related course units 3. Participating in internal working groups and discussions regarding teaching evaluations 4. Providing information to teaching visitation committees <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 5. <i>Analysing the execution of course units with students and lecturers</i> 6. <i>Contributing to evaluation reports on the design and implementation of parts of the teaching programme</i>

<i>implementation of parts of the teaching programme</i>	<i>implementation of parts of the teaching programme</i>		
5. Teaching coordination (Teaching)			
Coordinating the development and implementation of the allocated course units			
		<ol style="list-style-type: none"> 1. Encouraging consultation in developing and implementing course units 2. Promoting cohesion between course units, both methodologically and substantively 3. Delegating tasks and instructions to academic and teaching support staff and monitoring the progress and quality of their implementation 4. Guiding less experienced colleagues in their professional development 5. Participating in the recruitment, selection, and assessment of teaching support staff 6. Handling personnel, organizational, and financial matters regarding the teaching task of a chair group or chair groups in coordination with those who hold final responsibility 	<ol style="list-style-type: none"> 1. Encouraging consultation in developing and implementing course units 2. Promoting cohesion between course units, both methodologically and substantively 3. Delegating tasks and instructions to academic and teaching support staff and safeguarding the progress and quality of their implementation 4. Guiding less experienced colleagues in their professional development 5. Participating in the recruitment, selection, and assessment of teaching support staff 6. Handling personnel, organizational, and financial matters regarding the teaching task of a chair group or chair groups in coordination with those who hold final responsibility
6. Supervising students (Teaching)			
Supervising and assessing students in the execution and progress of assignments			
<ol style="list-style-type: none"> 1. Discussing potential assignments with students 2. Discussing the design, execution, and progress of assignments with students 3. Assessing student assignments and communicating 	<ol style="list-style-type: none"> 1. Discussing potential assignments with students 2. Discussing the design, execution, and progress of assignments with students 3. Assessing student assignments and communicating 	<ol style="list-style-type: none"> 1. Discussing potential assignments with students 2. Discussing the design, execution, and progress of assignments with students 3. Assessing student assignments and communicating 	<ol style="list-style-type: none"> 1. Discussing potential assignments with students 2. Discussing the design, execution, and progress of assignments with students 3. Assessing student assignments and communicating

assessments to the Board of Examiners	assessments to the Board of Examiners	assessments to the Board of Examiners	assessments to the Board of Examiners
7. Acquiring contract research and teaching (Teaching – Impact)			
<i>Partly or fully drafting research and/or teaching proposals to be approved by the respective professor</i>		<i>Recruiting potential clients on the basis of analyses of societal needs and writing and submitting research and/or teaching proposals in accordance with the quality requirements of clients</i>	
<ol style="list-style-type: none"> 1. Contributing to the development of post-graduate, e.g., post-academic, teaching and micro credentials for professionals 2. Signalling relevant developments and opportunities in the teaching and research area 3. Reporting performance and results to the client 4. Initiating and maintaining contact with high-profile lecturers, pioneering researchers, and funding bodies for research and teaching 5. Acquiring grants and requesting external funding (also counts towards result area 12) 	<ol style="list-style-type: none"> 1. Contributing to the development of post-graduate, e.g., post-academic teaching and micro credentials for professionals 2. Signalling relevant developments and opportunities in the teaching and research area 3. Reporting performance and results to the client 4. Initiating and maintaining contact with high-profile lecturers, pioneering researchers, and funding bodies for research and teaching 5. Acquiring grants and requesting external funding (also counts towards result area 12) 	<ol style="list-style-type: none"> 1. Initiating the development of post-initial, e.g., post-academic teaching 2. Exploring the external funding market and the demands of potential external partners or funding bodies for research and teaching 3. Reporting performance and results to the client 4. Initiating and maintaining contact with high-profile lecturers, pioneering researchers, and funding bodies for research and teaching 5. Acquiring grants and encouraging staff members to request external funding (also counts towards result area 12) 	<ol style="list-style-type: none"> 1. Initiating the development of post-graduate, e.g., post-academic teaching 2. Exploring the external funding market and the demands of potential external partners or funding bodies for research and teaching 3. Reporting performance and results to the client 4. Initiating and maintaining contact with high-profile lecturers, pioneering researchers, and funding bodies for research and teaching 5. Acquiring grants and encouraging staff members to request external funding (also counts towards result area 12)
8. Research coordination (Research)			
Coordinating and monitoring the progress of the staff member's own research		Coordinating and monitoring cohesion within a research programme and monitoring the progress of own research	
<ol style="list-style-type: none"> 1. Aligning with other studies or partial studies 2. <i>Delegating tasks and instructions to academic and research support staff</i> 3. <i>Monitoring the progress and quality of the implementation of the tasks and instructions delegated to academic and research support staff</i> 	<ol style="list-style-type: none"> 1. Aligning with other studies or partial studies 2. <i>Delegating tasks and instructions to academic and research support staff</i> 3. <i>Monitoring the progress and quality of the implementation of the tasks and instructions delegated to academic and research support staff</i> 	<ol style="list-style-type: none"> 1. Structuring research through research sub-questions 2. Encouraging alignment between partial studies 3. Promoting cohesion, both methodologically and substantively, between partial studies 4. Delegating tasks and instructions to academic and research support staff and 	<ol style="list-style-type: none"> 1. Structuring research through research sub-questions 2. Encouraging alignment between partial studies 3. Promoting cohesion, both methodologically and substantively, between partial studies 4. Delegating tasks and instructions to academic and research support staff and

		<p>monitoring the progress and quality of their implementation</p> <p>5. <i>Participating in the recruitment, selection, and assessment of research support staff</i></p>	<p>monitoring the progress and quality of their implementation</p> <p>5. <i>Participating in the recruitment, selection, and assessment of research support staff</i></p>
<p>9. Conducting research (Research) Gathering, analysing, and interpreting research data</p>			
<p>1. Formulating a research plan</p> <p>2. Formulating a Research Data Management Plan</p> <p>3. Aligning problem definitions and working hypotheses with the supervisor</p> <p>4. Creating a literature review, visiting symposia and conferences, and holding discussions with material experts</p> <p>5. Formulating problem definitions and working hypotheses and defining the necessary research data, research methods, and target groups</p> <p>6. Managing research data and encouraging opportunities for the reuse of data in accordance with principles stemming from the UG Open Science Programme</p> <p>7. Exchanging knowledge with fellow researchers, lecturers, and material experts, nationally and internationally</p> <p>8. Monitoring the academic integrity of research</p>	<p>1. Formulating a research plan</p> <p>2. Formulating a Research Data Management Plan</p> <p>3. Aligning problem definitions and working hypotheses with the supervisor</p> <p>4. Creating a literature review, visiting symposia and conferences, and holding discussions with material experts</p> <p>5. Formulating problem definitions and working hypotheses and defining the necessary research data, research methods, and target groups</p> <p>6. Managing research data and encouraging opportunities for the reuse of data in accordance with principles stemming from the UG Open Science Programme</p> <p>7. Exchanging knowledge with fellow researchers, lecturers, and material experts, nationally and internationally</p> <p>8. Monitoring the academic integrity of research</p>	<p>1. Formulating a research plan</p> <p>2. Formulating a Research Data Management Plan</p> <p>3. Aligning problem definitions and working hypotheses with the supervisor</p> <p>4. Creating a literature review, visiting symposia and conferences, and holding discussions with material experts</p> <p>5. Formulating problem definitions and working hypotheses and defining the necessary research data, research methods, and target groups</p> <p>6. Managing research data and encouraging opportunities for the reuse of data in accordance with principles stemming from the UG Open Science Programme</p> <p>7. Exchanging knowledge with fellow researchers, lecturers, and material experts, nationally and internationally</p> <p>8. Monitoring the academic integrity of research</p>	<p>1. Formulating a research plan</p> <p>2. Formulating a Research Data Management Plan</p> <p>3. Aligning problem definitions and working hypotheses with the supervisor</p> <p>4. Creating a literature review, visiting symposia and conferences, and holding discussions with material experts</p> <p>5. Formulating problem definitions and working hypotheses and defining the necessary research data, research methods, and target groups</p> <p>6. Managing research data and encouraging opportunities for the reuse of data in accordance with principles stemming from the UG Open Science Programme</p> <p>7. Exchanging knowledge with fellow researchers, lecturers, and material experts, nationally and internationally</p> <p>8. Monitoring the academic integrity of research</p>
<p>10. Research development (Research)</p>			

Analysing research projects and societal needs on the basis of developments within the own discipline and in connection with societal needs and opportunities regarding the valorization of the knowledge to be developed			
		<ol style="list-style-type: none"> 1. Observing relevant national and international academic developments within the respective research area 2. Exploring and assessing the societal need for research and the opportunities for the valorization of research 3. On the basis of relevant developments such as academically substantive, societal needs, opportunities for valorization, initiating the establishment of a new research project in alignment with relevant national and international colleagues and external parties 4. Formulating a multi-year research plan 	<ol style="list-style-type: none"> 1. Observing relevant national and international academic developments within the respective research area 2. Exploring and assessing the societal need for research and the opportunities for the valorization of research 3. On the basis of relevant developments such as academically substantive, societal needs, opportunities for valorization, initiating the establishment of a new research project in alignment with relevant national and international colleagues and external parties 4. Formulating a multi-year research plan
11. Research publication (Research) Publishing research results			
<ol style="list-style-type: none"> 1. Preparing publications for recognized academic journals, specialist journals, and open access publication 2. Writing papers for conferences and giving lectures at conferences 3. Adjusting publications in response to reactions from referees and fellow lecturers and researchers 4. Making research data publicly available after the research has been completed in accordance 	<ol style="list-style-type: none"> 1. Preparing publications for recognized academic journals, specialist journals, and open access publication 2. Writing papers for conferences and giving lectures at conferences 3. Adjusting publications in response to reactions from referees and fellow lecturers and researchers 4. Making research data publicly available after the research has been completed in accordance 	<ol style="list-style-type: none"> 1. Preparing publications for recognized academic journals, specialist journals, and open access publication 2. Writing papers for conferences and giving lectures at conferences 3. Adjusting publications in response to reactions from referees and fellow lecturers and researchers 4. Making research data publicly available after the research has been completed in accordance 	<ol style="list-style-type: none"> 1. Preparing publications for recognized academic journals, specialist journals, and open access publication 2. Writing papers for conferences and giving lectures at conferences 3. Adjusting publications in response to reactions from referees and fellow lecturers and researchers 4. Making research data publicly available after the research has been completed in accordance

with the principles of the UG Open Science Programme 5. <i>Giving presentations to external organizations</i>	with the principles of the UG Open Science Programme 5. <i>Giving presentations to external organizations</i>	with the principles of the UG Open Science Programme 5. <i>Giving presentations to external organizations</i>	with the principles of the UG Open Science Programme 5. <i>Giving presentations to external organizations</i>
12. PhD students supervision (Research)			
Supervising the work of PhD students as they conduct and progress in their research			
<ol style="list-style-type: none"> 1. Providing PhD students with information about potential PhD topics 2. Supervising the work of PhD students as a co-supervisor, as they conduct and progress in their research 3. <i>Discussing the progress of studies and partial studies with PhD students</i> 4. <i>Jointly assessing PhD dissertations</i> 5. <i>Providing input for the assessment of PhD students to their supervisor</i> 6. <i>Supervising PhD students in preparing and organizing a course unit together and providing feedback</i> 7. <i>Supervising and advising PhD students on career opportunities after completing their PhD research</i> 	<ol style="list-style-type: none"> 1. Providing PhD students with information about potential PhD topics 2. Supervising the work of PhD students, as a main or co-supervisor, while they carry out their PhD research project <p>Executing at least three of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Discussing the progress of studies and partial studies with PhD students</i> 4. <i>Co-assessing PhD dissertations</i> 5. <i>Providing input for the assessment of PhD students to their supervisor</i> 6. <i>Supervising PhD students in preparing and organizing a course unit together and providing feedback</i> 7. <i>Supervising and advising PhD students on career opportunities after completing their PhD research</i> 	<ol style="list-style-type: none"> 1. Providing PhD students with information about potential PhD topics 2. Discussing the progress of studies and partial studies with PhD students 3. Jointly or fully assessing PhD dissertations 4. <i>If the staff member does not hold the ius promovendi: Providing input for the assessment of PhD students to their supervisor</i> 5. Supervising PhD students in preparing and organizing a course unit together and providing feedback 6. Encouraging the professional development of PhD students and encouraging or contributing towards their career development 	<ol style="list-style-type: none"> 1. Providing PhD students with information about potential PhD topics 2. Discussing the progress of studies and partial studies with PhD students 3. Jointly or fully assessing PhD dissertations 4. Supervising PhD students in preparing and organizing a course unit together and providing feedback 5. Encouraging the professional development of PhD students and encouraging or contributing towards their career development
13. Coaching (Teaching/Research– Leadership)			
Coaching and providing professional guidance for less experienced colleagues			
<ol style="list-style-type: none"> 1. Contributing to an open, safe, and inclusive work environment 2. <i>Providing feedback and support to less experienced colleagues</i> 3. <i>Informing new or less</i> 	<ol style="list-style-type: none"> 1. Contributing to an open, safe, and inclusive work environment 2. Transferring professional and procedural knowledge to new or less experienced colleagues 	<ol style="list-style-type: none"> 1. Providing feedback and support to less experienced colleagues 2. Informing new or less experienced colleagues about existing or new work processes or methods 	<ol style="list-style-type: none"> 1. Providing feedback and support to less experienced colleagues 2. Informing new or less experienced colleagues about existing or new work processes or methods

<p><i>experienced colleagues about existing or new work processes or methods</i></p> <ol style="list-style-type: none"> 4. <i>Answering questions from other colleagues regarding operational and substantive problems</i> 5. <i>Transferring substantive and procedural knowledge to new or less experienced colleagues</i> 	<p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Providing feedback and support to less experienced colleagues</i> 4. <i>Informing new or less experienced colleagues about existing or new work processes or methods</i> 5. <i>Answering questions from other colleagues regarding operational and substantive problems</i> 	<p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Answering questions from other colleagues regarding operational and substantive problems</i> 4. <i>Transferring substantive and procedural knowledge to new or less experienced colleagues</i> 5. <i>Ensuring an open, safe, and inclusive work environment</i> 	<p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Answering questions from other colleagues regarding operational and substantive problems</i> 4. <i>Transferring substantive and procedural knowledge to new or less experienced colleagues</i> 5. <i>Ensuring an open, safe, and inclusive work environment</i>
<p>14. Acquiring indirect government funding and contract research funding (Teaching/Research) Acquiring external funding for research projects (Research) or teaching projects (Teaching)</p>			
<ol style="list-style-type: none"> 1. Formulating an individual funding plan 2. <i>Regularly competing in competitions for indirect government funding and/or contract research funding as a PI or person responsible for a substantial UG partial project over a number of years by submitting proposals that are either selected or assessed as being very promising</i> 3. <i>Regularly acquiring indirect government funding or contract research funding for the benefit of the projects of others, e.g., PhD students, over a number of years</i> 	<ol style="list-style-type: none"> 1. Formulating an individual funding plan <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 2. <i>Regularly competing in competitions for indirect government funding and/or contract research funding as a PI or person responsible for a substantial UG partial project over a number of years by submitting proposals that are either selected or assessed as being very promising</i> 3. <i>Regularly acquiring indirect government funding or contract research funding for the benefit of the projects of others, e.g., PhD students, over a number of years</i> 	<ol style="list-style-type: none"> 1. Formulating an individual funding plan <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 2. <i>Regularly competing in competitions for indirect government funding and/or contract research funding as a PI or person responsible for substantial UG partial projects that include positions for others (e.g., PhD students and postdocs) over a number of years by submitting proposals that are either selected or assessed as being very promising</i> 3. <i>Regularly acquiring indirect government funding or contract research funding for the benefit of the projects of</i> 	<ol style="list-style-type: none"> 1. Formulating an individual funding plan <p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 2. <i>Regularly competing in competitions for indirect government funding and/or contract research funding as a PI or person responsible for substantial UG partial projects that include positions for others (e.g., PhD students and postdocs) over a number of years by submitting proposals that are selected</i> 3. <i>Regularly acquiring indirect government funding or contract research funding for the benefit of the projects of others, e.g., PhD students, over a number of years</i>

		<i>others, e.g., PhD students, over a number of years</i>	
15. Communicating scientific knowledge and insights: outreach and impact (Teaching/Research – Impact) Communicating knowledge and insights of the group to the academic community, society, and – where possible – the government and industry through various media			
1. Maintaining networks for the dissemination of knowledge and insights Executing at least two of the following activities: 2. <i>Contributing towards current societal discussions from own knowledge area</i> 3. <i>Contributing in the form of consultancy and/or post-academic teaching</i> 4. <i>Designing a product (game, exhibition, etc.)</i> 5. <i>Applying for a patent</i> 6. <i>Giving lectures and interviews for various media</i>	1. Maintaining networks for the dissemination of knowledge and insights Executing at least two of the following activities: 2. <i>Contributing towards current societal discussions from own knowledge area</i> 3. <i>Contributing in the form of consultancy and/or post-academic teaching</i> 4. <i>Designing a product (game, exhibition, etc.)</i> 5. <i>Applying for a patent</i> 6. <i>Giving lectures and interviews for various media</i>	1. Initiating and maintaining networks for the dissemination of knowledge and insights 2. Giving lectures and interviews for various media Executing at least one of the following activities: 3. <i>Contributing towards current societal discussions from own knowledge area through various media and social media focused on various target groups, e.g., industry, government, educational institutions, the general public</i> 4. <i>Contributing in the form of consultancy and/or post-academic teaching</i> 5. <i>Designing a product (game, exhibition, etc.)</i>	1. Initiating and maintaining networks for the dissemination of knowledge and insights 2. Giving lectures and interviews for various media Executing at least one of the following activities: 3. <i>Contributing towards current societal discussions from own knowledge area through various media and social media focused on various target groups, e.g., industry, government, educational institutions, the general public</i> 4. <i>Contributing in the form of consultancy and/or post-academic teaching</i> 5. <i>Designing a product (game, exhibition, etc.)</i>
16. Working groups and committees (Teaching/Research – Leadership) Such working groups and committees must be affiliated with the content of the position. Working groups and committees affiliated with consultative participation and departmental work meetings do not count towards this result area.			
Contributing to committees or working groups and executing the allocated management and board tasks		Participating and leading committees or working groups and executing the allocated management and board tasks beyond the boundaries of the staff member's own chair group and cluster	
1. Preparing the topics to be discussed within working groups or committees 2. Participating in committee and working group meetings	1. Preparing the topics to be discussed within working groups or committees 2. Participating in committee and working group meetings	1. Preparing the topics to be discussed within working groups or committees 2. Participating in or leading committee and working group meetings	1. Preparing the topics to be discussed within working groups or committees 2. Participating in or leading committee and working group meetings

<p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Formulating certain topics to prepare for the next meeting</i> 4. <i>Informing staff within the chair group about the matters discussed by the working group or committee</i> 5. <i>Acting as a point of contact and role model for certain topics</i> 	<p>Executing at least one of the following activities:</p> <ol style="list-style-type: none"> 3. <i>Formulating certain topics to prepare for the next meeting</i> 4. <i>Informing staff within the chair group about the matters discussed by the working group or committee</i> 5. <i>Acting as a point of contact and role model for certain topics</i> 	<ol style="list-style-type: none"> 3. <i>Formulating certain topics to prepare for the next meeting</i> 4. <i>Informing staff within the chair group about the matters discussed by the working group or committee</i> 	<ol style="list-style-type: none"> 3. <i>Formulating certain topics to prepare for the next meeting</i> 4. <i>Informing staff within the chair group about the matters discussed by the working group or committee</i>
<p>17. Managing equipment and laboratories (Teaching/Research) <i>Managing equipment and/or laboratories and collections</i></p>			
<ol style="list-style-type: none"> 1. <i>Consulting and aligning with the director of business operations and the director of the research institute</i> 2. <i>Formulating an investment plan</i> 3. <i>Handling the cleaning, maintenance, and timely replacement of equipment</i> 	<ol style="list-style-type: none"> 1. <i>Consulting and aligning with the director of business operations and the director of the research institute</i> 2. <i>Formulating an investment plan</i> 3. <i>Handling the cleaning, maintenance, and timely replacement of equipment</i> 	<ol style="list-style-type: none"> 1. <i>Consulting and aligning with the director of business operations and the director of the research institute</i> 2. <i>Formulating a strategy for the laboratory or collection in alignment with the strategy of the Faculty and/or research institute</i> 3. <i>Formulating an investment plan</i> 4. <i>Handling the cleaning, maintenance, and timely replacement of equipment</i> 	<ol style="list-style-type: none"> 1. <i>Consulting and aligning with the director of business operations and the director of the research institute</i> 2. <i>Formulating a strategy for the laboratory or collection in alignment with the strategy of the Faculty and/or research institute</i> 3. <i>Formulating an investment plan</i> 4. <i>Formulating an investment plan</i> 5. <i>Handling the cleaning, maintenance, and timely replacement of equipment</i>
<p>18. Language proficiency (Teaching/Research)</p>			
<p><i>For international staff members: Obtaining CEFR B2 level in Dutch (for reading and listening)</i></p> <p><i>For Dutch staff members: Mastering a sufficient level of English to carry out teaching and research tasks (CEFR B2/C1 level for reading, listening, writing, and speaking)</i></p>	<p><i>For international staff members: Obtaining at least CEFR B2 level in Dutch (for reading and listening)</i></p> <p><i>For Dutch staff members: Mastering a sufficient level of English to carry out teaching and research tasks (CEFR B2/C1 level for reading, listening, writing, and speaking)</i></p>	<p><i>For international staff members: Obtaining CEFR C1 level in Dutch (for reading and listening)</i></p> <p><i>For Dutch staff members: Mastering a sufficient level of English to carry out teaching and research tasks (CEFR B2/C1 level for speaking and writing and C1 level for reading and listening)</i></p>	<p><i>For international staff members: Obtaining at least CEFR C1 level in Dutch (for reading and listening)</i></p> <p><i>For Dutch staff members: Mastering a sufficient level of English to carry out teaching and research tasks (CEFR B2/C1 level for speaking and writing and C1 level for reading and listening)</i></p>

2.2 Promotion criteria

The table below breaks down the criteria that must be fulfilled in order to be promoted to Assistant Professor 1 and Associate Professor 1. The step from Assistant Professor 1 to Associate Professor 2 only takes place through advertised vacancies and is therefore not included in this table.

	Research profile		Teaching profile	
	<i>Focus on impact</i>	<i>Focus on leadership</i>	<i>Focus on impact</i>	<i>Focus on leadership</i>
Assistant Professor 1 (UD1)	<p>‘Good’ in all result areas and ‘very good’ in the areas of research and impact. This is the case if at least two of the following criteria are demonstrably fulfilled:</p> <ul style="list-style-type: none"> • Exceptional publications with a demonstrably large scientific impact within or beyond the staff member’s own field • Formally co-supervising at least one PhD student until their manuscript is approved by the assessment committee • Successfully acquiring indirect government funding or contract research funding in competition with others • Successfully completing a project with demonstrable societal impact together with societal partners 	<p>‘Good’ in all result areas and ‘very good’ in the area of leadership. This is the case if the staff member convincingly demonstrates behaviour and skills within the research domain in the long term that align with the description of group leadership in the UG vision on leadership.</p>	<p>‘Good’ in all result areas and ‘very good’ in the areas of teaching and impact. This is the case if at least two of the following criteria are demonstrably fulfilled:</p> <ul style="list-style-type: none"> • Demonstrably personal contribution to the implementation of successful post-academic teaching • Successfully acquiring indirect government funding or contract research funding in competition with others • Implementing a successful teaching innovation project in teaching or assessment which is adopted by other degree programmes • Giving shape to a successful collaboration with societal partners or with the professional field 	<p>‘Good’ in all result areas and ‘very good’ in the area of leadership. This is the case if the staff member convincingly demonstrates long term behaviour and skills within the teaching domain, aligning with the description of group leadership in the UG vision on leadership.</p>
Associate Professor 1 (UHD1)	<p>‘Good’ in all result areas and ‘very good’ in the areas of research and impact.</p>	<p>‘Good’ in all result areas and ‘very good’ in the area of leadership. This is the case if the staff member convincingly demonstrates long term</p>	<p>‘Good’ in all result areas and ‘very good’ in the areas of teaching and impact.</p>	<p>‘Good’ in all result areas and ‘very good’ in the area of leadership. This is the case if the staff member convincingly demonstrates long term</p>

	<p>This is the case if at least two of the following criteria are demonstrably fulfilled:</p> <ul style="list-style-type: none"> • An exceptional research programme including publications with a demonstrably large scientific impact within or beyond the staff member's own field • Formally supervising at least two PhD students until their manuscripts are approved by the assessment committee • Successfully completing a project funded by indirect government funding or contract research funding that includes positions for others (e.g., PhD students, postdocs) • Successfully completing a project with demonstrable societal impact together with societal partners from which a long-term collaboration has arisen 	<p>behaviour and skills within the research domain, aligning with the description of group leadership and elements of the role of organizational leadership as laid out in the UG vision on leadership.</p>	<p>This is the case if at least two of the following criteria are demonstrably fulfilled:</p> <ul style="list-style-type: none"> • Leading the implementation of successful post-academic teaching on their own initiative • Successfully acquiring indirect government funding or contract research funding in competition with others from which positions for others have been funded (e.g., PhD students with educational expertise, postdocs, etc.) • Leading the implementation of a successful teaching innovation project in teaching or assessment which is adopted by degree programmes beyond the staff member's own cluster and that is transdisciplinary or interdisciplinary in nature • Leading a successful collaboration with societal partners or with the professional field 	<p>behaviour and skills within the research domain, aligning with the description of group leadership and elements of the role of organizational leadership as laid out in the UG vision on leadership.</p>
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