

Assistant professor with an education profile

In November 2019, the VSNU, NFU, KNAW, NWO and ZonMw published a position paper entitled 'Room for everyone's talent: towards a new balance in the recognition and rewards of academics'. The document sets out how Dutch universities and the authoring organizations intend to recognize and value the work of academic staff in a broader sense. The intention is to review universities' careers policies.

For almost 20 years, all academic staff at the FSE with teaching and research duties have been appointed in accordance with the Career Paths in Science policy. This policy has already been thoroughly revised three times during this period, and the addition of 'recognition and rewards' calls for another review of the policy. Prior to a complete review, the Faculty Board has decided to introduce a variant of the position of assistant professor as described in Career Paths in Science; the tenure track assistant professor with an education profile. This position will be introduced as part of a pilot project. This document outlines the following: characteristics of the position, career prospects, appointment criteria and promotion criteria.

1 Characteristics of the position

A tenure track assistant professor with an education profile will spend, on average, 60% of their time on teaching tasks, 30% on research tasks and 10% on organizational tasks. Teaching emphatically also includes education innovation. All assistant professors will be offered a personal development trajectory, which will be laid down in a personal development plan.

The career prospects of an assistant professor with an education profile differ from those outlined in Career Paths in Science (version 4); this is described in detail in the next section. The following aspects of Career Paths in Science do apply to tenure track assistant professors with an education profile:

- Outplacement procedure following a negative decision on promotion (Section 2)
- The regulations concerning life events and part-time work (Section 3)
- The regulations concerning R&D interviews¹, mentoring and training and education (Section 4).

For more information about these issues in the Career Paths in Science policy (version 4), see: <https://www.rug.nl/fse/organization/vacatures/vacatures/career-paths-in-science.pdf>

2 Career prospects

Assistant professors with an education profile will receive a temporary appointment for a period of up to seven years (based on a full-time appointment), with an assessment after five years (unless a 'life event' arises, in which case this will take place after a maximum of six years). If the assessment is positive, the assistant professor will be promoted to associate professor (UHD2) and will receive a permanent contract. The Promotion Committee 1 (BC-1)

¹ A difference with the text in Career Paths in Science is that the Education Director of the institute will always also be part of the R&D interview.

is responsible for making this decision based on the criteria set out in Section 4 of this document. The composition of this committee and the details of the promotion procedure will be developed when reviewing the Career Paths in Science policy. For this profile, it makes sense to add teaching expertise to BC-1. The career of an assistant professor with an education profile is described in more detail in the table below.

Table: Assistant professor with an education profile

Position	Scale	Promotion to the next rank
Assistant Professor 2 (UD 2)	11	R&O+, three years after starting as Assistant Professor 2
Assistant Professor 1 (UD 1)	12	BC-1, five years after starting as Assistant Professor 2, unless a life event has occurred, which may postpone promotion by up to 1 year)
Associate Professor 2 (UHD 2)	13	Additional career prospects will be further developed in the new Career Paths in Science policy.

The promotion to associate professor and the subsequent career path differs on a number of points from the career path outlined in Career Paths in Science (version 4).

1. The staff member will as Associate Professor 2 retain their teaching profile and spend, on average, 50% of their time on teaching tasks, 30% on research tasks and 20% on organizational tasks. Under conditions to be specified in the next version of Career Paths in Sciences, it will be possible to switch to a different profile; it will also be possible for academics with a research profile to switch to the teaching profile, also subject to conditions.
2. When promoted to associate professor with an education profile, the staff member does not become an ‘adjunct-hoogleraar’ and they do not automatically receive the status of *ius promovendi*, because the independent supervision of PhD students is not one of the promotion criteria. Once the associate professor with an education profile does meet the conditions for *ius promovendi*, they can apply for it in accordance with the procedure described in Section 7 of Career Paths in Science (version 4).
3. The career path after promotion to Associate Professor 2 differs from that set out in Career Paths in Science (version 4) and will be specified in the next version. The expectation is that associate professors will no longer be required to be assessed for promotion to professorship within a certain timeframe; instead, associate professors, regardless of their profile, will be offered the option of applying to be assessed for promotion.

3 Appointment criteria

Profile of an assistant professor with an education profile:

An assistant professor with an education profile is an early-career academic with a passion and a particular talent for teaching. They want to further develop this talent and play a leading role in the development of education in the discipline and, in the longer term, in the Faculty as a whole. An assistant professor with an education profile is also a good researcher who wants to set up their own research line or contribute to the research lines at their research institute. They inspire students and colleagues, have a collegial attitude, and want to make a contribution to the organization of education.

To be appointed to tenure track assistant professor with an education profile, the following criteria apply:

- The candidate must hold a PhD degree.
- The candidate must have a great affinity with and some experience and proven skills in the provision of academic teaching. A teaching qualification is a plus.*
- The candidate must have authored at least five publications in international, peer-reviewed journals or proceedings of renowned international conferences.
- The candidate must have at least two years of relevant post-graduate work experience. International experience is a plus.*
- The candidate must have a good command of spoken and written English.
- The candidate must have demonstrable organizational qualities and excellent communication skills.

The criteria listed above are based on Career Paths in Science (version 4). These criteria deviate from those in Career Paths in Science in two ways: the teaching criterion carries more weight and the international experience criterion has been relaxed.

4 Criteria for promotion to associate professor with an education profile

The criteria for promotion to associate professor with an education profile are based on the text of the Career Paths in Science (version 4), which has been amended on the following points:

- The criteria for the results area Teaching carry more weight. This amendment was based on the memorandum on the FSE's lecturing staff policy, in particular the criteria for promotion to Lecturer 2.
- The criteria for the results area Research have been relaxed. For example, assistant professors with an education profile do not need to set up their own research group, independently supervise two PhD students or obtain research grants.
- Criteria relating to the results areas Organization, Professionalization and Competences now have a greater focus on Teaching, while less emphasis is placed on hierarchical management.

Those criteria that differ from or are new with regard to the criteria in Career Paths in Science are marked with an asterisk (*). For the sake of clarity, this document does not list those criteria that have been scrapped.

This document only describes the criteria that the candidate must meet in order to be promoted, not how the candidate must demonstrate compliance with these criteria. The guidelines for this will be developed when reviewing the Career Paths in Science policy.

Introduction to the promotion criteria:

Candidates are assessed in the following main results areas: Teaching, Research, Organization, Professionalization and Competences. The main areas – Research, Teaching and Organization – are divided into sub-areas. Candidates must have sufficient results in all areas and sub-areas to be nominated for promotion.

Results area Teaching

Main criterion: enthusiastic, inspiring and skilled lecturer

The candidate is a passionate and inspiring lecturer who provides and develops excellent teaching. The candidate prepares the allocated curriculum components on the basis of a well-founded vision of good teaching, to ensure that students achieve the required learning outcomes relating to knowledge, understanding, competences and skills. The candidate demonstrates convincing didactic skills in their teaching and uses innovative and proven teaching methods. The candidate regularly monitors the effects of (new) teaching applications and uses these to continuously improve the allocated course units of the relevant degree programme, taking account of changes in the level of the students, developments in the subject field, the needs of society and the relationship to other course units. The candidate makes a significant contribution to the smooth running of the curricula and the quality of teaching at the Faculty, concerning both the relationship between individual course units and administrative/staff aspects. The candidate supervises the relationship and necessary coordination between teaching activities and makes a significant contribution to interdisciplinary activities at the degree programme level, such as in teaching innovation projects. The candidate knows the Faculty's teaching system inside out, contributes to the organization of teaching and inspires and helps colleagues to improve their teaching.

Teaching

Criteria

- *The candidate spends at least 60% of their working hours on teaching (including teaching development), to be calculated according to the norms of the FSE.**
- *The candidate performs their teaching activities well, as demonstrated by both student evaluations and assessments by the relevant Education Director.*
- *The candidate must be an enthusiastic and effective lecturer, with convincing didactic skills.**
- *The candidate has a substantiated vision of good teaching, is familiar with current developments in didactics within their own discipline and applies a broad repertoire of proven modes of teaching and assessment, enabling them to give differentiated lectures.**
- *The candidate has a clear vision of the relationship between the learning objectives of the course units for which they are responsible and the learning outcomes of the degree programme and communicates these to students and colleagues*.*
- *The candidate reflects on the effectiveness of their teaching and, if necessary, makes adjustments during the execution of their courses to ensure that students are able to achieve the learning objectives.**

- *The candidate proactively monitors the students' educational and learning experience and responds professionally and in a timely manner to concerns about the structure, context and implementation of teaching (at the course unit and degree programme level).*
- *The candidate uses state-of-the-art and varied learning materials which explicitly place the discipline in its academic and social context.*
- *The candidate has sufficient knowledge of English (at least level C1) to teach properly in this language.**

Development of teaching

Criteria

- *The candidate develops didactically effective teaching that is innovative in terms of content.**
- *The candidate makes a significant contribution to cross-curricular activities at the degree programme level, including teaching innovation projects.**
- *The candidate studies the (potential) effects of improvements to the curriculum and assessments and makes substantiated choices regarding their design or redesign, either individually or as part of a team.*
- *The candidate actively shares materials or teaching methods that they use in their own teaching with colleagues in the degree programme or Faculty, for example through presentations at staff lunches.**
- *In the period following their appointment as assistant professor, the candidate has made demonstrable efforts to obtain teaching grants from external sources.**

Organization of teaching

Criteria

- *The candidate has a good understanding of the Faculty's teaching organization structure and regulations. The candidate contributes to the smooth running of the teaching processes in which they are involved in an enthusiastic, committed and effective way.*
- *The candidate contributes to the quality of the implementation and assessment of teaching at the degree programme level, for example through the Programme Committee or a Curriculum Committee.**
- *The candidate actively exchanges experiences and ideas with colleagues and the wider teaching community, including through participation in Faculty committees and/or projects.**
- *The candidate inspires and helps colleagues to develop and improve their teaching.**

Results area Research

Main criterion: substantial contribution to the research group

The candidate is actively involved in the research carried out in the research group; they have either set up their own line of research or have contributed substantially to the group's lines of research. This is evidenced by publications, involvement in PhD projects and presentations at conferences.

Conducting research

Criteria

- *The candidate has developed their own line of research or contributes substantially to the group's research.**
- *The candidate's research contributes to the profile of the research institute and to finding solutions to relevant questions in the research field.*

Supervising PhD students

Criterion

- *In the previous five years, the candidate has made a substantial and regular contribution to the supervision of at least one PhD student.**

Academic publications and tokens of recognition

Criteria

- *The candidate regularly publishes in peer-reviewed scientific journals or conference proceedings as an author or co-author, commensurate with the scope of the research part of their appointment and norms within the field.**

Results area Organization

Main criterion: devotion and commitment to the organization and its staff members

The candidate is a devoted and collegial staff member committed to the common interest of the research institute, the organization of teaching and the Faculty. This must be apparent from membership of committees that ensure the smooth running of Faculty processes. The candidate inspires and helps colleagues to get the best out of themselves and achieve good results, particularly in teaching.

Contribution to the organization

Criteria

- *The candidate makes a positive and significant contribution to the organization of the general tasks of one or more of the following units: the research institute, the School of Science and Engineering or the Graduate School of Science and Engineering.*
- *The candidate has a sufficient command of the Dutch language to be able to speak and understand it well (speaking and listening at least level B1 of the European Framework of Reference).*
- *The candidate spends at least 10% of their working time on organizational duties that transcend the staff member's own research and teaching interests.*

Leadership and collaboration

Criteria:

- *The candidate contributes to a good atmosphere and team spirit, as well as to deliberation and coordination.*

- *The candidate operates successfully when different interests and perspectives are at play and can effectively deal with resistance.**
- *The candidate supervises other lecturers in the implementation of teaching or helps colleagues to develop and reflect upon their teaching.**
- *If the candidate is a manager, they conduct annual R&O interviews with the staff for whom they are responsible and investigate the career prospects of these staff members.*

Results area Professionalization

Main criterion: development in all areas

The candidate is evolving into a flexible leader who guides and inspires; they are a competent academic lecturer and researcher who embody the policy of the degree programme and the Faculty.

Criteria

- *The candidate has participated in professionalization activities for teaching, research and, if necessary, (an introduction to) leadership. With regard to teaching, the candidate has participated (in consultation with the institute's Education Director) in professionalization activities such as courses, workshops, seminars and Faculty teaching days.**
- *The candidate has obtained the Basic Teaching Qualification (BTQ) and the Senior Teaching Qualification (STQ).*

Results area Competences

The competences cover all facets of the candidate's performance, i.e. in terms of teaching, research and organization.

Criteria

- *Vision: the candidate has a clear vision of the future. They must be able to distance themselves from daily practice and focus on main issues and long-term policies.*
- *Inspirational leadership: the candidate is able to stimulate and support colleagues to get the best out of themselves, thereby contributing to a collegial culture in which quality comes first.**
- *Strategic activities: the candidate translates the long-term vision into concrete objectives and realizes these objectives by guiding and steering the organization.*
- *Creativity: the candidate is able to devise original solutions for teaching and research-related problems and to combine several lines of approach/insights into something new.*
- *Communicative skills: the candidate is able to transfer ideas and information in a clear and intelligible way, both in writing and verbally. The candidate is able to communicate in a pleasant and effective way, receive feedback and give feedback to colleagues, support staff, academic staff and students, making every effort to*

improve in these areas, and evaluate their own behaviour and points of view critically, as well as being open to other people.