TALENT DEVELOPMENT MAP 2.0
SHAPE YOUR CAREER BUILD YOUR IMPACT

COMMITTEE RECOGNITION AND REWARDS

UNIVERSITY OF TWENTE.

RECOGNITION & REWARDS
ROOM FOR EVERYONE'S TALENT

SHAPE YOUR CAREER
BUILD YOUR IMPACT

THE SCHOLARLY COMMUNITY HAS COME TO UNDERSTAND THAT CAREERS IN ACADEMIA MAY AND SHOULD HAVE DIFFERENT COLORS, ACCENTS, AND PATHWAYS - THAT THERE MUST BE ROOM FOR DIVERSE TALENTS AND OPPORTUNITY FOR TALENT DEVELOPMENT.

Since 2020, UT has been working on implementing a new way of Recognizing and Rewarding Talent, spanning teaching, research, societal relevance, teamwork, leadership, and its impact. Although this development is for all UT talents, this document concerns our Academic Talents.

This 2nd edition of the Talent Development Map (TDM) continues our effort to support you to reflect on your talents, to shape your career, to build your impact.

An integration of the main principles from the UNL University Job Classification (UFO profiles), the UT Manifesto on Shaping Individuals and Teams (2020), and the University Teaching Framework (inspired by Graham, 2018), has resulted in this document, providing impact-driven performance criteria for scholarly positions. The Talent Map 2.0 reflects recent UT developments. The Executive Board, in consultation with the Deans, adopted the Talent Development Policy for Scientific Staff (September, 2022). UT has signed the Agreement on Reforming Research Assessment, initiated by the European University Association (September, 2022). The University Council has endorsed the integration of Recognition and Rewards as a base for talent development for scientific staff at UT, and provided constructive suggestions for its further improvements (December, 2022).

We start by presenting overall conditions for and the scheme that serve as a guideline for Talent Development of scientific staff. Then, we move to different academic profiles (one per page) within the University Job Classification (in Dutch - UFO): Researcher, Teacher, Assistant Professor and Associate Professor. The next edition of the TDM will include guidelines for PhD candidates and for Full Professors.

We hope that you will use it as a guide to craft your career path by making choices and focusing your talents, reflecting on your impact-driven research, impact-driven teaching, academic citizenship behavior, teamwork, and leadership. No one can do everything at an excellent level. Everyone needs to make choices and shape their own career.
We hope that this overview will help you to support the dialogue about your talent development and your career in academia.

On behalf of the Recognition & Rewards UT committee for UNL, Tanya Bondarouk and Jennifer Herek.
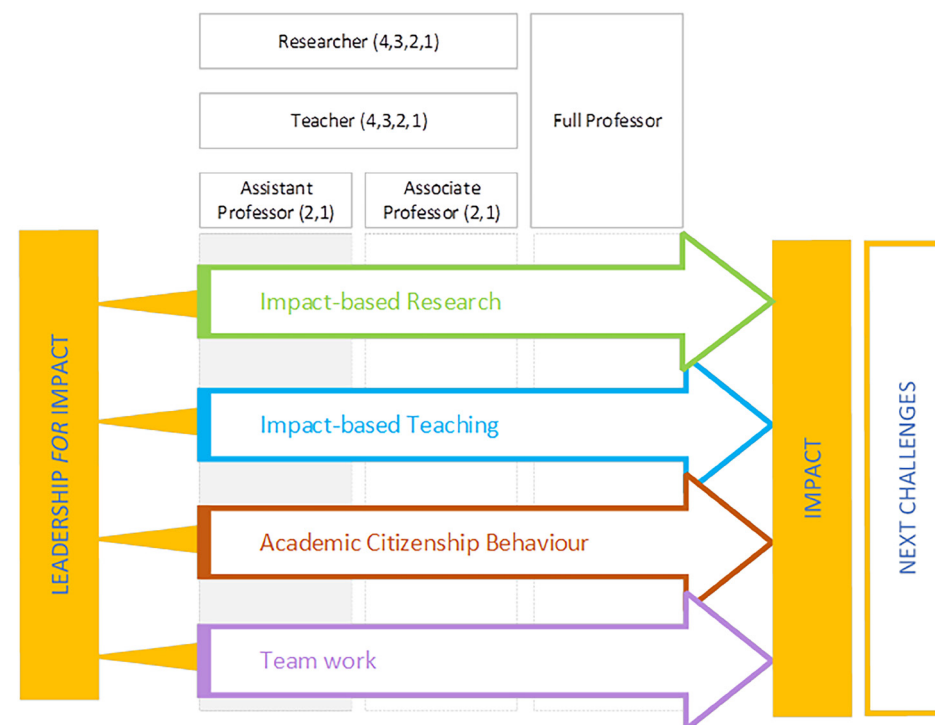
OVERARCHING CONDITIONS (ADOPTED FROM REFORMING RESEARCH ASSESSMENT, EUA, 20-07-2022)

- Comply with ethics and integrity rules and practices, and ensure that ethics and integrity are the highest priority, never compromised by any counter-incentives.

- Safeguard freedom of scientific research by putting in place assessment frameworks that do not limit researchers in the questions they ask, in their research implementation, methods or theories.

- Respect the autonomy of research units by safeguarding the independence of research performing units in the evaluation of their researchers. Reward the originality of ideas, the professional research conduct, and results beyond the state-of-the-art. Reward a variety of research missions, ranging from basic and frontier research to applied research.

- Ensure independence and transparency of the data, infrastructure and criteria necessary for research assessment and for determining research impacts.

- Make individual researchers and research teams accountable for conducting 'responsible science'.

RECOGNITION AND REWARDS AT UT IS ABOUT CHOICES

Not all academic staff need to perform excellently in all domains. Individual staff members need to take the opportunity to improve performance and personal well-being in particular domains, upon discussions with team leaders and/or department chairs. At the same time, for a career advancement, an academic staff member needs to achieve sufficient performance in all domains and excel in 2 of the first 4 domains. These choices need to be articulated in consultation with the direct supervisor.

The scheme (Figure 1) shows that career paths with different foci are possible, where academic leadership and impact increase over time. Ultimately, it is always about the generated impact of the chosen career path, i.e. it is always about answering the question, *Who and what has become better because of a certain academic activity?* Through all the streams, 'leadership' and 'impact' are of a paramount importance: 'leadership' is always needed to act at the highest level of any career path, it is a part of but different from a managerial function.

TEACHER*

Goal: to develop and provide allotted academic course components, based on the faculty's curriculum and additionally tailored in part to meet societal demand, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude.

4. Effective Teacher	3. Effective Teacher	2. Skilled & collegial Teacher

1. Scholarly Teacher or Institutional Leader

4. Effective Teacher

(Impact-based) **Teaching**
Gives previously developed
course components.

The **effective teacher** creates positive conditions for student learning – by establishing approaches to educational design, delivery and assessment that are appropriate for the subject, student cohort and institutional context, and takes a reflective approach to developing and improving teaching practice over time.

Sphere of impact: students whom they teach and tutor. Teaching achievement through the impact on the learning, engagement and participation among student groups and the candidate's reflective approach to developing own teaching practice.

3. Effective Teacher

(Impact-based) **Teaching**
As Teacher – 4.

Course evaluation
Points out possibilities for improving allotted course components.

Curriculum development
Performs periodic maintenance of allotted course components.

2. Skilled & collegial Teacher

(Impact-based) **Teaching**
Provides course components he/she has developed for a wide range of target groups.

Course evaluation
Writes proposals for improvements following a course evaluation for cohesive course components.

Curriculum development
Develops allotted course components based on laid down plan, content and teaching methods.

Organisation *(Academic Citizenship behavior; Team work and leadership)*
Takes part in working groups, committees or project teams within the department/group/team. Mentors young colleagues in the group, contributes to safe, healthy, open work environment.

The **skilled and collegial teacher** takes an evidence-informed approach to developing and improving teaching practice over time. Leads and mentors peers to help nurture a collective and collegial culture of excellence in teaching and learning across their group or discipline.

Sphere of impact: in addition to the students taught and tutored, an impact is on the academic peer group within own institution. Teaching achievements through the reflective approach to developing own teaching practice with an impact on the skill-sets and approaches among peers, and learning, engagement and participation of the students.

1. Scholarly Teacher or Institutional Leader

(Impact-based) **Teaching**
As Teacher – 2.

Course evaluation
Writes proposals for improvements (as Teacher – 2), and implements them.

Curriculum development
Initiates and develops the plan, content and teaching methods for cohesive course components.

Organisation *(Academic Citizenship behavior; Team work and leadership)*
Chairs working groups, committees or project teams within the department/group/team. As Teacher – 3, additionally - provides guidance for collaboration on teaching with external stakeholders from community, government, and business life.

The **scholalry teacher** mmakes a significant contribution to pedagogical knowledge by engaging with a scholarly approach to teaching practice and contributing to the scholarly research literature. Makes influence on educational practice and knowledge. Grounded in a student-centred perspective, shares findings with institutional colleagues, promoting communities of practice around educational research.

Sphere of impact: as Skilled & Collegial Teacher plus the institutional, national and international pedagogical communities within their disciplinary area and/or specific pedagogical fields of interest. Teaching achievement through the impact on the pedagogical knowledge within and beyond own institution, including its influence on teaching practice.

The **institutional leader in teaching** plays a leadership role in improving the environment for inclusion and excellence in teaching and learning within and beyond own institution.

Sphere of impact: The communities influenced by the institutional leader in teaching and learning are staff and students across own university as well as other connected stakeholders in higher education. Teaching achievement through the impact across and beyond own institution - on attitudes of staff and students, institutional educational policies, support structures and approaches, student learning outcomes and the institutional learning environment.

RESEARCHER*

Goal: To obtain, carry out and valorize scientific research and publish the results, taking the department's research plan as the basis and in consultation with the senior academic staff, with the aim of contributing to the development of scientific knowledge and understanding of part of a particular field of research and valorize this for the benefit of academic and scientific advancement, society and/or the government and the corporate world.

4.	3.	2.		1.

Conducting *(impact-based)* research
under supervision, based on a previously defined and approved research proposal for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world. Clear contribution to Open Science. Researcher -4 also includes young career researchers, known as PostDoc.

Conducting independent *(impact-based)* research
for the same benefits (as Researcher - 4).

Conducting independent *(impact-based)* research
in a broad or specialist field of research benefits (as Researcher – 3).

Conducting independent *(impact-based)* research
as Researcher – 3, supervises academic staff as regards the content of their research.

Co-ordinating research
Defines and structures own research.

Co-ordinating research
Co-ordinates and bears responsibility for developing cohesive research projects that form an important part of a research programme.

Co-ordinating research
Co-ordinates and bears responsibility for developing a research programme.

Contract research
Contributes to the acquisition of 2nd and 3rd flow of funds for both own research and that of other people.

Contract research
Initiates, obtains and gives account of 2nd and 3rd flow of funds for both own research and that of other people.

Contract research
As Researcher - 3

Organisation *(Academic Citizenship behavior; Team work and leadership)*
Takes part in working groups, committees or project teams within the department/group/team. Contributes to the administrative and coordinating tasks in the department/group/team, and contributes to safe, healthy, and open work environment.

Organization *(Academic Citizenship behavior; Team work and leadership)*
Chairs working groups, committees or project teams. As Researcher – 3, and additionally - mentors young colleagues in the department/group/team, and provides leadership in research with external stakeholders from government, community, and/or business life.

ASSISTANT PROFESSOR*

*(UFO-2021, University Teaching Framework, and Recognition & Rewards combined)

Goal: To develop and provide allotted cohesive academic course components, based on the faculty's curriculum, tailored in part to meet societal demand, so that students may meet the course objectives associated with the attainment targets in knowledge, understanding, skills, competence and attitude. To gain , carry out and valorise scientific research, following consultation with the department/ group management and in line with the department/group plan, with the aim of contributing to the development and application of scientific knowledge and understanding in a field of research and valorise this for the benefit of academic and scientific advancement, society and/or the government and the corporate world.
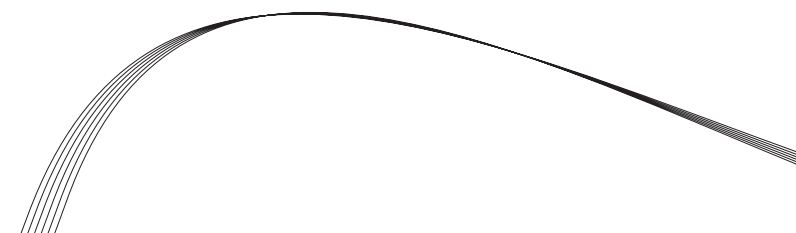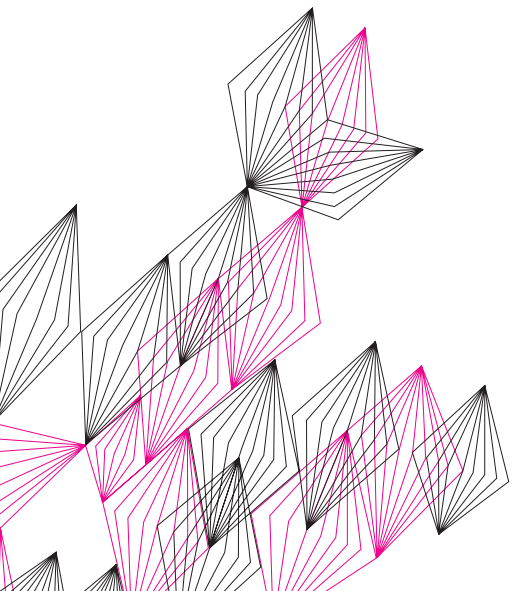
2.

(Impact-based) Teaching
Teaches course components that have already been developed for the curriculum.
The **effective teacher** creates positive conditions for student learning – by establishing approaches to educational design, delivery and assessment that are appropriate for the subject, student cohort and institutional context – and takes a reflective approach to developing and improving teaching practice over time.

Sphere of impact: students whom they teach and tutor. Teaching achievement through the impact on the learning, engagement and participation among student groups and the candidate's reflective approach to developing own teaching practice.

(Impact-based) Research
Conducts research based on a previously defined and approved research proposal for the benefit of academic and scientific advancement, society and/or- the government and the corporate world. Clear contribution to Open Science.

Organisation *(Academic Citizenship behavior; Team work and leadership)*
Takes part in working groups, committees or project teams in the department. Makes contributions to administrative and coordination tasks, and to mentoring employees within the department/group/team. Contributes to safe, healthy, open work environment.

1.

(Impact-based) Teaching
As UD 2, additionally - takes care of periodical maintenance of the allotted course components. Draws attention to opportunities for improving the allotted course components.
The **skilled and collegial teacher** takes an evidence-informed approach to developing and improving teaching practice over time. Leads and mentors peers to help nurture a collective and collegial culture of excellence in teaching and learning across their group or discipline.

Sphere of impact: in addition to the students taught and tutored, an impact is on the academic peer group within own institution. Teaching achievements through the reflective approach to developing own teaching practice with an impact on the skill-sets and approaches among peers, and learning, engagement and participation of the students.

(Impact-based) Research
Conducts an independent research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world. Contributes to obtaining 2nd (indirect) flow of funds and 3rd (contract research) flow of funds. Supervises academic staff with regard to the content of their research. Clear contribution to Open Science.

Organisation *(Academic Citizenship behavior; Team work and leadership)*
Chairs working groups, committees or project teams in the department. Makes contributions to administrative and coordination tasks, and to mentoring employees within the department/group. Contributes to safe, healthy, open work environment.

ASSOCIATE PROFESSOR*

Goal: To develop and provide allotted cohesive academic course components for a wide range of target groups, based on the faculty's curriculum, partly tailored to meet societal demand, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude. To initiate, gain, carry out and valorise scientific research in a broad[1] or specialist[2] field of research in line with the department plan, with the aim of developing recognised scientific knowledge and insights and to apply and valorise these for the benefit of science, society and /or the government and the corporate world.

2.

1.

(Impact-based) **Teaching**

Develops allocated course components based on established framework, content and teaching methods. Formulates proposals for improvement with reference to the educational evaluation of the allotted course components.
The **skilled and collegial teacher** takes an evidence-informed approach to developing and improving teaching practice over time. Leads and mentors peers to help nurture a collective and collegial culture of excellence in teaching and learning across their group or discipline.
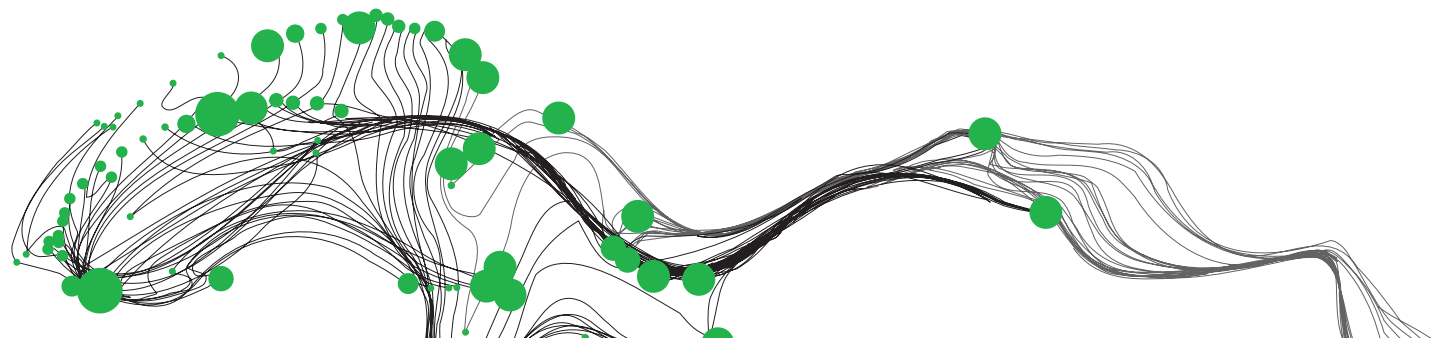
Sphere of impact: in addition to the students taught and tutored, an impact is on the academic peer group within own institution. Teaching achievements through the reflective approach to developing own teaching practice with an impact on the skill-sets and approaches among peers, engagement and participation of the students.

(Impact-based) **Teaching**

Initiates and develops the plan, content and teaching for a substantial part of the chair's curriculum. Formulates proposals for improvement with reference to the educational evaluation of course components and implements them.
The **skilled and collegial teacher** (as Associate Professor-2)

(Impact-based) **Research**

Co-ordinates and bears responsibility for producing cohesive research projects that form an important part of a research programme and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world. Supervises academic staff. Clear contribution to Open Science.

(Impact-based) **Research** Co-ordinates and bears responsibility for producing a research programme or bears responsibility for planning and developing a specialist research project spread over several years and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world. Acts as assistant doctoral thesis supervisor or co-supervisor for doctoral candidates. Clear contribution to Open Science.

Organisation *(Academic Citizenship behavior; Team work and leadership)*

Performs managerial and/or administrative tasks that go beyond the department.

Organisation *(Academic Citizenship behavior; Team work and leadership)*

Manages part of the department or carries out mandated management tasks for the Professor, for example, conducting assessment meetings or drafting the budget for the department. Leads collaboration in education and research activities with external stakeholders from community, government or business life.
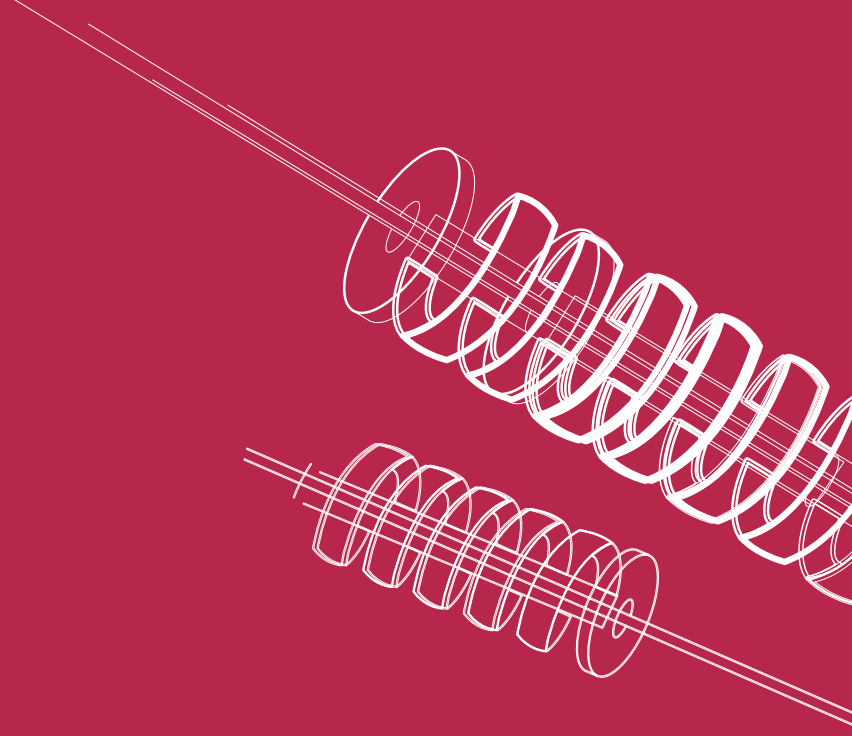

[1]. *A broad field of research - a field of research that goes beyond one particular discipline or specialism.*
[2]. *A specialist field of research - a field of research that requires an approach to research that pushes back frontiers.*

SHAPING INDIVIDUALS AND TEAMS

Vision on Recognition & Rewards

SHAPING | INDIVIDUALS AND TEAMS

DIVERSE HEALTHY **ECOSYSTEM**

WORK MANAGEMENT
INDIVIDUAL — UT
UT — TEAM

INCLUSIVENESS & DIVERSITY
UNIQUENESS
INTEGRITY

PERSONALIZED DEVELOPMENT
DIVERSE TALENTS
CAREER PATHS

ASSESSMENT & EVALUATION
PERFORMANCE MANAGEMENT
QUALITATIVE
QUANTITATIVE

REWARD
GOALS

RECOGNITION
2030
CROSS-DISCIPLINARY
DIALOGUE
"TO ASSESS" — "TO BE ASSESSED"
INDIVIDUAL — TEAM

OPEN SCIENCE
REFLECTION
RE-CONSIDER
CONTINUOUS IMPROVEMENT
LEADERSHIP
TEAMWORK

SHAPING INDIVIDUALS AND TEAMS
MANIFESTO
SHAPING 2030
SCIENTIFIC STAFF
SUPPORT STAFF
STUDENTS

10 PRINCIPLES

1. Work and work management should be based upon the main principles of Shaping 2030: Personalized talent development, Inclusiveness & diversity, Uniqueness, Teamwork, Integrity, Stewardship Leadership, Continuous (sustainable) learning & development, and Operational excellence.

2. Performance management, assessment, and evaluation should include reference to goals that individuals and teams have formulated for themselves in relation with the performance goals of their organizational units (service departments, faculties); individuals and teams should assess and be assessed in light of their own aims and quality goals and related to Shaping 2030.

3. Work management should be future driven and oriented to improve the balance between individual, team, and UT goals; and seen as a double-loop learning that is built decisions in the light of experience while the quality of performance should be safeguarded.

4. Assessment and evaluation of individual and team performance as a part of work management, should take a qualitative interpretive evaluation into account; where quantitative metrics may play a supportive role.

5. Leadership and team effort should be distinctly echoed in assessment and evaluation.

6. Assessment and evaluation should be seen as a process where both sides assess their functioning in a dialogue between "to-assess" and "to be-assessed".

7. Reflection and self-evaluation in the totality of performance management process should be encouraged.

8. Cross-disciplinary and within-disciplinary differences in traditions in knowledge dissemination, service provision and research should be articulated in assessment and evaluation.

9. For research effort – assess contribution to Open Science.

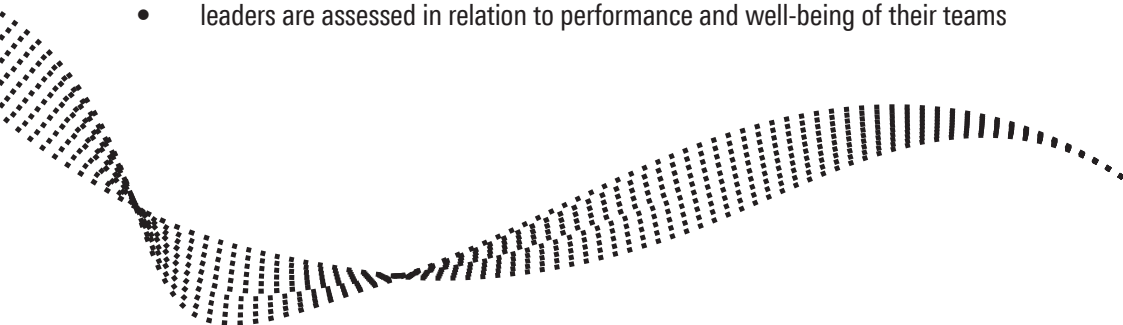10. Re-consider criteria regularly.

TALENT DEVELOPMENT TERMINOLOGY

1. Impact-based Teaching - a clear and recognized multilevel multi-actor influence of teaching and educational activities.

2. Impact-based Research - a clear and recognized multilevel multi-actor influence of research and research activities, including contributions to Open Science and societal impact.

3. Academic Citizenship Behavior - behaviors that contribute to group, unit, faculty, or UT performance, including contributions not typically recognized/ included in the formal reward system.

4. Teamwork – collaborative work towards a shared goal, understanding the personal and interpersonal dynamics of how individuals influence each other towards collective goals.

TALENT DEVELOPMENT PRINCIPLES

- recognition of talent diversity: everybody has a talent and a potential to develop

- individual talent development is considered within team development/ performance

- individuals and teams should assess and be assessed in light of their own goals that are related to the unit/faculty/UT vision

- the narrative reflection is dominant in performance assessment, above quantitative metrics

- development of leadership is essential for identifying and cultivating Talent

- leaders are assessed in relation to performance and well-being of their teams

UNIVERSITY OF TWENTE.