

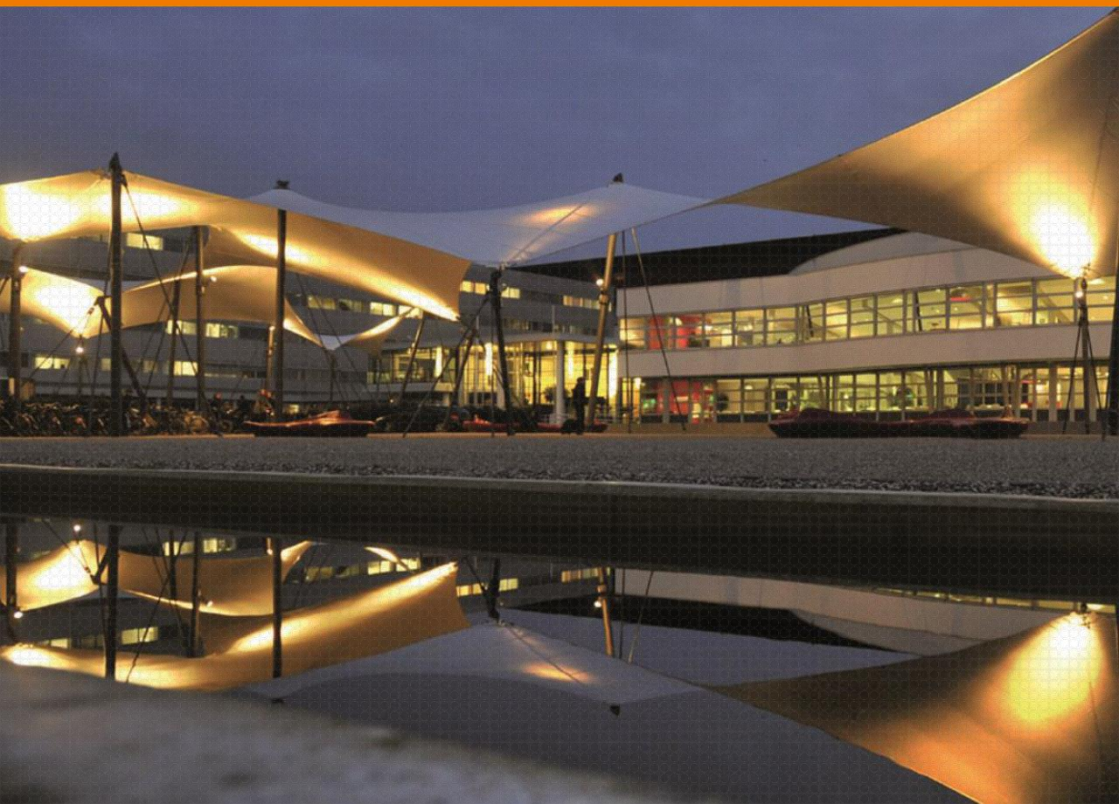
TALENT MAP 3.0

SHAPE YOUR CAREER

FOR ACADEMIC STAFF

Version 2024

UNIVERSITY OF TWENTE.



COLOPHON

DATE

27-09-2024 (minor layout revision 08-07-2025)

STATUS

Final

DEPARTMENTS

HR, SP, SBD, UT Team R&R

EMAIL

secretariaat-hr@utwente.nl

WEBSITE

www.utwente.nl/recognitionandrewards

FILENAME

Talent Map – Shape your career

COPYRIGHT

© University of Twente, The Netherlands

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, be it electronic, mechanical, by photocopies, or recordings in any other way, without the prior written permission of the University of Twente.

SHAPE YOUR CAREER

AT UT, WE AIM FOR CAREERS OF OUR STAFF TO HAVE DIFFERENT COLOURS, ACCENTS AND PATHWAYS WITH ROOM FOR EVERYONE'S TALENT AND PLENTY OF 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 third 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. The whole Recognition and Rewards movement is a dynamic and continuous learning process. Therefore, the Talent Map is a living document that evolves over time. What is new in this edition? You will find a new vocabulary - all-around and focused careers. The dedicated chapter in this Talent map guides you how to make choices to tailor your career. We noticed that reflections and discussions about making an impact remain challenging at UT. That's why in this edition you will find reflection questions to help you in positioning you in your leadership, teamwork and aiming for impact in the core activities education, research and academic citizenship. Also, you will find a new scheme for career progression that reflects careers as a harmonic evolution vs the previous one-directional path-scheme.

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), still is the foundation of this document, providing performance criteria for scholarly positions. The Talent Map 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 improvement (December, 2022). In creation of this latest version of the Talent Map UT colleagues from the SP, SBD and HR department worked together to add practical dialogue-based tools to facilitate the usage of the TDM.

You can use the TDM as a guide to craft your career path by making choices and focusing your talents, reflection on your impact-driven teaching, impact-driven research, academic citizenship behavior, teamwork and leadership.

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 Executive Board

TABLE OF CONTENT

COLOPHON	2
SHAPE YOUR CAREER	3
1. INTRODUCTION	5
Recognition and Rewards at UT is about choices	5
Read me first	6
2. CAREER PATH DESIGN	8
2.1 A. Core Elements	8
2.2 B. Core activities	9
2.2.1 Impact-driven education	9
2.2.2 Impact-driven research	9
2.2.3 Academic citizenship	10
2.3 C. Elective components	10
3. DESCRIPTION OF ACADEMIC PROFILES	13

1. INTRODUCTION

Recognition and Rewards at UT is about choices

With implementing Recognition Rewards at UT, we do not lower our ambitions, we still strive for excellence – but we enable our colleagues to focus their efforts on specific domains. Individual staff members need to take the opportunity to improve performance and personal well-being in particular domains. The recognition and rewards movement creates possibilities to let employees thrive and exploit individual talents resulting in an increased individual and team performance. The scheme (Figure 1) shows that career paths with different foci are possible, but not obligatory, where academic leadership and teamwork increase over time. However, it does not necessarily take a one direction path, instead – we view it as a boundaryless evolution of talent development. 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 core activities 'leadership', and 'team work' are of a paramount importance.

Talent development principles

- recognition of talent diversity: at UT 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

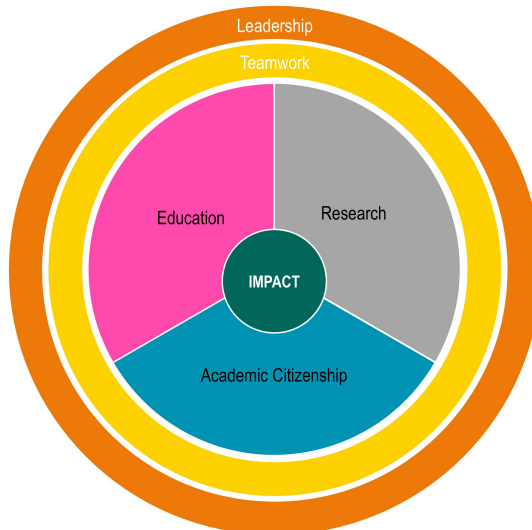


Figure 1

Read me first

At the University of Twente, we encourage our colleagues to engage in a dialogue about their career paths. However, to ensure clarity and transparency, it is essential to establish a structured framework for such discussions. This document provides sets of challenging questions to support these discussions, to enhance professional skills, and to reflect on making meaningful contributions to the broader academic community.

What it is:

- A conversation card - a tool to support the dialogue and thus, enhance diversification of career paths at UT
- A dialogue starter to reflect on individual talents
- Inspiration to focus your narrative

What it is not:

- A check list to tick the boxes for career moves
- A static document as there will be the next version
- An instruction manual which describes one way of career moves

In chapter 2 you will read about possibilities for assistant and associate professors to shape your career paths. Enjoy the conversation card and the three different parts (core elements, core activities and elective components) to think about your career. Pay attention to the difference between an all-round path and a focused career path: in each path you choose at least three elective talent development components. You may add additional components although selecting more than three components does not constitute a better outlook towards career promotion. Take into consideration reflection questions (not criteria) that you will find at the end of every topic, to enhance the insights into your current position.

In chapter 3 you will read a description of academic profiles. For every function the relevant topics and requirements based on UFO, university teaching framework and the national Recognition & Rewards program are described.

UT signed & committed to 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'

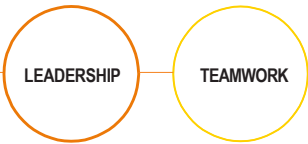
CAREER PATH DESIGN

CONVERSATION CARD



A CORE ELEMENTS

Applicable to all UT colleagues



B CORE ACTIVITIES

Choose an **all-round profile** or **focused-profile** in consultation with your supervisor.



C ELECTIVE COMPONENTS

After approval of your supervisor and in line with the faculty strategy, you select at least three elective components for the upcoming **3 to 5 years**, where you want to make an impact.

Impact-driven education	Impact-driven research	Academic citizenship
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

SUGGESTIONS

IMPACT-DRIVEN EDUCATION	IMPACT-DRIVEN RESEARCH	ACADEMIC CITIZENSHIP
Developing and innovating education	Developing and directing research	Internal committees
Coordinating education	Funding strategy and acquisition	External committees
Disseminating educational practices	Entrepreneural activities	Management
Custom component	Custom components	Custom components

2. CAREER PATH DESIGN

2.1 A. Core Elements

The UT core elements are applicable to all UT staff.

2.1.1 Leadership

Leadership: A set of behaviors used to reflect and take action on various topics and levels to develop yourself. Mentoring colleagues as needed, with leaders being responsible for creating a safe and inspiring working environment. In doing so, ensuring the well-being, talent development and performance of team members so that they can (continue to) contribute optimally to the achievement of team and organisational objectives.

Examples of questions:

What is your vision on leadership and how is it connected to the current context of the faculty/university?

- Which actions did you take from lessons-learned through self-reflection? What development steps did you take the past months?
- What are your leadership qualities and talents to empower and enable people? Which of your leadership qualities contribute the most to achieving team goals, and how do you utilize those qualities for that purpose?
- Which leadership responsibilities do you have (thinking of working groups, supervision, etc.)?
- Do you manage to keep the balance between leadership and management tasks? What is needed to ensure this in line with the goals that you set?

For further elaboration see also [UT leadership framework](#).

2.1.2 Teamwork

Teamwork: collaborative work towards a shared goal, understanding the personal and interpersonal dynamics of how individuals influence each other towards collective goals. In the UT context a team is not limited to an official organizational unit where you are registered in AFAS. There are multiple flex teams where you are engaged, too.

Examples of questions:

What is your vision on teamwork and your own role in it, and how it is connected to the current context of the faculty/university?

- With which internal and external parties are you currently collaborating, and what are your plans to improve it?
- How have you contributed to the success of your team in the past year? And how do you intend to contribute in the future?
- How did you – together with your team - contribute to the UT mission, and how do you plan to do so in the future?
- What were the most important insights you gained into your own function and how did you act upon those insights by steering/directing your work in the past year?

A note on 'impact-driven' way of working

In our strategy 'Shaping 2030', we explicitly committed ourselves to maximising our positive societal impact. We create impact with all three core activities of our university: research, education, academic citizenship, and all activities connecting and communicating about these three. As UT community, we strive to fully utilize our impact potential by training, recognizing and rewarding our colleagues to work impact-driven, that is to focus on creating meaningful and positive change in society. Working impact-driven means to challenge yourself and your team to design, reflect and check on intended impact in your work. We do not simply achieve impact in a linear way: impact pathway and Theory-of-Change tools can for example help to visualize your (intended) impact and which input, activities, output, and outcomes are needed, and which assumptions are in place to get from one stage to the next. For available training please consult with your supervisor and reach out to our [UT Centre for Training and Development](#).

2.2 B. Core activities

The core activities consists of **impact-driven education**, **impact-driven research** and **academic citizenship**. Any career path of assistant, associate or full professors is underpinned by a combination of research and teaching, aiming to fully utilize our (societal) impact potential and recognizing that our academic community can only work if everyone actively participates as academic citizen in it.

In your academic career you can choose between an **all-round path** or a **focused path**. If you choose for an **all-round path**, you are supposed to spread your attention over all three core activities of B. If you choose for a **focused path**, in consultation with your supervisor, you still make impact on all three activities but you have a clear focus on one of three core activities of B..

2.2.1 Impact-driven education

Impact-driven education has a clear and recognized scope on teaching and educational activities based on your function. You engage learners to collaborate on multidisciplinary solutions for, real-world problems alongside societal stakeholders. By developing and delivering educational components tailored to the needs of society, students acquire knowledge, insights, skills, competencies, and attitudes that are important. Every employee contributes to this, directly or indirectly.

Examples of questions:

What is your vision on teaching and education and how is it connected to the current UT Vision on Learning and Teaching (VLT) and the vision of the faculty?

- What has been your added value in the field of education over the past year?
- Which educational activity are you most proud of? Do you feel recognized and appreciated for this?
- Which courses would you like to teach/ coordinate, and do these courses need improvement?
- How do you experience interaction with students?
- Are there any teaching skills you would like to further develop?
- Do you need support in completing your BKO/SKO?

2.2.2 Impact-driven research

A clear and recognized scope on research and research activities based on your function. By acquiring, conducting, and valorising scientific research, you contribute to the development and application of scientific knowledge and insights within a research field. Bringing this together adds value to (open) science, society, and, where possible, government and industry. Every employee contributes to this, directly or indirectly.

Examples of questions:

What is your vision on research and how is it connected to the current context of the university /faculty?

- What has been your added value in the field of research over the past year?
- Which research activity are you most proud of? Do you feel recognized and appreciated for it?
- What are your future plans in the field of research?

- Which projects (second/third funding streams) do you want to acquire? What do you need to do to achieve this, and what is the timeline?
- What do you plan to publish in the next 12 months, and what ideas do you have for presenting this to the public?
- Are there any research skills you would like to further develop?
- How did you ensure that your research publications and data are as open as possible and as closed as necessary? In which other Open Science related activities have you been involved (if any)?

2.2.3 Academic citizenship

Academic citizenship: behaviours that contribute to group, unit, faculty, UT performance, including contributions not typically recognized by the formal appraisal systems. Academic citizenship includes the benefits and responsibilities of belonging to the academic community. The principles of academic citizenship extend to community engagement, research and education activities, university-affiliated activities, and all other activities where you contribute to and represent the University of Twente on group, unit or faculty level.

Examples of questions:

What is your vision on academic citizenship and how is it connected to the current context of the university /faculty?

- What has changed because you engaged in these activities?
- To what extent are you involved in management and/or organisational tasks?
- What is your contribution to promoting an open and inclusive organisation?
- How do you contribute to a socially safe workplace?
- How do you contribute to scientific integrity?
- How do you contribute to community building within the UT?
- How do you participate in (inter)national outreach programs?

2.3 C. Elective components

2.3.1 How do elective components work?

The elective components are future oriented as they give the opportunity to choose what you want to develop in in the coming three to five years. The choices you make must always be made in consultation with your supervisor and must be aligned with the faculty strategy.

- When you have chosen an all-round path, in C you are supposed to choose one component from every core activity.
- When you have chosen a focused path, in C you are supposed to choose three components from the core activity of your choice.

You are supposed to choose at least three elective components. In C you find some suggestions. Feel free to think about component(s) that are not listed among the suggested elective components. You may choose as many elective components as desired for your own development, but selecting more than three components does not automatically constitute a better outlook towards promotion. Quality, not quantity, is the standard in this framework. You should develop a personal vision on how your developments fits within your future plans and the strategic plan of the faculty.

2.3.2 Elective components of impact-driven education

Please note that the examples of evidence listed below are meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

1. Developing and innovating education

Examples of evidence: develop new modules and/or assessment methods; improve existing modules; integrate research-based practice into course design and teaching; collaborate through for instance Edlab initiatives; develop and/or apply new innovations in education (delivery) in new and existing modules; contribute to education innovation working groups, projects or committees; development and application of innovations in didactics;

develop additional support tools for students; development of (online) educational or assessment tools and methods; etc.

2. Coordinating education

Examples of evidence: stimulate cohesion in methodology, content, development and delivery of education; coach fellow academics; coordinate innovation initiatives; lead processes in the area of quality care for the education and accreditation of the program; participation in and coordination of project teams; educational talent acquisition and development; preparing and participating in accreditations and audits; etc.

3. Disseminating educational practices

Examples of evidence: public dissemination of educational practices, findings and data; workshops; conferences; valorisation; outreach; exchange of knowledge with (international) educational experts, community engagement; etc

4. Custom component

(agreed upon by you and your supervisor)

2.3.3 Elective components of impact-driven research

Please note that the examples of evidence listed below are meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

1. Developing and directing research

Examples of evidence: coordinate research projects; PhD supervision towards promotion; supervise BSc/MSc internships and theses; postdoc supervision; direct, guide and attentively engage with scientific and research support staff; leadership in consortia; membership of scholarly networks and societal boards; editorship of journals or other editorial work; review of grants or articles; membership award committees; guarding budgets; set up new research line or project in the department/institute; contribute to the advancement of knowledge in the field; managing research data; initiating and setting up a new research programme based on pertinent consideration of developments (in terms of academic content, social needs, possibilities for valorisation), in consultation with relevant national and international colleagues (and external parties); etc.

2. Funding strategy and acquisition

Examples of evidence: identify key relevant funding sources and prepare research grant application in order to obtain funds and grants; positively reviewed (not necessarily funded) grant applications to a variety of sources and on a variety of research lines; successful contributions to grant acquisition; ability to require third-party funds; exploration and examination of societal research needs and accompanying possibilities for funding; membership of funding consortia; etc.

3. Entrepreneurial activities

Efforts to stimulate an entrepreneurial mindset: actively participating in a spin-off company, stimulating students and researchers to be entrepreneurial, facilitating starting companies etc.

4. Custom component

(agreed upon by you and your supervisor)

2.3.4 Elective components of academic citizenship

Please note that the examples of evidence listed below are meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

1. Internal committees

Examples of evidence: participating and/or chairing various internal committees that benefit the academic community, such as examination boards, university council, academic staff representative bodies etc.

2. External committees

Examples of evidence: participating and/or chairing various external committees that benefit the academic community, such as (inter)national working groups, academic staff representative bodies etc

3. Management

Examples of evidence: manage diverse teams; manage and plan various resources, such as human resources, budget, deadlines, results, and quality necessary to achieve a certain goal, and monitor the

progress in order to achieve a specific goal within a set time and budget; head of a department; successful contributions to the development of colleagues; set and consolidate plans and goals; monitor progress on strategy and culture; promoting an inclusive, open and entrepreneurial work and study environment; set the example (be first) as a leader on inclusive behaviour etc.

4.

Custom component

(agreed upon by you and your supervisor)

3. DESCRIPTION OF ACADEMIC PROFILES

This section describes the different academic profiles (one per page) within the University Job Classification (in Dutch – UFO): Assistant Professor and Associate Professor. This table is an integration of UFO, the University Teaching Framework and the national Recognition & Rewards program. The goal is to create a better understanding what is expected from you within the different domains. However, based on the results of the discussion of chapter 2 there can be small changes for your specific career. Make sure to discuss these with your supervisor and HR advisor.

TEACHER*

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

4. Effective Teacher	3. Effective Teacher	2. Skilled & collegial Teacher
<p>(Impact-based) Teaching Gives previously developed course components.</p> <p>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.</p> <p><i>Sphere of impact:</i> 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.</p>	<p>(Impact-based) Teaching As Teacher – 4.</p> <p>Course evaluation Points out possibilities for improving allotted course components.</p> <p>Curriculum development Performs periodic maintenance of allotted course components.</p>	<p>(Impact-based) Teaching Provides course components he/she has developed for a wide range of target groups.</p> <p>Course evaluation Writes proposals for improvements following a course evaluation for cohesive course components.</p> <p>Curriculum development Develops allotted course components based on laid down plan, content and teaching methods.</p> <p>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.</p> <p>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.</p> <p><i>Sphere of impact:</i> 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.</p>

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.

1. Scholarly Teacher or Institutional Leader
<p>(Impact-based) Teaching As Teacher – 2.</p> <p>Course evaluation Writes proposals for improvements (as Teacher – 2), and implements them.</p> <p>Curriculum development Initiates and develops the plan, content and teaching methods for cohesive course components.</p> <p>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.</p> <p>The scholarly teacher makes 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.</p> <p><i>Sphere of impact:</i> 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.</p> <p>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.</p> <p><i>Sphere of impact:</i> 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.</p>

RESEARCHER*

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

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.

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.

3.

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

Co-ordinating research
Defines and structures own research.

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

2.

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

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

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

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.

1.

Conducting independent (*impact-based*) research

as Researcher – 3, supervises academic staff as regards the content of their research.

Co-ordinating research

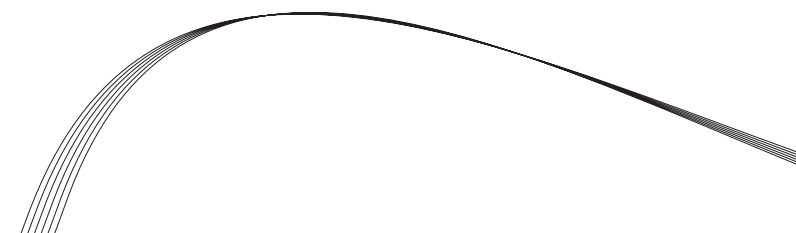
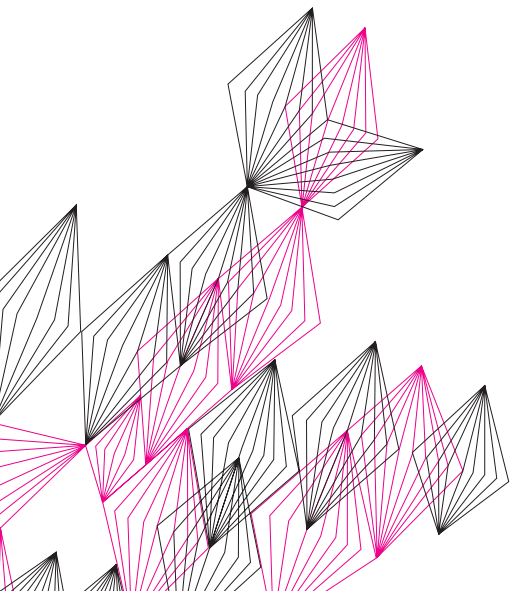
Co-ordinates and bears responsibility for developing a research programme.

Contract research

As Researcher - 3

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)

2.

(Impact-driven) 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-driven) 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.

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.

1.

(Impact-driven) 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.

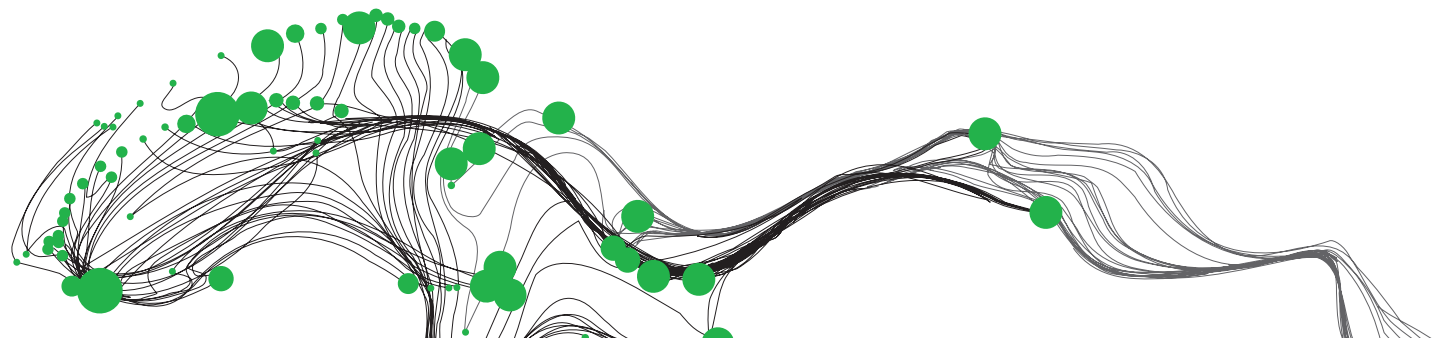
Sphere of impact: in addition to the students taught and tutored, an impact is on the academic peer group within own institution. Teaching achievements through the reflective approach to developing own teaching practice with an impact on the skill-sets and approaches among peers, and learning, engagement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

(Impact-driven) 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*

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

2.

(Impact-driven) 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-driven) 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.

Organisation (Academic Citizenship behavior; Team work and leadership)

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

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 broad¹ or specialist² 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.

1.

(Impact-driven) 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-driven) 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)

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.

