

| UFO-profile with focus on education (a few) | performances tasks | Ruth Graham level | criteria titles | rubrics | | | evidences |
|---|---|---|-----------------------|---|--|---|--|
| | | | | below entrance level | entrance level | potential growth level | |
| Professor 2 with focus on education (a few) | (inter-)national authority in vision on education, educational innovation and passing rates | 4 national and global leader in teaching and learning | vision | has a general vision on educational development, but not related to specific situation of the university | has a vision on innovation of education on faculty level | has a clear vision on educational development related to (a) innovation of study programmes on institutional level and to (b) passing and progression rates on institutional level | <i>reports and passing rates data on institutional level; LOL</i> |
| | | | authority | contributes to national committees, sig's and conferences, but has little impact | is known to a small audience as a person who contributes to national committees, sig's and conferences, and has impact with a domain focus | is recognised as a national authority in research and/or design in teaching and learning, influencing practice with high impact across their field of expertise and/or the higher education sector | <i>(a) publications, citations, research grants and income; (b) keynote speaker on national conferences on teaching and learning; (c) is member of national organisation committees and special interest groups on education;(d) national press coverage; (e) awards, prizes</i> |
| | | | expertise and quality | (a) is responsible for the teaching and the educational quality of one study programme; (b) implements enthusiastically and successfully educational innovations within one study programme); (c) is able to solve problems and to design educational innovations in one study programme; (d) is able to generate finances for own study programme | (a) participates as a member in committees of educational quality and quality of assurance on national level; (b) is acquainted with evidence based educational innovations between study programme(s); (c) is able to recognise complex problems and to cooperate in educational innovations in curricula on national level; (d) is willing to apply for international fellowships | (a) is responsible for the internal and external coherence and the implementation of the teaching and the educational quality and quality of assurance on national level; (b) implements enthusiastically and successfully (evidence based) educational innovations between study programme(s); (c) is able to solve complex problems and to design educational innovations in curricula on institutional level; (d) is able to generate finances from national fellowships | <i>proposals for educational change; reports; evaluation results; accreditation reports; annual report of exam committee; approval of fellowships; LOL</i> |
| | | | leadership | participates in national dialogues in teaching and learning, advancing cooperation and partnership inside and outside their institution . | strengthens and contributes to national dialogues in teaching and learning, advancing cooperation and partnership inside and outside e their institution | Strengthens and contributes to institutional and national dialogues in teaching and learning, advancing cooperation and partnership inside and outside their institution and informing practice elsewhere. | <i>(a) chairing groups that are responsible for national educational change programmes; (b) consulting and/or chairing groups that are responsible for educational change on international level; LOL</i> |