

Development and Assessment Criteria for Assistant, Associate and Full Professor at the Faculty of Law

1. General

This document gives **concrete guidelines** for academic staff, the Faculty Appointments Advisory Committee (BAC) and the Faculty Board at the Faculty of Law in implementing the new UM HR policy based upon the goals of Recognition and Rewards (R&R). It describes the different components that (can) make up an academic profile and provides examples of evidence for each of these profiles. Where appropriate, a more general description of the profile is added. The aim is explicitly not to lock staff members into certain career profiles but to:

- acknowledge that academic careers can consist of different components that must be valued and recognised; beyond research and education these concern for example leadership and impact. This has in fact always been part of the Faculty's DNA, but is recognised here more explicitly.
- enable staff members to focus, next to the core elements of education and research, for a set period of time on certain elective components (see below, 2C).

This document is in line with, and a supplement to, the UFO job profiles for academic staff of Dutch Universities and the "UM academic Recognition and Rewards profiles."

2. Development and Assessment Criteria: the 9 components

Every member of staff (assistant, associate and full professor and lecturer) is expected to make a Personal Development Plan (PDP) in which, in consultation with their supervisors and considering the goals of department and Faculty, individual ambitions are laid down. The minimum expected of a member of academic staff is indicated in the **4 core values** (A) and **2 core activities** (B) listed below. On top of these values and activities, there is room for diversification among employees. This is realised by everyone choosing, in close consultation with and approval of their supervisors, **3 elective components** from the focus domains of education, research, leadership and impact. This choice is made for a period ranging from 3 to 5 years; it is advisable that an academic focuses (predominantly) on one focus domain (so for example on leadership or education) or chooses for the traditional all-round profile. The 9 components of the PDP form the basis for development and assessment of staff. It replaces the current criteria for appointment.

- The first building block consists of the **four mandatory UM core values**: academic citizenship, personal/professional leadership, team performance and impact & open science.
- Education and research being key to an academic career, the second building block consists of the **two mandatory core activities** of education and research.
- The third building block consists of at least **three elective components** from the focus domains of education, research, leadership and impact. For a period ranging from 3 to 5 years, it is advisable that an academic focuses (predominantly) on one focus domain (so for example on leadership or education). An academic and their leadership may also decide to combine assessment components from different focus domains thereby creating a more all-round (traditional) profile. Choices are always discussed and agreed upon with the supervisors.

The various components are explained in more detail below. Note that the examples of evidence within the different domains listed below are meant as a **guiding tool** and as inspiration.

A UM Core Values
Applicable to all profiles

B Core Activities
Applicable to all Assistant, Associate and Full Professors

C Elective components
Custom selection (interchangeable over periods of time)

1	2	3
4	5	6

Together with your leadership, you select at least three assessment components (for a period ranging from 3 to 5 years) from the four focus domains.

Education	Research	Leadership	Societal Impact
Developing and innovating education	Developing and directing research	Interpersonal leadership	Involving relevant stakeholders
Coordinating education	Funding acquisition	Management	Interactively communicating results beyond academia
Disseminating educational practices	(Facilitating) co-creation in the research process	Fostering diversity and inclusivity	Encourage opportunities to create societal value and impact
Custom component	Custom component	Custom component	Custom component

A. UM Core Values

1. Academic citizenship

This is a very broad category that refers to all activities that go beyond regular teaching and research and contribute to the development of department, Faculty, research institute or group, university or the academic community as a whole. Examples: membership in

committees at LAW or UM, organising seminars, membership of assessment committees, participation in and coordination of EDLAB or CPD events, contributing to diversity or other goals at LAW or Maastricht University, etc.

2. *Personal/professional leadership*

This includes the willingness to take on (small) management tasks and to develop one's own leadership qualities, including the ability to reflect on one's own performance, being open to feedback from students and colleagues, serving as a mentor or coach for colleagues, taking part in leadership training and putting the acquired skills to use, engaging in talent development, etc.

3. *Team performance*

This broad category includes at least the ability to work constructively with others. Examples of evidence include: co-creation in research, teaching or collaborative academic citizenship efforts and being an active member of the groups one is part of.

4. *Impact and Open Science*

This includes actively contributing to making one's own publications publicly available (open access). This takes place in accordance with the FAIR (Findable, Accessible, Interoperable, and Reusable) principles, implying one publishes as open as possible and as closed as necessary. When registering publications in PURE, an open access version of the publication is uploaded if allowed or linked to another repository. Other examples include: dissemination of research designs, findings and data, curation of exhibitions, contributions to peer review, creating societal impact (e.g. public lectures, advice to policymakers), sharing of teaching materials outside of the university, etc.

B. Core Activities

1. *Teaching*

This includes the following activities:

- Preparation and implementation of teaching components to be agreed upon and roles to be fulfilled (tutor, coordinator, member of the planning group, drafting exams, correcting exams and papers, thesis supervisor, mentoring, supervision of internships, participation in the honours program, etc.);
- Integration of research into course design and teaching;
- Good evaluation of this, as evidenced by the IWIO evaluation, intervision and cooperation within the teaching team;
- Active contribution to the development of the quality of education in accordance with the PBL/CCCS principles within the department or Faculty;
- Active participation in initiatives in the field of education (MILE, education day, etc.);
- UTQ (within 2 years after appointment as Assistant Professor 2) and CPD (from the moment of obtaining UTQ).

2. *Research*

This includes the following activities:

- Conducting research in accordance with the quality requirements within one's own sub-discipline taking into account one's academic age, regularly leading to publications in well-regarded journals and/or with well-regarded publishers, in which one's own contribution is clearly recognisable, and leading to performance as a speaker at workshops and conferences (internal and external);

- Developing one's own line of research;
- Collaboration within research teams, e.g. in supervising PhD students or preparing research applications;
- Contribution to the Faculty research community, as demonstrated by active participation in research-related initiatives (research institute meetings, research festival, etc.);
- Contributions to the development of one's own discipline, e.g. as an organizer of workshops and conferences, member of editorial boards, member of assessment committees, reviewer, etc.
- Bringing the results of research to the attention of practitioners, policy makers or a general audience through professional publications, blogs or lectures/courses.

C. Elective Components

The elective components allow for the diversification of careers. Staff is invited to **select, together with their supervisors, at least three elective components for a period of 3 to 5 years**. A choice is possible for one domain (for example teaching or leadership), or for components from different domains, dependent on what is desired for one's own development and preferences. An academic and their supervisors may also decide to combine assessment components from different focus domains thereby creating **a more all-round (traditional) profile**. When selecting these components with your supervisors, keep in mind that the choices must always fit the needs of department and Faculty.

The profile descriptions below are meant as guiding tools and not as a list of activities one must all perform within a set profile.

1. Education Focus

You contribute to enhancing the environment for excellence in teaching and learning at LAW. You identify possibilities for curriculum improvement, update parts of courses, propose evaluations of modules, and consult with others on this. You are an active member of working groups, committees or project teams focusing on innovation of education. You develop and apply new methods in the area of didactics and coach peers and junior staff in these methods. You exchange these developments with institutional, national or international colleagues and educational experts. You aim to innovate education through the combination of professional expertise with educational research or on the basis of academic insights or debates.

Component 1: Developing and innovating education

Examples of evidence include: development of new courses and/or assessment methods; improvement of existing courses; collaboration in for instance MILE and Edlab initiatives; contributions to education innovation working groups, projects or committees; development of additional support tools for students; development of online educational and assessment tools and methods.

Component 2: Coordinating education

Examples of evidence include: taking up important roles in leadership of education such as Director of studies or Chair of the Examination committee; coaching fellow academics; coordination of innovation initiatives in the field of education; participation in- and coordination of project teams in the educational domain; preparation and participation in accreditations and audits of educational programmes.

Component 3: Disseminating educational practices

Examples of evidence include: public dissemination of educational practices and insights/debates; organisation of educational workshops and conferences; outreach;

exchange of knowledge with (international) educational experts, community engagement in the educational domain.

2. Research focus

You are a researcher who works independently and coordinates and oversees a research project, part of a programme or the planning and realisation of a complete multiyear research programme or project. You make in-depth contributions to the research field. You give lectures on your research and attend international conferences/symposia where you present and discuss your own research and that of others. You take an active role in research publication in academic journals. You act as a (co-) supervisor for junior academic staff or PhD students. You also participate in (inter-)national projects and academic programme committees. You apply for funding opportunities.

Component 1: Developing and directing research

Examples of evidence include: coordination of research projects; (co-)supervision of PhD candidates; postdoc supervision; leadership in consortia; active membership of scholarly societies and advisory boards; editorship of journals or other editorial work; review of grants or articles; membership of juries or award committees.

Component 2: Research funding acquisition

Examples of evidence include: identification of key relevant funding sources and preparation of research grant applications; submission of research grant applications to a variety of funders; successful contributions to grant acquisitions, membership of funding consortia.

Component 3: (Facilitating) co-creation in the research process

Examples of evidence include: development of research activities across research disciplines/together with others; leading and building collaborative research projects; involvement in the development of research infrastructure including data management.

3. Leadership focus

Every leader has (at least) the basic level of expertise in their domain that is needed to lead effectively. Your substantive level of expertise thus makes you credible, accepted and respected. You carry out management and administrative tasks and provide leadership for working groups within the Faculty or University. You initiate or contribute to policy development programmes at Faculty or University level. You navigate between providing direction/steering and empowering others. You enable teamwork and create an open and inclusive work environment. This in turn lead to the sharing of skills and knowledge. You focus on content, set boundaries, and are decisive. You are aware of the context that others work in and the constraints they operate under. You infuse vision, passion and inspiration. You encourage participation, attract and retain talent. You create a safe environment. You trust, guide, motivate, and provide feedback to others.

Component 1: Interpersonal leadership

Examples of evidence: show consideration to others as well as collegiality; listen, give and receive feedback and respond sensitively to others; develop contacts or partnerships, and exchange information with others; foster integrated and open collaborations where different stakeholders co-create shared value; taking up leadership roles in Faculty, University, or beyond; evidence of development based on feedback from colleagues; committee chairing roles; etc.

Component 2: Management

Examples of evidence: managing diverse teams; being able to manage and plan how to allocate different resources (such as human resources, budget); being able to set deadlines and monitor the progress and budget in order to achieve specific goals in complex settings; successful contributions to the development of colleagues; setting and consolidation of plans and goals; monitoring progress on strategy etc. Examples of such roles include (but are not limited to): head of department, director of studies, director of research institute or group.

Component 3: Fostering diversity and inclusivity

Examples of evidence: have and use a diversity and inclusivity strategy as a leader; being involved in initiatives that promote an inclusive work and study environment; set the example as a leader on inclusive behaviour; make positive use of diversity and difference to enrich projects and outputs; demonstrate the value of diverse perspectives in Faculty and University; create a positive work environment; etc.

4. Societal Impact Focus

Impact results from the professional interaction of academics with society. In this profile, you contribute to societal impact beyond the level of impact inherent to teaching and research. You carry out activities that have an effect on, change, or are beneficial to society, the law, the environment, quality of life, etc. These forms of impact are dependent on the context in which you operate and may be the results of team efforts rather than individual efforts. Next to providing education, you engage society with academic knowledge in a reciprocal process, for instance by means of citizen science. This, for example, includes engaging societal actors, when developing research plans, ideas and questions, when setting an agenda, when collecting data, when interpreting and communicating results. Your work is both academically robust and societally relevant (cf. <https://www.nwo.nl/en/impact-plan-approach>).

Component 1: Involving relevant stakeholders in core activities

Examples of evidence: engaging with society in one's research (e.g. by co-creation of research questions (citizen science approach); community-engaged research; participation in panels/debates; collaboration with institutions and/or collaboration with public and private organizations; etc.

Component 2: Interactively communicating results of research and teaching beyond academia

Examples of evidence: writing books or articles for a general audience; engaging in dialogue; writing interactive blogs and participation in forums; public presentations; documentaries and exhibitions; open source software; media appearances; professional publications; etc.

Component 3: Encouraging opportunities to create societal value and impact

Examples of evidence: consultancy work and advisory body work; membership of councils, boards and advisory committees (within and outside UM); involvement in policy bodies/guideline development committees, advisory bodies; innovation in the public sector; application of research in legal practice, etc.

5. All-round focus

An academic and their supervisors may also decide to combine assessment components from different focus domains thereby creating **a more all-round (traditional) profile**. This means that one chooses three components from different profiles. This can, for example, be a choice for:

- Developing and innovating education (from the Education profile)
- Developing and directing research (from the Research profile)
- Interpersonal leadership (from the Leadership profile)