

Procedure for Promotion to Assistant Professor 1 at the Faculty of Law

A. Promotion Policy

The decision about promotion to Assistant Professor 1 is based on the career principle: in line with LAW's *Strategic Personnel Planning*, all Assistant Professors who meet the criteria are promoted to this position. Each Assistant Professor is expected to make a Personal Development Plan in which, in consultation with their supervisors and considering the goals of department and Faculty, individual ambitions are laid down. This Plan forms the basis for the promotion.

B. Procedure

- Within three months of appointment as UD2, the candidate submits the **Personal Development Plan** (drafted in consultation with line manager and HR and approved by the Head of department) to the Appointments Advisory Committee ("BAC UD/UHD"). The Plan contains the ambitions and focal points for the core activities of education and research, the core values academic citizenship, leadership and team performance. Expected performance and development are explicitly defined. Further details on what the plan must look like can be found in the *Development and Assessment Criteria for Assistant, Associate and Full Professor at the Faculty of Law*; see also sub D below. A format for the plan is made available; the HR advisor will guide the drafting of the Plan.
- It is strongly recommended to assign a **mentor** to the Assistant Professor. The choice of the mentor depends on the specifically filed development points. The mentor is an independent colleague with whom the Assistant Professor can informally spar.
- The BAC (or a delegation from the BAC consisting of at least two members) discusses the plan within three months of receipt and **provides feedback** to the candidate if necessary. The Plan is filed in the personnel file of the candidate.
- The **responsibility** for realising the personal development plan lies with the candidate, who is guided in this by the supervisors and HR; the candidate's mentor is available for informal advice. In the annual and assessment interviews, it is discussed whether the agreed criteria are met and what the candidate needs in terms of further development. If necessary, the plan is adjusted; this happens in any case in the event of pregnancy, taking on care duties, long-term illness or acquiring a major grant.
- In case the Assistant Professor does not yet have a **permanent appointment**, this appointment will follow after 12 months or 18 months (dependent on the contract) if the performance agreed upon in the Personal Development Plan is sufficient. The decision about the permanent appointment must comply with the four-eyes principle. This means that both the Head of Department and the line manager are involved. If the administrative manager and the line manager disagree about whether a permanent appointment should be made, the HR adviser will be consulted. At the request of both the Assistant Professor and the Head of Department, advice may then be sought from the BAC, which hears both the Head of Department and Assistant Professor; the Faculty Board makes its decision on the basis of the BAC's advice.
- In principle 2.5 years after appointment a **midterm evaluation** takes place with the BAC (or a delegation from the BAC consisting of at least two members). In the meeting the

progress is discussed. The BAC (or a delegation from it of minimum two members) meets with the candidate.

- At the end of the trajectory, **the Head of Department nominates the candidate for promotion** to Assistant Professor 1. The BAC advises the Faculty Board based on the submitted **dossier/portfolio** (see below, sub C) which indicates how the agreements made in the Personal Development Plan have been met. If desired by either the BAC or the candidate, the BAC (or a delegation from it of minimum two members) meets with the candidate. The Faculty Board decides based on the advice of the BAC.

- The promotion process must comply with **the four-eyes principle**. This means that the Head of Department involves the line manager in the decision to nominate the candidate for promotion and takes into account the views of the most relevant director of the research institute and the most relevant director of studies. If the candidate does not agree with the judgment of the Head of Department not to nominate to the BAC, consultation with the HR advisor takes place. At the request of the candidate or the Head of Department, advice may then be sought from the BAC, which always hears both head of department and candidate and sends its advice to the BAC; the Faculty Board decides on the basis of the BAC's advice.

- The Dean **informs** the relevant Head of Department about the decision of the Faculty Board and the feedback of the BAC. The Head of Department then informs the candidate about the decision. The Head of Department, the line manager and the respective staff member discuss the feedback of the BAC. Together they adapt the Personal Development Plan, if needed. Note that the appointment letter, together with the advice of the BAC, is filed in the personnel file of the candidate; the advice of the BAC is made available to the candidate.

- If the Faculty Board wishes to deviate from the BAC's advice, **the Dean shall discuss** this intention with the chair of the BAC and the head of the department before making a final decision.

- If the Faculty Board decides that the candidate **will not be promoted** to Assistant Professor 1, the current appointment is continued.

C. The dossier/portfolio

Staff eligible for promotion submit a dossier/portfolio to their Head of Department, who adds a reflection of the candidate's performance and sends both to the Appointments Advisory Committee (BAC UD/UHD). Point of contact is the HR advisor who acts as secretary to the BAC.

The Head of Department submits the following documents to the BAC:

1. The **portfolio of the candidate**. A format for this portfolio will be made available. It provides information on:
 - a. the **time** the candidate had available over the past five years for resp. teaching, research and leadership/management, which takes into account whether the candidate worked part-time, took on pregnancy or parental leave or care duties.
 - b. The **impact of Covid-19**. Here candidates can reflect to what extent the pandemic affected their education, research and managerial contributions. Applicants only need to insert this into their portfolio if they see this as suitable.
 - c. The acquired **University Teaching Qualification (UTQ)**.
 - d. A **recent CV, list of publications and overview of teaching activities**.

- e. A report on **360 degrees feedback** in which the candidate, line manager, and a colleague and two people who worked under the candidate's management are asked for feedback.
- f. The **candidate's own reflection** on the components within their academic profile:

A. **UM Core Values**

The candidate is invited to devote around **one page** in total to reflect on how they have given shape to the UM core values of Academic citizenship, Personal/professional leadership, Team performance and Open Science & Impact within the time-period that the portfolio covers. Please shed light on some examples that provide insights into how you implemented them. See the document *Development and Assessment Criteria for Assistant, Associate and Full Professor at the Faculty of Law* for more details.

B. **Core Activities**

All Assistant Professors are expected to conduct activities in the two domains of education and research. The portfolio should thus comprise information on:

1. Delivering and organising education

Questions you could ask yourself here include: What are your main contributions when it comes to delivering and organising education? What are the examples of evidence that you would like to provide? Explain why these achievements matter. How have you deployed the UM core values in this domain? Reflect on where you stand and what you have learned regarding delivering and organising education. If you plan to grow in this area how do you plan to do so? What are your future aspirations regarding delivering and organising education? How do they fit the needs of Department and Faculty? How can the Faculty support your needs?

2. Conducting and disseminating research

Questions you could ask yourself here include: What are your main contributions when it comes to conducting and disseminating research? What are the examples of evidence that you would like to provide? Reflect on where you stand and what you have learned regarding conducting and disseminating research. If you plan to grow in this area how do you plan to do so? What are your future aspirations in this field? How do they fit the needs of the research programme and Faculty? How can the Faculty support your needs?

C. **Elective Components**

In close consultation with their supervisors, Assistant Professors have selected **elective components** from the focus domains of education, research, leadership and societal impact, or have chosen for an all-round profile.

Questions you could ask yourself include: What are your main contributions when it comes to the elective components you have chosen? What are the examples of evidence that you would like to provide? Explain why these

achievements matter. Reflect on where you stand and what you have learned in the respective field(s). If you plan to grow in this area how do you plan to do so? What are your future aspirations in this field? How do they fit the needs of the Department and Faculty? How can the Faculty support your needs?

The overall portfolio should not exceed 2500 words.

2. A **letter by the Head of Department** with a clear SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the candidate's performance (max. 2 pages). The Head of Department consults with the line manager, the most relevant director of studies of the programme the candidate teaches in, and the most relevant director of the research institute the candidate is a member of.

D Guiding questions when making the Personal Development Plan

To be discussed and 'revisited' during annual talks when making and revising the Personal Development Plan

1. What am I good at? What makes me happy (in my work)? What do I want to develop?
2. Which domain (or elective components) will I focus on and during what time-period?
3. How does this fit the needs of the department and Faculty?
4. How can I deploy the "UM core values" in this domain?
5. What are the "milestones" I wish to reach? Why do these (proposed) achievements matter?
6. What do I need (to do) to get there/what have I already achieved?
7. What happens if my plan does not work out? What is my "Plan B"?
8. What are my future ambitions? How can the Faculty support my needs?