

Procedure Senior Promotion Tracks at the Faculty of Law

A. Promotion Policy

Decisions about promotion to senior positions (Lecturer 1, Associate Professor and Full Professor) are dependent on three factors: personal development, content, and finances. *Personal development* is about the growth of individual staff members: is a staff member ready for the next step in their career? *Content* refers to the Faculty's needs in teaching, research and leadership: which areas should be strengthened or expanded with senior academic staff? Do future developments in education, research, and staffing (e.g., new curricula, retirement of present staff, need for specific leadership) ask for more senior staff at the level of (associate) professor or Lecturer 1? *Finances* must allow salary costs to rise through promotions. Also, the somewhat pyramidal composition of staff within the departments and desired diversity play a role in promotion decisions. In practice, personal development (who is ready for promotion) and content (what does the Faculty need) make up LAW's *Strategic Personnel Planning*.

B. Eligibility

The Faculty expects that senior staff have earned their tracks in one or more of the academic domains relevant for their position: education, research, leadership and/or societal impact. In line with the UM Recognition and Rewards policy, the Faculty does not expect senior staff members to excel in each and every of these four domains. Careers can develop on the basis of excellence in a particular domain but satisfactory experience and performance in other domains is expected as well.

Broad examples of criteria in different academic domains are listed below. Promotion candidates should individualise and specify these criteria in close conversation with their leadership in their Personal Development Plan and when submitting their portfolio (see below) for promotion to the BAC.

- Senior staff are the signposts and future leaders of the Faculty; they have a reputation based on their merits that extends beyond a small group of experts.
- The Faculty must have something to gain from a promotion to a senior position: what is that added value? Think of roles such as chair of the Faculty Council, Director of Studies, Chair of the Examination Committee or Director of a Research Institute.
- Senior staff must obviously have ample leadership and management experience. What is the evidence of such experience?
- The CCCS principles and Problem Based Learning (PBL) is the permanent anchor of the Faculty. What shows affinity with and commitment to CCCS/PBL? Think of designing new courses or work forms to stimulate this.
- Senior staff are trendsetters within the community of scholars and this means that they link expertise to erudition. What does this erudition show (broad orientation, willingness to look beyond the borders of one's own subdiscipline)? Think of writing a monograph, textbook, popular book, collaborating with colleagues from a different discipline, etc.
- Senior staff typically take responsibility for the realisation of the Faculty research program or important parts of the curriculum.
- Senior staff have an eye for academic citizenship and team science and act accordingly.

- (Associate) professors have successfully supervised several PhDs and have thereby – and otherwise – demonstrated tact, enthusiasm, a supportive attitude and integrity.
- Senior lecturers play a central role in the Faculty's education: they design and lead courses central to LAW's curricula, coach junior (teaching) staff and fulfil key leadership roles related to education (e.g. Chair of Education Program Committee).

C. Procedure for promotion to Associate Professor 2 and 1 and to Lecturer 1

- All members of staff make a **Personal Development Plan** in consultation with their Head of Department and line manager. This Plan is discussed and adjusted in the annual and assessment interviews. The discussion also entails what the staff member needs in terms of further development and mentorship and how the Faculty can facilitate this. See for more details the documents *Development and Assessment Criteria for Assistant, Associate and Full Professor at the Faculty of Law* and *Development and Assessment Criteria for Lecturers* and below sub E for more details.

- **The Head of Department nominates the staff member for promotion** to Associate Professor or Lecturer 1. The BAC advises the FB based on the submitted **portfolio** (see below, sub D) which indicates how the agreements made in the personal development plan have been met. If desired by the candidate or the BAC, the BAC will invite the candidate for an interview with the BAC (or a delegation from it). 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 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 Dean, Head of Department, the line manager and the respective staff member together 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 Department before making a final decision.

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

D. 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 to the Appointments Advisory Committee (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 certificate for the **University Teaching Qualification (UTQ)**.
 - d. A **recent CV and list of publications**.
 - e. A report on **360 degrees feedback** in which the candidate, line manager, colleague and two people who worked under the candidate's management are asked for feedback. Only anonymised results may be submitted.
 - 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 in the last five years. Please shed light on some examples that provide insights into how you implemented these values.

B. **Core Activities**

All Assistant, Associate and Full Professors are expected to conduct activities in the two domains of education and research. Lecturers are to conduct activities in the domain of teaching. Dependent on the profile, 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

Assistant, Associate and Full 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.

E. 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?