Maastricht University

Academic Profile
for Assistant, Associate and Full Professors

The overall goal of this academic profile is to align expectations as to what an academic does in the position of Assistant, Associate and Full Professor. Understanding this facilitates both the mentoring as well as the assessment approach for Assistant, Associate and Full Professors. This document serves as a guide for academics to develop their own academic careers in coordination with their leadership. The outlined approach makes room for diversification of careers, a team-oriented attitude and talent development.

The assessment of Assistant, Associate and Full Professors is conducted in line with the development-centered assessment framework and consists of three building blocks.
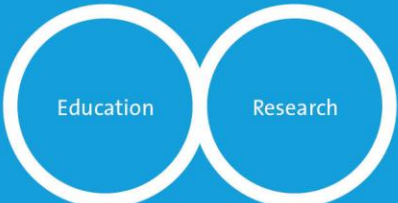
A UM Core Values

Applicable to all profiles

- Academic citizenship
- Personal / professional leadership
- Team performance
- Impact & Open Science

B Core Activities

Applicable to all Assistant, Associate and Full Professors

- Education
- Research

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

Profile for Assistant, Associate and Full Professors

Basis for this profile: University job classification-profile for assistant, associate and full professors; UM's vision on R&R; the R&R Narrative Education, Research, Impact and Leadership; the UM Tenure Track regulation; the UM Career Development Regulations for Academic Staff; the MERLN development track pilot; the FSE flexible performance criteria pilot; FHML educational career tracks; Ruth Graham Teaching Career Framework.

Purpose of this profile

A new approach needs to be taken to recognising and rewarding academics. The assessment system from the past no longer fits in with the existing *zeitgeist* and the social role of academics. In that system, academics are often presented with an unrealistic set of tasks, in which we demand everything of one person. Academics are asked to excel in research, education, management, impact, science communication and *more*, while being judged mainly on their (quantitative) research output. Ultimately, this leads to exhaustion so we would do well to make room for diversification of career paths and talent development in the broadest sense of the word.

The overall goal of the profile description is to facilitate the development (both horizontal and vertical) and assessment approach at departments for Assistant, Associate and Full Professors[12]. Needless to say, a department does not benefit if every academic has the same profile. Diversification and a team-oriented attitude are necessary.

This profile is established with three purposes:
1. To serve as a guide for academics to develop their own academic careers in coordination with their leadership.
2. To align expectations as to what an academic does in the position of Assistant, Associate and Full Professor.
3. To serve as a guide to those assessing and mentoring the academics in their career.

In the past, career profiles were set up with a restrictive number of criteria which had to be met. This manner has proven to give structure, but also restrictions. In many cases, the assessor and candidate handled this in a way of 'checking boxes' instead of a dialogue focused on development. The way in which these profiles are to be used is in line with the view of Recognition & Rewards: colleagues work together on development, engaging in dialogue. The employee takes ownership of their own development and thus takes on an active role in reflection on their performance, gathering feedback and discussing this with their leadership. The leadership (supervisors/ managers) takes on a motivating role and gives honest and open feedback in order for the other to be able to develop. Also, honesty in future career development opportunities, both horizontal and vertical, is part of this.
This method asks for dedicated commitment to talent development and providing true feedback (however difficult this may be sometimes).

In order to help this transformation, the different (academic) domains are described in a narrative way in this document. Since *some* structure is necessary in order to provide clarity and transparency, there is a minimal set of rules to this profile. These are:
- An academic is assessed on **at a minimum nine development components** depending on the profile;
- These components belong to the following building blocks:

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[1] Customization in the development and assessment of certain Professorial positions (i.e. Affiliate Professors and Professors of Practice) and Professors with (very) small contracts may be needed as these types of Professors are not always able/requested to perform on all (core) development components.
[2] Although this profile is applicable to Assistant, Associate and Full Professors, the different UFO-function titles and salary scales remain in place.

- o The first building block consists of **four UM core values** in which every member of the UM community is expected to develop themselves, being academic citizenship, personal/professional leadership, teamwork and impact & Open Science. The values of impact & Open Science and personal/professional leadership therewith also encompass the basic threshold levels of impact and leadership inherent to the role of any academic within UM.
- o As education and research form the basis of an academic career, the second building block consists of **components on education and research**, which serve to establish the required basis in both domains and reaffirm UM's vision that any academic career must be underpinned by a combination of research and teaching.
- o The third building block consists of **at least three elective development components** from the focus domains of education, research, leadership and impact. Each focus domain contains three standard elective development components. For a period ranging from 3 to 5 years, it is advisable that an academic focusses on one domain. Thereby, academics and their leaders should aspire to truly diversify careers[3]. It is not the intent that an academic excels in all domains (at the same time). For those academics also working ''in practice'', be it patient care or otherwise, the elective components agreed upon should be evaluated in light of their practical experience. A person may choose as many elective components as desired for their own development. Note however that selecting more than three components does not constitute a better outlook towards promotion. Quality, not quantity, is the standard in this evaluation model. In agreement with your leadership, an additional custom component not listed among the standard elective components may be added. The selection of focus domains available may differ per faculty, department or otherwise.

Please note: the types of evidence listed below for the development components are not meant as *requirements*. These only provide an *example* of proof and inspiration for both applicant and assessor.

The accompanying domain descriptions give a narrative description of this profile. These descriptions are by no means exhaustive, nor are they a checklist of requirements for this profile. These only serve to provide guidance to both the academic in the profile and the assessors. To this end, these profiles are based on a series of sources, including the UFO profile descriptions, the domain narrative(s) drafted by the Recognition & Rewards committees, FSE's flexible performance criteria pilot, MERLN's development track pilot, and Ruth Graham's Teaching Career Framework.

Contract agreements

Assistant Professors (UD1 and UD2) and Associate Professors (UHD1 and UHD2) are on permanent contracts. If an employee starts in this position without a previous contract at UM, the practice is an 18 month fixed term after which the contract becomes permanent. For appointees who already have a UM contract, a 12 month fixed term applies after which the contract becomes permanent. In both cases, contracts become permanent if the candidate has met the performance standards. The ''Recruitment, selection and appointment of professors at Maastricht University'' policy outlines the contract agreements for the various types of Professorial chairs.

The use of a preliminary salary scale will remain an exception which will only apply if the position is not being exercised across the full breadth of potential (meaning that if one cannot immediately comply with the minimum required amount of nine components as mentioned above. This means

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[3] An academic and his/her leadership may decide to combine assessment components from different focus domains thereby creating a more all-round profile.

that someone performs no activities in one or some of the otherwise required components, not that their performance in these components is deemed unsatisfactory).

Development components

UM Core Values

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.

The UM core values are values applicable to all of our (academic) staff members. They derive directly from our mission and the vision of the Recognition & Rewards programme. The further you progress your career, the more opportunities you have to display proficiency in these UM core values. In different roles and depending on the selected profile (building block 3), displaying the UM core values may be enacted differently.

1. *Academic citizenship*[4]
Examples of evidence: internal and/or external service work demonstrating the support of academic life and the wider civic mission of the university; demonstrate efforts in making the university an inclusive environment valuing diversity; set up programmes to involve the community in the university; set up learning or teaching communities within or across the boundaries of the university; or participate in outreach programmes; peer review, monitor academic integrity of external stakeholders; etc.

2. *Personal/professional leadership*[5]
Examples of evidence: demonstrate self-reflection and personal development (feedback results); regularly request feedback from students, colleagues and others; effective communication (online and offline); academic integrity; demonstrate solid organisational skills; identify the necessary tasks and prioritise them in order to develop an individual schedule and perform the work in an autonomous way, ensuring that the requirements are met; improvement of processes and procedures; take the lead among peers in a project; provide mentorship to others; provide constructive feedback to help others learn; organize feedback sessions; take part in leadership training and put skills learned to use, demonstrate efforts in making the university an inclusive environment valuing diversity; participate in (internal or external) committees, think-tanks, coaching activities or engaging in other forms of talent development, etc.

3. *Team performance*
Examples of evidence: work confidently within a group with each doing their part in the service of the whole; co-creation in research, teaching or academic citizenship efforts; demonstrate inclusivity and the value of diversity; collaborate with others outside of the standard circle (outside of your group, department, or faculty), use and reward the value of teamwork in teaching; be an active member of or head up network groups focused on collaboration and teamwork, etc.

4. *Impact & Open Science*[6]
Examples of evidence: make your academic work relevant to society; use research results to help the wider community; produce, store and (re)use scientific data based on FAIR (Findable, Accessible, Interoperable, and Reusable) principles, making data as open as possible, and as closed as necessary;

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[4] Academic citizenship refers to a wide variety of essential duties that sometimes go unnoticed, but which all members of our community – be it individually or in teams – perform for the institution, the academic community and society.
[5] Especially for full professors, displaying (professional) leadership in the domain of your focus, both to your colleagues as well as to the university's higher management, is a key aspect of your academic function.
[6] The interpretation and implementation of Open Science may differ between disciplines.

use open source software; public dissemination of research designs findings, and data; publishing in open access journals; use Open Access resources in education and research; get Open Science grants; set up and participate in Open Science events; educate about the application of FAIR principles; educate about the importance of Open science; contribute to open peer review processes; etc.

General role of an Assistant, Associate and Full Professor position

<u>General requirements:</u>

- ✓ University Teaching Qualification (BKO in Dutch) within two years of starting the position
- ✓ PhD
- ✓ Language proficiency C1 of the language taught
- ✓ Willingness to participation in Continuing Professional Development (CPD)

<u>General profile description:</u>
Note that this profile description is meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

In your educational practices, you are an effective and collegial teacher, meaning you make a contribution to enhancing the environment for inclusion and excellence in teaching and learning within your institution for both students and colleagues. You demonstrate teaching expertise within your academic field. Furthermore, you are able to make this body of knowledge accessible to a student audience. You integrate relevant research and your further expertise in the relevant academic field(s) into your teaching. You teach new and previously developed modules and coordinate modules. You identify possibilities for module improvement, update module elements in assigned modules and propose module improvements after evaluations, and consult academics with a similar focus in this regard. You may also choose to play an active role in the development of new modules or elements thereof. As a full professor with a focus on education, you ensure the development, cohesion and implementation of allotted academic course components within the faculty curriculum, tailored in part to meet societal demand.

You are focused on students' active involvement and empowerment. You have the ability to simplify and convey complex matters in a way that engages students and have the ability to enthuse and motivate students to get more out of themselves than they had expected. You teach students how to learn. This is done face-to-face, in online settings or through a combination of both, blended learning. It is your role to ensure inclusiveness and diversity in the classroom. You respect students' input in improving education, enter into dialogues with students about education and coach students into empowered and autonomous future professionals. You do not work alone, but are an engaged member of society and share your knowledge.

In your research practices, you may carry out your own research, or - where appropriate - (contribute to) a predefined and approved research proposal, for the benefit of science, society, and - where possible - government or businesses. You may gather, analyze and interpret research data in accordance with the aim of answering the research question(s) of your proposal. You are aware of the existing literature and methodologies within your theoretical field. You are responsible for the definition and structuring of your own research (as part of a research team). You might therewith maintain or adjust methods and/or instruments during your research. You make your research available to the target audience, publish in journals and as open as possible. You manage your research data and where possible make it available for re-use and dissemination.

You are a target-oriented, able to work within and for your team and in team research and might focus on steering with your team towards results. You therewith demonstrate (basic) leadership

skills towards your colleagues. You are a strong communicator, both regarding the presentation of your research findings and in your responsibility towards your (research) environment. You demonstrate the ability to think conceptually and might demonstrate a clear vision in your research work. As a full professor with a focus on research you ensure the acquisition, implementation and valorization of scientific research, so that recognized scientific knowledge and understanding may be developed and valorized for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world.

General development components:

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. *Delivering and organizing education*

Examples of evidence: incorporating (new) research results into your teaching; positive evaluation in teaching roles; tutor effectively; proof of development of the expertise on the subject taught, teaching a varying array of modules; structuring your education and the resources needed; ambassadorship of active learning/Problem-based learning (PBL); application and ambassadorship of Constructive, Contextual, Collaborative and Self-Centred Learning (CCCS) in your assigned educational modules; etc.

2. *Conducting and disseminating research*

Examples of evidence: conduct independent research in line with the department or institute; conduct literature reviews, visit and contribute to symposia and congresses or other forms of engaging with (international) experts and expertise; publicly disclose scientific results by any appropriate means, including conferences, workshops, colloquia and scientific publications, maintain overview of relevant (inter)national development in the research field; contract research; developing methodology; research awards; exploration and examination of societal research needs and accompanying possibilities for impact; etc.

Focus domain components

How does focus domain development work?

For a period ranging from 3 to 5 years, you are required to – together with your leadership – select at least three development components. It is advisable that an academic focusses on one focus domain. Thereby, academics and their leaders should aspire to truly diversify careers[7]. It is not the intent that an academic excels in all domains (at the same time). For those academics also working ''in practice'', be it patient care or otherwise, the elective components agreed upon should be evaluated in light of their practical experience. A person may choose as many elective components as desired for their own development. Note however that selecting more than three components does not always constitute a better outlook towards promotion. Quality, not quantity, is the standard in this evaluation model. An additional component not listed among the standard elective components may be added in agreement with your leadership. The selection of focus domains available may differ per faculty, department or otherwise.

You may choose these development components in accordance with your own talents and/or development preferences, however always in consultation with your leadership. In your narrative you can develop a personal vision and mission on how your development fits within your unit's strategic personnel plan. When selecting these components with your leadership, keep in mind that the choices must fit within the requirements of your team. If you wish to develop in a domain or on

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[7] An academic and his/her leadership may decide to combine assessment components from different focus domains thereby creating a more all-round profile.

components that do not fit with your team's requirements, you may have to develop these aspects elsewhere.

a. *Education focus*

Domain description:

Note that this description is meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

You contribute to enhancing the environment for inclusion and excellence in teaching and learning within your institution. You might contribute to curriculum renewal and program review or to the development of support systems for students and teaching staff.

You identify possibilities for module improvement, update module elements in assigned modules, propose module improvements after evaluations, and consult academics with a similar focus in this regard. You may play an active role in the development of new modules or elements thereof. You may develop new module elements with innovative didactic methods, apply innovations in self-taught previously developed modules. Furthermore, you may be a member of a subject specific working groups, committee or project team with regards to education innovation. You may develop and apply new methods in the area of didactics, in person and online, and coach peers and junior staff in these methods. You may exchange these developments with institutional, national or even international colleagues and educational experts. You may coordinate modules and might be a lecturer responsible for a specific subject. You analyze your own modules or (parts of) the education program, together with colleagues and with students and (propose) module adjustments and innovations where desirable.

You might innovate education through the combination of professional expertise with educational research. You might also innovate education on the basis of scientific (new) theories or insights.

Development components:

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 leadership]

b. Research focus

Domain description:
Note that this description is meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

You are an independently operating researcher who coordinates and oversees a research project, part of a programme or even the planning and realisation of a complete multiyear research programme or project. You could make in-depth contributions to the research field and might become an authority in your field or explore new fields. You may supply concepts for improvement within the specialist field, the research group within or beyond one's own doctoral research or make concrete proposals in this regard. You might give lectures on your research and attend symposia (inter-)nationally. You furthermore take an active role in research publication in (leading) academic journals. You act as a (co-)supervisor for junior academic staff or PhD students as regards the content of their research. You might also grow into an (inter-)national authority in your own research field. You help define the field of research in consultation (where applicable in consultation with the full professor) and actively manage processes and content of the research field, while exploring fields that transcend your research groups. You might also participate in (inter-)national projects and scientific programme committees and might be a regular appearance at leading (inter-)national conferences or symposia. Hence, you might move with ease within the (inter-)national network of your specialist field. You are quick to claim your discoveries and discover and apply for funding opportunities. You focus on acquiring research private and public funding for your unit and thereby support the team research.

If you focus on educational research, you contribute to pedagogical knowledge by engaging with and contributions to the scholarly research literature. This would entail contributing to educational practice as well as educational knowledge. You deploy or conduct practice based research in the field of education with the goal of improving student learning and furthering pedagogical knowledge. Evidence-informed approaches strengthen university education, and can inspire and motivate you to critically reflect on your own teaching practice and philosophy.

Development components:
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 and guide 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. *Research funding 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. ***(Facilitating) co-creation in the research process***
Examples of evidence: develop cross-disciplinary research activities; lead collaborative research projects/build collaborative relationships; develop research infrastructure; engaging the wider scientific community within the design (co-design) of research projects, development of methodologies, developing multi-and interdisciplinary scholars in research projects; engage others within your department/research institute/faculty/university in collaboration during the development of hypotheses, research methodology and study design, discussion of findings/interpretation; actively engaged in knowledge utilization; etc.

4. ***…[custom component agreed upon by you and your leadership]***

c. *Leadership focus*

Requirements:

- ✓ Willingness to participate in Leadership Academy programmes (befitting your personal development needs)

Domain description:
Note that this description is meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

Every leader has (at least) a fundamental level of expertise in their domain that is needed to lead effectively. A leader's level of expertise thus needs to be credible, accepted and respected. Leaders acquire and develop certain behaviours to optimally fulfil their role and navigate between providing direction and empowering and enabling. These behaviours can be organized into six clusters: inspirational appeal, focus oriented, inclusive collaboration, trusting coach, ethical and self-reflective learner[8].

A leader enables teamwork and sharing of skills and knowledge and creates open and inclusive work environment. You focus on content, set boundaries, are decisive and aware of context of other's work and output. You infuse vision, passion and inspiration, encourage participation, influence, attract and retain talent. You create a safe environment: trust, guide, activate, challenge, motivate, and provide feedback.

You might carry out management and/ or administrative tasks and provide leadership for working groups within your department. Through this leadership role, you create added value through collaboration with those directly around them, being your graduates, PhD students, professional staff, and/or academic colleagues. You might initiate or contribute to policy development and implementation at faculty or university level.

Development components:
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. ***Interpersonal leadership***
Examples of evidence: show consideration to others as well as collegiality; listen, give and receive feedback and respond perceptively to others; develop alliances, contacts or partnerships, and

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[8] More on the leadership behaviours can be found in the UM leadership vision

exchange information with others; foster integrated and open collaborations where different stakeholders co-create shared value; leadership roles in faculty, university, or beyond; leadership role in research initiatives; evidence of development based on feedback from colleagues; committee chairing roles; etc.

2. *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; etc.

3. *Fostering diversity and inclusivity*

Examples of evidence: have and use a diversity and inclusivity statement as a leader; be involved in initiatives promoting an inclusive work and study environment; set the example (be first) 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 our university; create a positive working environment; etc.

4. *…[custom component agreed upon by you and your leadership]*

d. *Societal Impact focus*

Domain description:

Note that this description is meant as a guiding tool and by no means to be interpreted as a listing of activities or criteria one must perform.

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 and required of teaching and research. You deploy activities that have an effect on, change or benefit to the society, culture, economy, public policy or services, health, the environment or quality of life. 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 academia and science in a reciprocal process. For example, this can include engaging society when collecting data, when interpreting and communicating results, when setting an agenda, and when developing research plans, ideas and questions. Alternatively, you may for instance focus on public understanding of science through science communication and public engagement, or on generating economic value.

When looking for ways to assess impact, it is essential to consider the nature of that impact. There is sometimes an erroneous perception that the process leading to impact is a linear pathway that starts from fundamental research and proceeds via more application-oriented (applied) research to – ultimately – applications. This 'pipeline model' is obsolete. In current endeavours, new knowledge is generated within a dynamic and iterative process that is increasingly open and focuses on co-creation with students and societal stakeholders

In the assessment, your productive interactions are key. In its Impact Plan for increasing the social impact of research, NWO defines productive interactions as "an exchange between researchers and other stakeholders in which knowledge is generated and valued that is both scientifically robust and societally relevant[9]." And: "An interaction is productive when interested target groups try to use the knowledge to fulfil societal goals. Interactions can be direct/personal, indirect or financial. The number and quality of your productive interactions are a measure of the chance of societal impact."

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[9] https://www.nwo.nl/en/impact-plan-approach

This line of thinking can be extended to assessing impact in general, including for types of impact that do not relate to the use of specific knowledge or research outcomes. Furthermore, impact may take a long time to show. What shapes the assessment upfront is the connection between intended impacts – consisting of goals and target audiences – and your interactions. These should be suitable and efficient.

Short-term outcomes of your interactions, like the number of readers of a blog or the characteristics of participants that signed up to help in your research, can provide further input to evaluate whether you are on track to achieve your desired impact. Good practice includes periodically reflecting on your outcomes and adjusting your interactions as needed.

Development components:

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. ***Efforts made to involve relevant stakeholders in your core activity/activities***

Examples of evidence: engage with society in one's research (e.g. as a client panel, data collection through the public (citizen science approach)); community-engaged research (in all phases of the research process); participate in panels/debates; collaborate with institutions and or collaborate with public and private organizations; work visits; conscious efforts to engage groups underrepresented at universities and in common outreach schemes; etc.

2. ***Efforts made during and/or after the education or research process to interactively communicate results with the relevant society and stakeholders***

Examples of evidence: engage in dialogue; interactive blogs and forums; public presentations; science communication initiatives aimed at broadly enthusing, inspiring or raising awareness; documentaries and exhibitions; software; media appearances; professional publications; etc.

3. ***Efforts made during and/or after the education or research process to encourage opportunities to create societal value and impact***

Examples of evidence: application of research in public administration and/or in society; consultancy work and advisory body work; entrepreneurship and commercialisation (patents, licenses and spin offs); 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 public administration and industry; etc.

4. ***…[custom component agreed upon by you and your leadership]***

Custom elective component

In some cases, you might find that the above listed components do not cover your academic activities. You may for example think of novel activities in academia not yet incorporated into this framework or activities which are specific to a department or discipline. In agreement with your leadership you may hence opt for a custom elective component. You will make agreements as to the performance expected and assessment of this component with your leadership.