Maastricht University

Academic Profiles
for Teaching Fellows, Academic Teachers, Senior Academic Teachers and Teaching Experts

The overall goal of these academic profiles is to align expectations as to what an academic does in the position of Teaching Fellow, Academic Teacher, Senior Academic Teacher and Teaching Expert. Understanding this facilitates both the mentoring as well as the assessment approach for Teaching Fellow, Academic Teacher, Senior Academic Teacher and Teaching Expert.

A UM Core Values

Applicable to all profiles

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

B Assessment Components

Applicable to Teaching Fellows

- Delivering & organising education

Applicable to Academic Teachers

- Delivering & organising education
- Developing education

Applicable to Senior Academic Teachers

- Delivering & organising education
- Developing & innovating education
- Coordinating education

Applicable to Teaching Experts

- Delivering & organising education
- Developing & innovating education
- Coordinating education
- Disseminating educational practices

Teaching Fellow, Academic Teacher and Teaching Expert profiles

Profile in the University Job Classification system: *Docent 4, 3, 2 and 1*

Basis for this profile: University job classification-profile *Docent*, UM's vision on R&R, the R&R Narrative Education, the MERLN development track pilot; FHML educational career tracks; Ruth Graham Teaching Career Framework.

Purpose of these profiles

These profiles are established with three purposes:

1. To serve as a guide for academics to develop their own academic career paths in coordination with their leadership.
2. To align expectations as to what an academic does in the position of a Teaching Fellow, an Academic Teacher, a Senior Academic Teacher and a Teaching Expert.
3. To serve as a guide to those assessing and mentoring the academics in their career to demonstrate what a profile could require.

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 applicant 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 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 is part of this.

This new method asks for dedicated commitment to talent development and providing true feedback (however difficult this may be sometimes).

In order to transform from restrictions into possibilities, these profiles have been written as narratives. Since *some* structure is necessary in order to provide clarity and transparency, there is a minimal set of rules to these profiles. These are:

- An academic is assessed on **five to nine development components** depending on the academic profile;
- These assessment components consist of the following groups: **four core UM 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; and one (for Teaching Fellows), two (for Academic Teachers), four (for Senior Academic Teachers) or five (for Teaching Experts) **profile specific development components**.

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 assessors.

Furthermore, the accompanying profile 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 serve only 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, being 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 Teaching Career Framework.

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[1]*

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*

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[2]*

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; 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.

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[1] 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.

[2] The interpretation and implementation of Open Science may differ between disciplines.

Docent 4 / Teaching Fellow

Requirements
- ✓ Master's degree (in the field relevant to the position)
- ✓ Language proficiency C1 of the language taught
- ✓ University Teaching Qualification (BKO in Dutch) within two years of starting the position

Profile description
You take a conscientious and reflective approach, creating positive conditions for student learning and demonstrating effective teaching delivery that develops over time. 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. This is done face-to-face, in online settings or through a combination of both. It is your role to ensure inclusiveness and to and to demonstrate the value of diversity in the classroom. You teach students how to learn, provide effective feedback and coach them. You teach pre-developed educational elements and introduce some innovative approaches in your teaching. You ensure alignment between the teaching activities and overall module Intended Learning Outcomes (ILOs). Where appropriate, you integrate research results of others into your education and have a decent expertise in the relevant academic field(s). Furthermore, you are able to make this body of knowledge accessible to a student audience.

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 expertise on the subject taught; supervise bachelor theses; take part in recruitment activities for potential students; 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; supervise honours/premium projects; etc.

Contract agreements

For newly employed staff
3 years; in combination with personal development/education plan (BKO). After this time period, you may apply for a regular PhD position, a combined Teaching Fellow and doctoral candidate position (minimum of 50% of one's time dedicated to the PhD) or transition out of the docent track. In exceptional cases, a Teaching Fellow without a PhD may grow into the position of Academic Teacher.

OR

6 years; in combination with PhD (minimum of 50% of one's time dedicated to the PhD), with as possible next step a permanent contract as Academic Teacher or UD upon completion of the PhD.

For staff already employed at UM
A permanent contract in which – during 6 years – the Teaching Fellow has the opportunity to obtain a PhD on the basis of a minimum of 50% of one's time dedicated to the PhD and the remainder of the time being spent as a Teaching Fellow. After 6 years, the tasks and responsibilities as a Teaching Fellow will be resumed for the full size of the contract. Possible next steps include a permanent contract as an Academic Teacher or UD upon completion of the PhD. In exceptional cases, a Teaching Fellow without a PhD may grow into the position of Academic Teacher.

UFO profile and Salary scale
Docent 4/ Teacher 4: scale 10

Docent 3 / Academic Teacher

Requirements
- ✓ Master's degree (in the field relevant to the position)
- ✓ Language proficiency C1 of the language taught
- ✓ University Teaching Qualification (BKO in Dutch) within two years of starting the position
- ✓ Willingness to participate in Continuing Professional Development (CPD)
- ✓ At least three years of didactic professional experience
- ✓ PhD (exceptions possible)

Profile description
You take an evidence-informed approach to your development as a teacher, providing mentorship to your (junior) peers in teaching communities to support a collegial and collaborative educational environment across your discipline, department or faculty. You are trained in the field of education and continue to develop yourself. You teach pre-developed educational elements, give input for their improvement and play an active role in the development of new educational elements. 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. This is done face-to-face, in online settings or through a combination of both. It is your role to ensure inclusiveness and to demonstrate the value of diversity in the classroom. You integrate research results and your own expertise into your education and have a decent expertise in the relevant academic field(s). Furthermore, you are able to make this body of knowledge accessible to a student audience. You teach students how to learn. You contribute to the development of modules or elements thereof by signalling points of improvement, by helping maintaining and improving assigned modules and by contributions to the creation of new modules or elements thereof. You respect students' input in improving education, enter into dialogue with students about education and might coach students into empowered and autonomous beginning professionals.

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: positive evaluation in teaching roles; incorporating (new) research results into your teaching; tutoring effectively; proof of expertise on the subject taught; supervision of bachelor theses; take part in recruitment activities for potential students; 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; supervising honours/premium projects; etc.

2.   Developing education
Examples of evidence: signal point of improvement of assigned module elements; provide input for the development of new modules, elements of modules and/or assessment; contribute to the development of new modules, elements of new modules and/ or assessment; coach fellow teachers; serve as a mentor to students and/or colleagues; contribute to project teams; obtain an educational grant (EDLAB); etc.

Contract agreements

For newly employed staff

The contract is temporary for up to 18 months in combination with personal development/education plan (BKO) if transferring from outside UM. This temporary contract is followed by a permanent contract if performance standards are met. From this position, you may apply for a position as Senior Academic Teacher, UD or transition out of the docent track.

If you did not obtain your PhD yet, you may apply for a regular PhD position, a combined Academic Teacher and doctoral candidate position (minimum of 50% of one's time dedicated to the PhD) or transition out of the docent track.

OR

6 years; in combination with PhD (minimum of 50% of one's time dedicated to the PhD), with as possible next step a permanent contract as (Senior) Academic Teacher or UD upon completion of the PhD.

For staff already employed at UM

The contract is permanent when transferring from a previous position at UM. From this position, you may apply for a position as Senior Academic Teacher, UD or transition out of the docent track.

If you did not obtain your PhD yet, you may apply for a regular PhD position, a combined Academic Teacher and doctoral candidate position (minimum of 50% of one's time dedicated to the PhD) (see below) or transition out of the docent track.

OR

A permanent contract in which – during 6 years – the Academic Teacher has the opportunity to obtain a PhD on the basis of a minimum of 50% of one's time dedicated to the PhD and the remainder of the time being spent as an Academic Teacher. After 6 years, the tasks and responsibilities as an Academic Teacher will be resumed for the full size of the contract. Possible next steps include a permanent contract as a Senior Academic Teacher or UD upon completion of the PhD.

UFO profile and Salary scale
Docent 3/ Teacher 3: scale 11

Docent 2 / Senior Academic Teacher

Requirements

- ✓ Master's degree (in the field relevant to the position)
- ✓ Language proficiency C1 of the language taught
- ✓ University Teaching Qualification (BKO in Dutch)
- ✓ Willingness to participate in Continuing Professional Development (CPD)
- ✓ At least three years of didactic professional experience
- ✓ PhD

Profile description

You make a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within the institution. You might, for example, make significant contributions to curriculum renewal and programme review or to the development of support systems for students/ teaching staff. You continue to develop yourself and those in a teaching position around you. You provide educational modules or parts thereof which you developed for a wide range of target groups. 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. This is done face-to-face, in online settings or through a combination of both. It is your role to ensure inclusiveness and to demonstrate the value of diversity in the classroom. You

integrate research results and your own expertise into your education and have a decent expertise in the relevant academic field(s). Furthermore, you are able to make this body of knowledge accessible to a student audience. You teach students how to learn. You write proposals for improvements following a module evaluation for cohesive modules or elements thereof. You develop assigned modules or elements thereof based on a laid down plan, content and teaching. You take part in working groups, committees or project teams within your department or faculty. You contribute to education related administrative and coordinating tasks within your unit. You contribute to an open, safe and inclusive working environment.

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: positive evaluation in teaching roles; incorporate (new) research results into your teaching; tutor effectively; proof of expertise on the subject taught; supervise bachelor theses; take part in recruitment activities for potential students; 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; supervise honours/premium projects; etc.

2. *Developing and innovating education*

Examples of evidence: developing new modules and/or assessment methods; improve existing modules; collaborate through for instance Edlab initiatives; develop and/or apply new innovations in education (delivery) in new and existing modules; contributions 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; obtaining an educational grant (EDLAB); etc.

3. *Coordinating education*

Examples of evidence: stimulate cohesion in methodology, content, development and delivery of education; coach fellow academics; coordinate innovation initiatives; participation in and coordination of project teams; educational talent acquisition and development; preparing and participating in accreditations and audits; etc.

Contract agreements

Teaching Experts (D2) are on permanent contracts. Only candidates already employed at the UM are eligible for the position.

UFO profile and Salary scale
Docent 2/ Teacher 2: scale 12

Docent 1 / Teaching Expert

Requirements

- ✓ Master's degree (in the field relevant to the position)
- ✓ Language proficiency C1 of the language taught
- ✓ University Teaching Qualification (BKO in Dutch)
- ✓ Willingness to participate in Continuing Professional Development (CPD)
- ✓ At least five years of didactic professional experience
- ✓ PhD

Profile description

The Teaching Expert position is an exceptional position only for those UM teachers who excel in education and are of invaluable worth and utmost importance for the quality of education to the organization.

You are an institutional leader in teaching and learning, meaning that you make a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within and beyond the institution. You lead curriculum renewals and programme reviews and contribute significantly to the development of support systems for students or teaching staff. It should be noted that this does not reflect the managerial responsibilities of the candidate, but rather their legacy and impact on educational quality across the institution. You are a leader in the field of education and you disseminate your (innovative) educational practices and educational knowledge with others involved in education and national and international subject experts. You provide leadership for a collaboration venture in the field of education with external parties originating from society, government or the business community. You continue to develop yourself and those around you in a teaching position by mentoring and coaching them. You analyse societal demands in terms of education and the learning needs of students. You provide educational modules or parts thereof which you developed for a wide range of target groups. 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. This is done face-to-face, in online settings or through a combination of both. It is your role to ensure inclusiveness and to demonstrate the value of diversity in the classroom. You integrate research results and your own expertise into your education and have significant expertise in the relevant academic field(s). Furthermore, you are able to make this body of knowledge accessible to a student audience. You teach students how to learn. You write proposals for improvements following a module evaluation for cohesive modules or elements thereof. You initiate and develop the plan, content and teaching for cohesive course components. You chair working groups, committees or project teams within your department or faculty. You contribute to education related administrative and coordinating tasks within your unit. You contribute to an open, safe and inclusive working environment.

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: incorporate (new) research results into your teaching; positive evaluation in teaching roles tutoring effectively; proof of expertise on the subject taught; supervision of bachelor theses; take part in recruitment activities for potential students; 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; supervise honours/premium projects; etc.

2. *Developing and innovating education*

Examples of evidence: develop and/or apply new innovations in education (delivery) in new and existing modules and/or assessment methods; improve existing modules; collaborate through for instance Edlab initiatives; 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; obtaining an educational grant (EDLAB); etc.

3. Coordinating education

Examples of evidence: stimulate cohesion in methodology, content, development and delivery of education; coach fellow academics; coordinate innovation initiatives; participate in and coordination of project teams; educational talent acquisition and development; preparing and participating in accreditations and audits; etc.

4. 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; coaches fellow teachers; serve as a mentor to students and/or colleagues; etc.

Contract agreements

Teaching Experts (D1) are on permanent contracts. Only candidates already employed at the UM are eligible for the position.

UFO profile and Salary scale
Docent 1/ Teacher 1: scale 13

Assessment process for Teaching Fellows and Academic Teachers[3]

Your leadership (supervisor/ manager) assesses your performance through meetings, evaluations of your teaching efforts, feedback sessions, and so forth. The annual appraisal focuses on your performance and development within the applicable assessment components. This conversation also focuses on possible development opportunities. You prepare the evidence/documents/videos/etc. that demonstrate your strengths and points of development. You present these for discussion with your leadership. Together with your leadership, you come up with a plan for development/learning. *(If on a fixed-term employment contract, the contract will state the formal moments of appraisal in addition to an annual appraisal meeting).*

You will also receive development support in your own learning community with whom you will meet according to your own preferences but at least twice a year. These communities consist of two to four Teaching Fellows + (at least) one Academic Teacher (or higher) as buddy/mentor system for knowledge transfer, sparring, brainstorming in order to come to innovations, improvements, broadening. As an Academic Teacher, one helps junior colleagues to find their way in academia, specifically in academic education. The more senior academic in turn gains first-hand experience in mentorship and leadership with corresponding responsibilities.

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[3] Note that the assessment procedure for Senior Academic Teachers and Teaching Experts follows the same process as Assistant and Associate Professors.