

TiSEM academic careers:

Guiding principles & procedures for assessment, tenure, and promotion

November 2023

Foreword

This document presents the principles and procedures for performance assessment, tenure, and promotion of all academic staff within Tilburg School of Economics and Management (TiSEM), in short, the Human Resource policy. This new and revised policy reflects the national vision of [Recognition & Rewards](#) (R&R) as well as the [Tilburg University ambition](#) in this regard.

The new policy has been developed in response to both internal and external structural changes. For many years TiSEM has strongly focused on research output as a measure to assess faculty's success and to award promotion. **Top level research is and will remain a key strategic objective for TiSEM. The roles of a university, however, are – and increasingly so – broader than research output alone.** Universities serve as centers of learning, research, and knowledge dissemination, contributing to intellectual, social, and economic developments of the society, and addressing societal challenges. Therefore, to remain a well functioning School, we also need faculty who excel in teaching, creating external social impact, and in leadership roles.

However, faculty who invest time and effort in tasks other than research often feel insufficiently valued. **To keep TiSEM at the frontier of its possibilities, as School we need a new policy for performance assessment, tenure, and promotion that rewards and recognizes the broadly understood contributions of our colleagues.** This will enable us to offer an attractive working climate, and to **attract and retain talent** that is required to fulfill the various responsibilities of our School. This is crucial for maintaining a thriving, high-quality institution, and for **preserving (or even expanding) resources available for all our tasks.**¹

The new policy facilitates also more **diversified career paths** of the faculty - allowing colleagues to excel in their area of focus. **Team efforts** of colleagues with diverse and complementary talents and skills improve the performance of the School as a whole. The research-focused path is expected to remain the most common one.

In formulating this policy, we have drawn extensively on the work of TiSEM Reward & Recognition working group with cross-section of the School's faculty from various departments and levels, as well as consultations with HoD's, the Faculty Council, and various functional groups within the School. From external sources, we built on the vision and followed the principles captured in the [Declaration on Research Assessment \(DORA\)](#), the [Room for Everyone's Talent position paper](#) of the Universities of the Netherlands, the [Coalition on Reforming Research Assessment \(COARA\)](#) as well as the Guiding principles for implementation of Recognition & Rewards at Tilburg University as agreed on by the Deans of the Schools and the Executive Board in the spring of 2022. We thank all who have contributed to the development of this policy.

¹ Note that funding of universities is increasingly earmarked or made available through an application process (e.g. sector plans, Regio Deals, and other 2nd and 3rd money stream funds). Successful applications for such funding often need to meet specific requirements that increasingly relate to societal impact and/or interdisciplinary collaboration.

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1. Introduction

This document formulates guidelines for assessing and rewarding the contributions of faculty members towards achievement of the University, School and department targets. The application of the guidelines occurs within the boundaries of a sustainable financial position of a department and the School as a whole as well as a healthy team composition needed for achievement of current and future tasks of a department. This policy provides clarity on performance required at the different functional levels and for tenure and promotion to the next level. Note that vertical promotion criteria are only one way of recognizing and rewarding performance and lack of promotion does not imply insufficient performance or lack of recognition.

Compared to the earlier policy, this policy provides career opportunities to colleagues who next to research, deliver a significant contribution to the School's teaching, societal impact and/or leadership. To that end, it makes explicit the different levels of contribution (performance) in each of the domains as well as the recognition and rewards linked to them. The policy promotes also a broader and more balanced way for assessing research output, complementing the quantitative measures with more qualitative indicators.

The policy aims to protect faculty members from any potential arbitrary and discriminatory actions and ensures compliance with relevant legislation (i.e., [University Function Classification \(UFO\)](#), [Collective Labor Agreement \(CLA\)](#), Tilburg University policy and Dutch Labor Law).

The policy provides a framework of career paths, performance requirements and procedures within the School. Well justified deviations from the guidelines are possible. Whereas the current document focuses on the recognition and reward of faculty members, much what is achieved happens by way of team collaboration. Departments are encouraged to also recognize and reward group achievements and individuals' contributions to those achievements.

The following chapters (2 to 5) describe the activities, possible career foci and progression opportunities of the academic staff at TiSEM, i.e., staff that are expected to engage in all four domains of academic activities and are employed in the UFO functions of Assistant Professors, Associate Professor and Full Professor². Chapter 6 includes transitional arrangements. The career and development opportunities for the staff in UFO functions of Lecturer³ are described in chapter 7. Finally, (Assistant/Associate) Professors of Practice and Professors by Special Appointment are not discussed in this document. To them separate policies apply.

2. The four domains of academic work

Tilburg School of Economics and Management provides faculty members the opportunity to shape their career path in a way that capitalizes on and develops their talents. The differentiation in career paths ensures that the School has at its disposal the various talents and skills needed for achieving its strategic goals. All careers at the School are built around the four domains of academic work: research, teaching, impact, and leadership. Difference in career paths among the faculty arise from their differentiated focus on and performance in the four domains.

² In Dutch: Universitair Docent, Universitair Hoofd Docent, Hoogleraar.

³ In Dutch: Docent.

All the paths offer the full career progression opportunities, i.e., they follow the same UFO profile (from Assistant Professor through Associate Professor to Full Professor 2 & 1). As a guideline, faculty have a minimum of 20% and a maximum of 60% research time – depending on their prior research output – unless research output has been insufficient or external research budgets cover a larger time share. Faculty – irrespective their focus – may take up (senior) management positions within the School corresponding to their seniority level. This includes becoming an HoD, Vice Dean or Dean.

Apart from a differentiated contribution to the above four domains of academic work, **all faculty members are expected to demonstrate good citizenship**, i.e., to contribute to the good functioning of the department and the broader academic community. This expectation is rooted in the fact that every faculty member is part of a team and excellence is achieved not only through individual, but also through team effort. Good citizenship⁴ reflects the School's ambition to be a work environment characterized by a strong social fabric and an open and inclusive organizational culture. It pertains to active involvement with and dedication to the department, School and university.

Good citizenship is demonstrated by extra-role behaviors like willingness to carry a share of the departmental tasks (e.g. participation in research seminars, recruiting efforts, teaching days, graduation ceremonies, committees, working groups etc.), take on extra tasks and go the extra mile, when this is needed for the smooth functioning of the department, School and university. Good citizenship encompasses also one's contribution to creating and maintaining a safe and inclusive organization where everyone feels appreciated, respected and safe to be who they are and express their views. Citizenship is taken account in all performance assessments (see section 5.1).

Although citizenship is considered a boundary condition, differentiated performance levels can be expected. Exceptional performance in the area of citizenship should explicitly taken into account by the departmental assessment committee when assessing performance on the four domains (e.g. by extending the clock).

2.1. Research

TiSEM's mission is to develop and disseminate groundbreaking knowledge in the selected fields of business and economics. The School pursues top academic research and strives to reinforce its position as world class academic institution with leading position in Europe.

As such, **research** refers to contributions to specialist knowledge in one of the economics and business disciplines – or a combination of disciplines, also other than economics or business (interdisciplinary research). We find important *what* one produces, i.e., research output (e.g., publications, working papers, datasets) but also *how* one produces it (e.g., team science, collaborations with junior colleagues) and the *recognition* one receives from peers (e.g. citations and seminars). As School we see development of grant proposals as an integral part of every faculty member's work: output in this area counts towards societal impact performance (see 2.3).

Indicators of research performance include **research output** (publications, publication pipeline, PhD dissertations, data sets, software), **academic impact and recognition by peers** (citations, awards, memberships, paper and conference reviews, invited keynotes, reference letters, etc.) and **collaboration with peers** (joint papers, PhD supervision, coaching of juniors (e.g. pre-reading), and other activities). Section 4.1 elaborates further on the assessment of research.

⁴ In TiU policy referred to as team spirit.

2.2. Teaching

TiSEM strives to offer a distinct educational portfolio and offering that are rooted and inseparable from our research. **Teaching** covers activities related to delivery of teaching (including development and organization), as well as improvement and innovation of education both the initial phase (Bachelor, Master's and Research Master's) and post-initial phase (PhD teaching). Assessment of teaching is linked to one's quality of teaching, vision on teaching as well as demonstrated contribution to improving and innovating educational programs, portfolio and policy of the School and beyond. Section 4.2 elaborates further on the assessment of teaching.

Indicators of teaching performance include, among others, **delivery** (effectively teaching for small and large groups at BSc, MSc, RM and PhD levels, effectively supervising BSc and MSc theses, group assignments / internships, employing state-of-the-art IT and other educational tools in teaching), **organization** (effective coordination of courses, programs, demonstrated contribution to recruitment activities), **development** (development of new courses or programs and innovation of the existing ones, (co-)development of teaching material like handbooks or case studies and assessment tools, contribution to professionalization of teaching by way of mentoring, coaching, training) and **recognition** (teaching awards, fellowships, memberships, student evaluations⁵). Student evaluations have a signaling function but are not – especially in isolation – an assessment metric of teaching performance.

2.3. Societal impact

TiSEM aims to strengthen the academic and societal impact it generates through its research and teaching. **(Societal) impact** of research or education is the effect that research or education have beyond the academic context (for education that means beyond the Bachelor, Master and PhD programs), e.g., for citizens, companies, public authorities, international development organizations and other organizations. A faculty member can have societal impact thanks to their research or education work, current or previous, including knowledge of facts, theories, and methods. The link from research or education to impact is thus not exclusively based on published work, but needs to be rooted in one's area of expertise.

Knowledge does not automatically lead to impact. Researchers increase the likelihood of their work contributing to societal impact, by ensuring 1) that the knowledge is relevant, i.e., addresses knowledge gaps and societal problem, and provides understandable and applicable solutions, and 2) that it reaches the 'right' stakeholders, i.e., the ones with the position, capacity and interest to apply the knowledge to effectuate the desired impact. A key success factor in generating societal impact is the involvement of societal stakeholders both before (co-design) and/or during (co-creation) the research and/or education. Such 'productive interactions' enable the stakeholders to use the knowledge.

Societal impact occurs when the understanding, experience and actions of people or organizations involved are modified because of their interaction with the knowledge. Societal impact thus understood is out of the control of the one generating knowledge: it can however be encouraged by way of **impact activities**, like acquisition of grants, preparation of grant applications (with high evaluations), giving advice to policy makers, collaborating with a company / industry, developing and/or teaching in life-long development courses / programs and executive / post-graduate education masterclasses, publishing about research on (social) media, to name just a few. Such impact activities

⁵ Student evaluations should explicitly take into account the size of the class.

serve as proxies for impact. Section 4.3 elaborates further on assessment of societal impact. Section 4.3 elaborates further on the assessment of societal impact.

2.4. Leadership

Leadership is what binds the individual efforts and outputs of our faculty into a coherent whole. Leaders with vision and skill are essential to building an effective and efficient organization that supports primary processes and to creating an inclusive and supportive organizational culture – two important strategic aims of the School. Leadership refers to formal and informal leadership roles both internal and external to the School / university (e.g., editorship of a journal, membership in visitation committees).

As School we recognize and reward those who excel in leadership by taking on and performing in key leadership roles within the department, School and university or outside, whether they are formal or informal, although formal leadership will tend to weigh more considering the higher responsibility that is frequently associated with such roles. As they grow in seniority, skill and experience, faculty members are expected to take on roles with increasing levels of responsibility at the level of department, School and university and beyond. Importantly, we value not simply taking up the formal leadership role but also performing it well, i.e., effectively, as reflected through one's own reflection and input of the relevant stakeholders (see section 5.2).

3. The choice and change of focus

Performance in each domain is classified in terms of four levels: INSUFFICIENT, GOOD, VERY GOOD, OUTSTANDING and faculty need to achieve at least GOOD performance in each of them (see Figure 1). Research and teaching are the core domains of academic activity and so define the two dimensions of Figure 1. A high score on one domain can compensate for lower performance on another domain though to varying degree and never below the GOOD level. In very specific circumstances (e.g., narrow focus on fundamental research), faculty can be exempted from the requirement of GOOD performance on impact or leadership – this needs to be explicitly addressed (comply or explain) in the P&TD talk. Note that impact activities include also acquisition of grants, even those with focus on fundamental research.

As reflected in Figure 1, GOOD performance on all domains does not suffice: **all faculty members are expected to perform OUTSTANDING in at least one or two of the domains** (depending on the domains chosen) **or VERY GOOD in at least two or three domains** (depending on the domains chosen). In other words, all faculty members have a focus domain (or domains) in which they excel. As a research-oriented School, we expect a majority of faculty to achieve VERY GOOD or OUTSTANDING in the research domain (the green area in Figure 1).

Faculty members choose their focus – a specific mix of academic activities – as well as the time allocations to the different activities together with their HoD. The mix reflects their talents and preferences as well as the needs of the department. This may result in a clear focus on one domain or in a more mixed profile. The mix of activities – the focus – can change over time: this can happen both within the same functional level (e.g., while an Associate Professor) and across functional levels (i.e., while transitioning to a higher functional level). A change of focus within a functional level is possible as long as the faculty member in question meets the performance requirements for that given functional level in all the domains (see Figure 1). All **shifts in focus** – and potential promotion – take place **together with the Head of Department** and are considered in light of the departmental needs.

To make a step to the next functional level, a candidate must demonstrate performance of the level to which s(he) aspires (explained in section 4). In demonstrating that performance, one can choose any of the combinations of performance depicted in Figure 1.

Figure 1. Career paths at Tilburg School of Economics and Management

Research	OUTSTANDING	Impact and leadership: both at least GOOD	Impact and leadership: Both at least GOOD	Impact and leadership: Both at least GOOD
	VERY GOOD	Impact and leadership: Both at least VERY GOOD or one OUTSTANDING and the other GOOD	Impact and leadership: both at least GOOD	Impact and leadership: Both at least GOOD
	GOOD	Impact and leadership: both OUTSTANDING	Impact and leadership: Both at least VERY GOOD or one OUTSTANDING and the other GOOD	Impact and leadership: Both at least GOOD
		GOOD	VERY GOOD	OUTSTANDING
		Teaching		

4. Assessment of performance in the four domains

Performance assessment aims to primarily answer the question whether a candidate has demonstrated performance according to expectations for a certain functional level. If the assessment reveals that a candidate satisfies the criteria of the next functional level, promotion can be granted.

Assessing research, education, impact, or leadership quality is a complex task and no single factor can provide a definitive measure. In line with the vision of Recognition & Rewards, the School aims for a balanced assessment on each domain, based on a mix of quantitative and qualitative indicators and a broad understanding of output.

Departments have the primary say over whether a candidate meets the performance requirements and possibly qualifies for promotion. They are free to determine moving windows for assessing performance in the different domains that fit their field. The Faculty Assessment Committee (see 5.3) advises the Management Team. The committee monitors whether the departments conform to their own performance and promotion criteria. The Management Team oversees all assessment and promotion processes.

4.1. Assessment of research

Table 1 (below) depicts the levels of research performance for different functional levels. The labels used for each performance level are meant to indicate the expectation of increasing performance across functional levels. The translation into specific performance indicators takes place in the departmental criteria. While some degree of interdepartmental differences can be expected, the School aims for an alignment between departments.

Table 1. Research performance levels at different functional levels (cumulative from left to right)

	GOOD	VERY GOOD	OUTSTANDING
(Tenured) Assistant Professor	Recognized for contributions to one or a few research topics	Recognized for contributions to multiple research topics	Recognized in the broad research field
Associate Professor	Recognized for contributions to multiple research topics	Recognized in the broad research field	Recognized as authority in the broad research field
Full Professor 2	Recognized in the broad research field	Recognized as authority in the broad research field	Recognized as thought leader in the research field (or fields)
Full Professor 1	Recognized as authority in the broad research field	Recognized as thought leader in the research field (or fields)	Continued top-tier contribution to the discipline

4.2. Assessment of teaching

Table 2 (below) presents the levels of teaching performance for different functional levels. As is the case for research, the labels are meant to communicate the growing teaching quality and acumen of the faculty members. Translation of the performance levels into specific indicators takes place in the departmental criteria. While some degree of interdepartmental differences can be expected, the School aims for an alignment between departments.

Table 2. Teaching performance levels at different functional levels (cumulative from left to right)

	GOOD	VERY GOOD	OUTSTANDING
(Tenured) Assistant Professor	Effective in teaching + Demonstrated contribution to improving / innovating parts of a course	Excellent in teaching + Demonstrated contribution to improving / innovating a course	Clear education vision + Demonstrated contribution to improving / innovating educational program(s)
Associate Professor	Excellent in teaching + Demonstrated contribution to improving / innovating a course	Clear education vision + Demonstrated contribution to improving / innovating educational program(s)	Excellent education vision + Demonstrated contribution to improving / innovating educational portfolio and education strategy
Full Professor 2	Clear education vision + Demonstrated contribution to improving / innovating educational program(s)	Excellent education vision + Demonstrated contribution to improving / innovating educational portfolio and education strategy	Recognized contribution to educational policy / practice
Full Professor 1	Excellent education vision + Demonstrated contribution to improving / innovating educational portfolio and education strategy	Recognized contribution to educational policy / practice	Prestigious contribution to educational policy / practice

4.3. Assessment of societal impact

Table 3 (below) depicts the levels of societal impact performance for different functional levels. As for all other domains, the labels used are meant to reflect the growing impact and are defined more specifically in the departmental criteria. Since impact as such is difficult to measure directly, impact activities are used as a proxy for impact. There are a range of possible impact activities that can be used to share knowledge with stakeholders and target groups, varying from one-directional to highly interactive, where the latter are usually more time-intensive but also more effective. They can be grouped into (a) **communication and dissemination activities (C&D)** and (b) **exploitation and engagement (E&E)** activities that enable research outcomes be used/exploited for policy, organizational strategy or society. In Table 3 below, the upper left part corresponds to C&D activities – i.e., lower impact performance – while the lower right part corresponds to E&E activities, i.e., higher impact performance.

Communication and Dissemination (C&D) in their basic form include blogs, podcasts, or social media posts, as well as interviews or mentions in (social) media or broadly on the internet. Higher level C&D activities include participation and presentations at non-academic events, business or policy conferences and platforms as well as life-long development and executive teaching. Exploitation and Engagement (E&E) includes acquisition of grants and development of grant proposals (with good evaluations), contributions to companies’ strategies, formulation of policy recommendations, and/or engagement in advisory boards, or high-level policy/business/social initiatives.

Due to a broad range of impact activities and difficulties in comparing them, societal impact generated is assessed based on a narrative prepared by a candidate, describing their impact activities, the use of these by societal actors and the recognition received by the candidate for it.

Table 3. Impact performance levels at different functional levels (cumulative from left to right)

	GOOD	VERY GOOD	OUTSTANDING
(Tenured) Assistant Professor	Communicating about research and teaching with the public (external)	Research / teaching based on corporate / industry / societal problems	Research / teaching driven by engagement with industry / society
Associate Professor	Research / teaching based on corporate / industry / societal problems	Research / teaching driven by engagement with industry / society	Demonstrated influence on company / institution level
Full Professor 2	Research / teaching driven by engagement with industry / society	Demonstrated influence on company / institution level	Demonstrated influence on inter-organizational / (inter-)national level
Full Professor 1	Demonstrated influence on company / institution level	Demonstrated influence on inter-organizational / (inter-)national level	Prestigious influence on inter-organizational / (inter-)national level

4.4. Assessment of leadership

Table 4 (below) defines the levels of leadership performance for different functional levels. Just like for the other domains, the labels are meant to indicate of the increasing performance level and not be limiting in any way. The levels of performance are defined in detail in the departmental criteria.

The School supports faculty in improving their leadership skills by way of the rich training offer of the [Connected Leading program of Tilburg University](#). Successful participation in a Connected Leading course / workshop appropriate to the functional level or leadership role undertaken, counts as an indicator of leadership performance if combined with effective leadership performance. Faculty's performance in the area of leadership is assessed by the Head of Department as well as the department members by way of the departmental review process (see Procedure below).

Table 4. Leadership performance levels at different functional levels (cumulative from left to right)

	GOOD	VERY GOOD	OUTSTANDING
(Tenured) Assistant Professor	<p><u>Internally:</u> Actively involved in departmental committees / working groups</p> <p>or</p> <p><u>Externally:</u> Active member of disciplinary associations</p>	<p><u>Internally:</u> Effectively performs coordinating roles in the department</p> <p>or</p> <p><u>Externally:</u> Coordinates research projects & organizes events</p>	<p><u>Internally:</u> Effectively fulfills formal leadership roles in the department</p> <p>or</p> <p><u>Externally:</u> Takes on important roles in the professional field</p>
Associate Professor	<p><u>Internally:</u> Effectively performs coordinating roles in the department</p> <p>or</p> <p><u>Externally:</u> Coordinates research projects & organizes events</p>	<p><u>Internally:</u> Effectively fulfills formal leadership roles in the department</p> <p>or</p> <p><u>Externally:</u> Takes on important roles in the professional field</p>	<p><u>Internally:</u> Effectively fulfills formal leadership role across departments</p> <p>or</p> <p><u>Externally:</u> Takes on leading roles in the professional field</p>
Full Professor 2	<p><u>Internally:</u> Effectively fulfills formal leadership roles in the department</p> <p>or</p> <p><u>Externally:</u> Takes on important roles in the professional field</p>	<p><u>Internally:</u> Effectively fulfills formal leadership role across departments</p> <p>or</p> <p><u>Externally:</u> Takes on leading roles in the professional field</p>	<p><u>Internally:</u> Effectively fulfills a formal leadership role in the School</p> <p>or</p> <p><u>Externally:</u> Takes on key formal roles in national and international bodies</p>
Full Professor 1	<p><u>Internally:</u> Effectively fulfills formal leadership role across departments</p> <p>or</p> <p><u>Externally:</u> Takes on leading roles in the professional field</p>	<p><u>Internally:</u> Effectively fulfills a formal leadership role in the School</p> <p>or</p> <p><u>Externally:</u> Takes on key formal roles in national and international bodies</p>	<p><u>Internally:</u> Effectively fulfills a key leadership role at TiU</p> <p>or</p> <p><u>Externally:</u> Takes on prestigious roles in national and international bodies</p>

5. Assessment and promotion procedure

Most hires within the School take place at the level of Assistant Professor. Newly hired Assistant Professors are hired on a **6 year tenure track**. During this period they develop excellence in research, teaching, impact and/or leadership. In principle, the award of tenure (permanent contract) coincides with promotion to Associate Professor and is decided at the latest after 5 years of the tenure track. Deviations from this rule are possible; tenure can be granted earlier if necessitated by an external regulation or policy (be it at the national or university level)⁶ and the candidate is on track to meeting the criteria for Associate Professor level. The remainder of this policy document focuses on assessment of performance and promotion, assuming promotion of Tenure Trackers to Associate Professor goes hand-in-hand with award of tenure.

Should the necessity arise to award **early tenure**, it can be granted if a candidate meets the performance level of a tenured Assistant Professor and demonstrates the potential to reach Associate Professor level – see Figure 1 and Tables 1 through 4 above. Departments develop a procedure for the award of early tenure that mirrors the promotion procedure to Associate Professor (5.2) but in a scale and scope that is proportional to the time elapsed since the start of the tenure track. The Faculty Assessment Committee is not involved in the early tenure process. Assistant Professors who obtained early tenure still go up for promotion 5 years after the start of the tenure track contract. Should the promotion not be granted, after the 6 years⁷ of the original tenure track have elapsed, the candidate retains the appointment as tenured Assistant Professor. There follows a re-calibration talk with the HoD to decide on the new mix of activities across the four domains.

Considering its academic character, in principle TiSEM grants tenure only to faculty with a doctorate (PhD). This does not imply that every employee with a PhD automatically qualifies for a permanent contract.

5.1. Ongoing development review

Yearly **Performance & Talent Development (P&TD) talks** are a key element of personal and professional development process for all faculty. Every faculty member has a right and obligation to have an annual P&TD talk. The HoD (or another senior member of the department involved in development talks) and the faculty member are responsible for ensuring that the P&TD report accurately represents the views of both sides. Every P&TD talk covers performance in the four domains as well as citizenship of the faculty member.

As **input for the yearly P&TD talk** faculty member prepare a reflection on the achievement on goals defined in the previous P&TD talk for the four domains as well as their self-reflection on citizenship. For societal impact, the reflection focuses on the activities undertaken in the past year to bring one's research to the societal actors and/or involve them therein. If a faculty member holds a formal leadership role, the supervisor (HoD) requests input on the faculty member's performance in the role from the appropriate person higher up in the hierarchy (e.g., Vice Dean Education, Vice Dean Research). Should there be signals of insufficient performance in the leadership role, the supervisor consults the person in question. Both the supervisor and the candidate can request a 360° feedback from a group of colleagues affected by the leadership role. Input on quality of leadership in the yearly

⁶ An example of such policy is the Policy Agreement (Bestuursakkoord) which stipulates the School is allowed to award starter grants only to Assistant Professors with a permanent contract.

⁷ Plus any potential extensions granted in connection with significant life events.

P&TD talks is used for development purposes and not assessment purposes⁸. For societal impact and leadership assessment holds the ‘comply or explain’ rule.

During the first P&TD talk after faculty’s appointment to the next functional level (or an external hire), **a calibration talk** takes place between the faculty member and the Head of Department. In the talk, the HoD and the faculty member discuss and agree on the faculty member’s range of tasks – the focus – in the coming period based on the current and future needs of the department and the faculty member’s preferences. The degree of achievement of the goals thus set is evaluated in the yearly P&TD talks. A change in focus takes place upon mutual agreement of the faculty member and the HoD.

During the P&TD talk of year 3 after the last promotion or appointment (or external hire), **an evaluation** between the faculty member and the evaluator takes place. The talks give an opportunity to jointly evaluate the focus and the results so far and to re-align on where one’s best performance is or can be achieved – assuming at least the required performance in the other domains. The departmental HR overview (vlootschouw) - distribution of faculty across the four domains relative to the departmental needs – serves as input for the calibration and evaluation talks. In contrast to a regular yearly P&TD talk, in the evaluation the employee prepares a portfolio similar to the one required for a promotion (see section 5.2). Assistant Professors who went up for early tenure – and so underwent an assessment procedure – are exempt from the evaluation.

Following the evaluation, the yearly P&TD talks continue. If any of the P&TD talks lead to a conclusion that a faculty member meets the performance requirements of the next functional level, a promotion trajectory is initiated (see 5.2).

5.2. Steps in the tenure and promotion procedure

The following procedure applies to requests for promotion to Associate Professor, Full Professor 2 or 1. Other requests for promotion are submitted by the Head of Department and decided on by the Dean. External hires are expected to satisfy the same performance levels as internal candidates for promotion.

Step 1 Preliminary request

The HoD is responsible for initiating a promotion procedure for candidates who meet the promotion requirement, also if the candidate does not request it (faculty members are free to ask their HoD for promotion at any time after the year 3 evaluation). If the HoD considers the request to be feasible in terms of departmental needs (i.e., staff composition) and financial position of the department, the HoD asks the faculty member to prepare their portfolio in accordance with the required format.⁹

Step 2. Preparation of the portfolio

The candidate prepares a narrative CV that includes:

- a) **A list of products / output, tasks and roles, and academic impact and recognition realized by the faculty member in the past period** (see Appendix B for a list of topics to be included)
- b) **Research statement** (preferably max 1 A4). A reflection on one’s research: the key questions or societal challenges his/her work aims to address

⁸ This is different from the promotion and/or tenure procedure, where input on leadership performance is used for assessment purposes.

⁹ This does not apply to Tenure Track as the financial check is carried out beforehand. Without a healthy financial perspective, the department may not begin to search for prospective tenure track candidates on the job market.

- c) **Teaching statement** (preferably max 1 A4). Reflection on one's teaching along with supporting material (e.g., teaching evaluations, statement of the AD / Associate Dean/ Vice Dean Education).
- d) **Impact statement** (preferably max 1 A4). A narrative (or narratives) describing one's impact activities and reflection (with supporting material, if available) on the actual impact generated.
- e) **Leadership statement** (preferably max 1 A4). A narrative describing one's leadership (including formal roles) as well as a reflection on the main accomplishments as part of the role, including supporting material, such as the 360° feedback. The 360° feedback includes feedback of three layers of stakeholders: the higher management to which one gives account (e.g., HoD), those to whom one provided leaderships (e.g., team members, including support staff), and those with a vested interest in the outcome of the leadership role (peers). The stakeholders evaluations need to support (at least) the claimed level of performance.)
- f) **Citizenship statement** (preferably max 1 A4). A narrative reflecting on one's citizenship supplemented with input of the HoD and other relevant departmental stakeholders.

For each domain, to obtain an evaluation of GOOD or above, the assessment file needs to include a research/teaching/leadership/impact statement providing the candidate's reflection on the contribution they made in the last period ("why does it matter and for who?) *as well as* an assessment / evaluation of those contributions by one or more relevant stakeholders / experts, be it internal or external (e.g. Academic Director, Vice Dean, Dean, discipline experts, peers). This can take the form of 360° feedback, or visibility etc.

The process for promotion to Full Professor is subject to the university regulations and any future changes therein. Currently, in line with this policy, for promotion to Full Professor three reference letters from independent referees are required. The School is not in favor of the use of reference letters in the promotion decision and will discontinue their use, as soon as the university policy allows it.

Step 3 Departmental review

Once ready, the portfolio of the faculty member is subject to a departmental review, which provides an answer to the question whether, according to the departmental promotion guidelines, the candidate qualifies for promotion. The department elicits input from a representation of department members in relation to each case, ensuring **consistency** and **clarity** of the process (i.e., procedure described in the departmental promotion guidelines). At the request of the candidate or those involved in the review, an interview with the candidate can be scheduled to provide further insight into the portfolio. Promotions to professorial level are subject to university-level regulations – the departmental procedures need to allow for these regulations and possible changes therein. The departmental review covers in all cases the four domains of academic performance and the candidates citizenship, both the past performance as well as the future potential.

In designing a departmental review process, the departments take into account the **power dynamics** and **social safety**. The members involved in the departmental review are required to maintain strict **confidentiality**.

The HoD takes the final decision on the departmental review and informs the faculty member of the outcome of the review. If the evaluation is positive, the evaluation report serves as an important input for the Dean and the FAC, if the Dean decides to forward the request to the FAC. The department files

a request for promotion only if it is confident that it should be awarded. In either case (also negative outcome), the departmental review is shared with the Dean.

Within the bounds defined above, the exact procedure for the departmental review will be further specified by the department in its departmental guidelines. The School will facilitate a process to ensure that all departmental procedures conform to the principles defined above (in bold).

Step 4 Submission of request for promotion to the Dean

If the departmental review is positive, the request for promotion¹⁰ is submitted by the HoD to the Dean (via HR) accompanied by the candidate’s portfolio and the recommendation letter of the HoD. HR verifies whether the portfolio is complete and forwards it to the Dean (via the MT list).

Elements of the file submitted by the HoD to the Dean

1	Letter of recommendation (prepared by the HoD)	This letter should spell out the: - request for promotion to Associate Professor / Full Professor - outcome of the departmental review (can be added as an appendix)
2	Narrative CV (prepared by the employee)	See appendix B.
3	Three reference letters (for promotion to Full Professor, while the university policy in force)	Referees should be scholars from top universities who are leaders in their field, and not supervisors or co-authors.

Step 5 FAC’s advice

The Dean sends the file for advice of the Faculty Assessment Committee (FAC – see 5.2), which provides it in writing. The FAC may invite the HoD or the faculty member for additional clarification, beyond his or her letter of recommendation or portfolio. The FAC advises also on whether the departmental review has followed the departmental guidelines and criteria (over all domains), and whether there is reason to deviate from the departmental recommendation. The FAC provides its advice within six weeks. If this is not feasible, the HoD and the Dean are informed, and an indication is given as to the expected date of the advice. The advice of the FAC is submitted to the Dean via the MT list.

Step 6 Decision of the Dean

After consulting with the Management Team, the Dean takes the final decision on tenure and/or promotion and informs the HoD of this decision; the HoD then informs the faculty member. If a faculty member wishes to receive a clarification or an explanation of the decision taken, (s)he can ask for an interview with the HoD.

In case of negative decision

In case of negative decision, the HoD communicates clearly with the candidate the reasons for the negative decision. There follows a re-calibration talk to discuss areas that need improvement and – importantly – what the candidate needs to be able to meet them in the future. In case of negative tenure decision, the contract ends. In all cases, the HoD discusses ways forward with the candidate and explores possibilities to offer support (e.g., mentoring, training, external career counseling).

¹⁰ Can be combined with request for tenure if the latter has not been granted yet.

Step 7 Decision of Executive Board (only in the case of promotion to full professor)

Appointments to the position of Full Professor 2 or promotion from Full Professor 2 to 1 require approval by both the Executive Board and the Board of Governors of the university, as described in the Professorship Policy (hooglerarenbeleid). The School must follow the procedure for promotions to Full Professor, which implies that the FAC's advice needs to be included in the request for promotion.

5.2. Faculty Assessment Committee for decisions on tenure and promotion

Faculty Assessment Committee (FAC) is an advisory committee to the School's Management Team on academic career decision. The role of FAC is to evaluate whether the departmental advice is in line with the departmental guidelines and criteria and to check that the departmental review has been done according to the procedure specified by the department. In addition, the FAC can, on Dean's request, brief the MT on trends in the tenure and promotion process, and share its observations and conclusions.

The FAC reviews the promotion files submitted by the HoD. The questions that the FAC answers include: Has the department followed its own procedure? Have the recommendations of the departmental review been properly considered, in light of the department's own criteria, School policy and ambitions?

The FAC advises the Dean with respect to the departmental recommendation for:

- Promotion from Assistant to Associate professor ¹¹
- Promotion from Associate to Full Professor 2
- Promotion from Full Professor 2 to Full Professor 1

The FAC does not review proposals for promotion of lecturers, researchers, PhD candidates, Assistant Professor 2 to 1 or Associate Professor 2 to 1. These promotions are decided by the Dean on the recommendation of the HoD.

FAC consists of a chair and four members. The composition of the FAC ensures diversity and representation of different career foci, in such a way that the four domains of the academic performance are well represented. At least one of the FAC members should be female / male. Also one member should be external to the School. The FAC is administratively supported by the Executive Secretary of the Management Team. The chair and FAC members are appointed by the Dean for a maximum of six years. Every three years, two or three members of the committee are replaced.

6. Transitional arrangement

These guidelines are effective from December 8, 2023. Upon their entry into force, the 2019 HR policy is no longer applicable, with the exception of the below specified transitional arrangements.

6.1. Transitional arrangements for current tenure trackers

Those appointed as Assistant Professor on a tenure track contract between (and including) 2018 and the date the current policy goes into effect, can choose to be assessed based on the criteria that were applicable at the start of the contract or the new criteria. Deviations from the current focus should be

¹¹ May coincide with request for tenure.

mutually agreed upon by the HoD and the faculty member, depending on the needs of the department. Nevertheless, all candidates are expected to provide all material as specified for the new criteria and the promotion committee is expected to comment on the material.

6.2. Transitional arrangements for current tenured lecturers

Current *tenured* lecturers with an appointment of 0,7 fte and above, a PhD and expected good performance on the new criteria can be offered the option to transition to the new system or continue in their current position. As this is a process where one size does not fit all, the TiSEM Management Team oversees the transition process. If choosing to transition, Lecturers 2 can be given the option to transition to Assistant Professor 1 and Lecturers 1 can be given the option to transition to Associate Professor 2. After transition to their new function, the faculty members will receive 20% research time and will from then on be evaluated on their research output (next to performance in the other domains). If after the three years, the newly transitioned Assistant and Associate Professors do not meet the research performance criteria specific to their new functional level, their research time may be decreased. Any subsequent promotion will be subject to meeting the performance criteria defined in this policy document.

Departments support the newly transitioned Assistant and Associate Professors in their efforts to (re)build their research pipeline by, for example, facilitating collaboration with senior researchers.

7. Lecturing positions

7.1. Lecturers 2 and 1

The consequence of the new HR policy is the abolition of the position of tenured lecturers (UFO profile Teacher 2 through 1) since those with a PhD and talent and passion for teaching – under the new system – will be hired as Assistant / Associate Professors. They will then have a possibility to choose a teaching focus (together with the HoD) but will be also required to meet all other performance requirements specific to their functional level.

7.2. Lectures 4 and 3

As an academic institution with research focus, TiSEM aspires to provide to its students education that reflects its research orientation. For that reason, the **School strives for all its teaching staff to hold a PhD degree**. This aspiration will be realized by hiring lecturers 4 and 3 candidates with a PhD as well as – where appropriate – by offering high-potential lecturers 4 and 3 with interest in research the possibility to obtain a PhD degree. Lecturers 4 and 3 that do not hold a PhD (with contract size of 0,7¹² fte or more) must have a recently completed a (research) Master's degree and a maximum of 5 years prior teaching experience.

Lecturers 4 and 3 without a PhD degree - are offered a one term Lecturer 4 or 3 contract usually for 4 to 6 years and **do not qualify for a permanent contract at TiSEM**¹³. **Lecturers 4 and 3 with a PhD degree** are eligible to apply for an **Assistant Professor position** at the School. Should they enter the tenure track, the performance requirements for Assistant Professors as defined earlier in this document will apply to them. Lecturers 4 and 3 who do not hold a PhD but demonstrate interest in and potential for academic research, may qualify for a combi lecturer / PhD position. All lecturers 4

¹² Exceptions to this rule are possible where circumstances dictate them.

¹³ This applies from the moment the new policy goes into force (not retrospectively). This provision does not apply to the Fiscal Institute Tilburg due to the interdisciplinary and professional nature of its teaching.

and 3 are offered a range of career development activities meant to prepare them for the next career steps (See section 7.4 below).

7.4. Career development directions for Lecturers 4 and 3 without PhD

During their contract the **School supports the lecturers in their professional development and preparation for the next career steps**. Where possible, high potential lecturers are guided towards other professional functions within the School or the university, for example, at the Education Support Team or Teacher Development.

There are four possible career development directions for lecturers 4 and 3 without a PhD (see Figure 2). In the P&TD talk after first year of employment, the four career development possibilities are discussed and a joint decision is made on which direction fits the lecturer best. Based on the chosen development direction, lecturers (are offered to) take up roles and professional development activities (see [Development courses for starting lecturers Tilburg University | Tilburg University](#)

) that align with their interests and career aspirations as well as time necessary to pursue these activities. Appendix D presents example narratives that can guide the selection of the development direction as well as a development direction roadmap that lists concrete activities and roles that fit the aspired future career.

Figure 2. Career development directions for lecturers 4 and 3

Development direction	General development focus	Higher education focus	Lecturing focus	Academic path
Lecturer's aspirations	Outside of academia	Management in academic context	Teaching in higher education (no research)	Teaching & research
Development activities	High quality career coaching and the option to follow training to develop their professional skills	High quality career development opportunities and career coaching for next steps within TiU in non-academic functions (e.g. Education Support, Teacher Development, etc.)	High quality career development opportunities and career coaching for teaching outside of Tilburg University (e.g., lecturer at another higher education institution).	A select number of high potential lecturers 4 and 3 can be offered the possibility to obtain a PhD¹⁴ in form of a combined Junior Lecturer-PhD candidate position (subject to departmental needs)

¹⁴ Such PhD graduates will by definition end up with a permanent lecturer 4 or 3 contract at the School, which is allowed for those holding a PhD. Whether such candidates will be allowed to be hired for Assistant Professor positions at TiSEM – and if so, under what circumstances – will be stipulated in separate policy document.

APPENDICES

Appendix A: List of products and activities to be included in the CV

List everything in reverse chronological order (starting with the most recent) – pertaining both to (inter-)disciplinary as well as education-related research

General

- 1. Education** (degrees, specialization and dates)
- 2. Professional experience** (employer, function, period)
- 3. Honors**
 - 3.1. Honorary doctorates
 - 3.2. Prizes, awards
 - 3.3. Fellowships
- 4. Publications**
 - 4.1. Books, book chapters
 - 4.2. Articles in refereed journals
 - 4.3. Articles in non-refereed journals
 - 4.4. Refereed publications in proceedings
 - 4.5. Book reviews
 - 4.6. Unpublished and not- yet-accepted manuscripts (manuscripts in the publication process. Should be mentioned with status such as “submitted”, “revise and resubmit”, “second revise and resubmit”, indicating the journals in question)
 - 4.7. Overview of citations
- 5. Contributions to scholarly or professional journals**
 - 5.1. Editorships of journals
 - 5.2. Membership in editorial boards
 - 5.3. Refereeing
- 6. Contributions to scholarly, professional (also educational) associations & funding organizations**
 - 6.1. Membership (executive positions) of committees of scholarly associations
 - 6.2. Other contributions to scholarly associations
 - 6.3. Membership in scholarly or professional associations
 - 6.4. Membership in grant committees
- 7. PhD theses** (name, university, date)
 - 7.1. PhD students supervised
 - 7.2. Membership of PhD thesis committee
- 8. Academic presentations, seminars, conferences, workshops**
- 9. Teaching** (for each course over the last 5 years)
 - 9.1. Year, semester, course name, level, required or elective, number of students, teaching ratings of all teachers involved in the course
 - 9.2. Contributions to teaching development and organization: developed / introduced (digital) teaching tools / methods, teaching innovations, (re-)developed educational programs
 - 9.3. Published case studies
 - 9.4. Published hand books hand book chapters

10. Impact activities

List of impact activities, the use of these by societal actors and the recognition received for them, among others:

- 10.1. Research grants obtained (type, amount, and period)
- 10.2. Grant proposals prepared (and stage / evaluation achieved)
- 10.3. Teaching in Life Long Development courses / programs
- 10.4. Executive Teaching
- 10.5. Contract research and consulting (kind, amount, and date)

11. Formal leadership roles

- 11.1. Membership of committees, councils and boards at international, national, university, faculty and department levels, administrative positions in academic research and initial teaching, managerial tasks, whether someone has followed academic leadership course.

12. Other contributions/achievements not listed elsewhere

13. Date on which CV was written

Appendix B: Elements of promotion portfolio

The “package” that is submitted to the Management Team and subsequently to the FAC consists of:

1. Letter of the Head of Department: an letter of recommendation, which indicates why and how the candidate satisfies the departmental guidelines (in English). Outcome of the departmental review included as part of the latter or as an appendix.

2. The narrative Curriculum Vitae:

a. List of products and activities as defined in Appendix B

b. Teaching statement (reflection), which is a reasoned and reflective essay on your personal teaching beliefs and practices, supplemented by specific examples of the ways in which you are guided by those beliefs in the classroom. The statement includes also a reflection on the teaching development and organization performed and the underlying rationale/drive behind those. Teaching statement provides a clear and personal portrait of you as a practicing teacher (e.g., not generic or abstract). A teaching statement may address any or all of the following:

- How has your teaching so far – including development and organization - facilitated student learning?
- What teaching innovations / improvements have you implemented in the past? Why and with what effect?
- How have you – in your teaching so far – measured and assessed student learning?
- How have you – in your teaching so far – created an inclusive learning environment?

c. Research statement (reflection), including the candidate’s current and future research agenda. It outlines your specialist research areas, academic knowledge and how you fit into the wider picture of expertise within the faculty or department as well as institutional goals and/or its societal relevance. The statement reflects also on your potential to make a contribution to your sub-field, to society and/or to obtain grants. A research statement may address any or all the following points:

- Prior and current research projects
- How your current research contributes to your field and /or what societal question / issue it is addressing—its relevance, distinctiveness and importance
- Your research goals for the forthcoming 3 to 5 years and potential outcomes
- Your motivation and enthusiasm for your research area

d. Reflection on societal impact, which is narrative describing one’s impact activities and reflection (with support material, where available) on the actual impact generated

e. Reflection on formal leadership, which is a narrative describing one’s formal leadership roles if one has had these kind of roles, as well as a reflection on the main accomplishments as part of the role.

f. Reflection on citizenship, that includes reflection on the candidate’s extra-role activities, contribution to departmental tasks, contribution to building inclusive and safe culture.

3. Assessments / evaluations of the contributions in the four domains by one or more relevant stakeholders / experts, be it internal or external (e.g. Academic Director, Vice Dean, Dean, discipline experts, peers). This can take the form of 360° feedback, reference letters, or visibility count etc.

4. Teaching evaluations (obtained in the last 5 years)

Appendix C. Development directions of lecturers and development roadmap.

The table below presents example narratives to go with each of the four development directions. The narratives, by outlining aspirations of the lecturer and potential future professional roles that each development direction involves, can aid the choice of the development direction that fits the junior lecturer's preferences and interests. In addition, the narratives may also serve to outline career perspectives for candidates who apply for a junior lecturer position.

Example narratives for development directions of lecturers 4 and 3

Example narratives	General development focus	Higher education focus	Lecturing focus	Academic education path
At start of employment	X aspires to a corporate position, but took on the position of lecturer first to further deepen his/her knowledge on the business subjects taught within the School.	X has taken the position of junior lecturer following a personal interest in higher education and closely follows developments in teaching practice.	During X's studies and first year as a lecturer, X has discovered a passion for teaching and wants to pursue teaching as a career	X graduated with strong results from one of TiU Master's programs. The research-focused courses X teaches, and the departmental research seminars have spurred X's further interest in the field of research.
Of career perspectives	In the years at TiU, X will follow a selection of development trainings / courses offered by the Teacher Academy / Career Development / Connected Leading of TiU, to develop professional skills that will help them in making the step towards a career in the corporate world.	In the years to come, X will continue to take up roles (e.g., memberships in committees) related to didactics, education and examination policy, with the eye of growing into functions in the education policy, exam expertise at Tilburg University etc. Alternatively, X may take up similar functions at other institutions of higher education or consultancy functions specialized in higher education.	In the upcoming years as a lecturer for TiSEM, X will further focus on developing didactical and pedagogical skills through the BKO trajectory and taking up additional course responsibilities.	X is in the process of writing a proposal for a combined PhD-lecturer position. Upon formal acceptance, X will take up a combined lecturer-PhD candidate position.
Potential professional positions after lecturing position	Position outside of TiU	<ul style="list-style-type: none"> - Education policy position (at TiU or elsewhere) - Educational support position (at TiU or elsewhere) - Discipline-related, non-academic position, e.g. in consulting (at TiU or elsewhere) 	Lecturer at HBO institution / institution for professional education	Assistant Professor in teaching track

Development direction roadmap

This roadmap identifies concrete activities and roles that can be undertaken by a lecturer to develop in a certain direction. Upon selection of the development direction (see 9.3), this roadmap can be used by the HoD and junior lecturer to create a development plan including concrete activities or roles to take on for the purpose of getting ready for a next career step. Importantly, these activities do require that time be allocated to them.

Development direction roadmap

Development activities in year 1	<ul style="list-style-type: none"> • Introductory teaching training (Teaching orientation & didactic development courses for starting lecturers) 			
Choice of development direction	General development focus	Higher education focus	Lecturing focus	Academic path
Development activities /roles in year 2	- Selection of personal, professional and career development courses	- Start UTQ trajectory - Additional responsibility in a course as part of UTQ		- Research proposal for combined PhD-lecturer position
Development activities /roles in subsequent years	- Selection of personal, professional and career development courses	- Role in an educational innovation project - Member of an education-related committee - Member of educational working group	- Course coordinator for an existing course - Role in an educational innovation project	- Combined PhD-lecturer position - Start UTQ trajectory

Note:

*Teaching courses and supervising theses will always be the core activities of a junior lecturer. The table above **specifies only the development activities to be undertaken in the designated development time of the junior lecturer.***