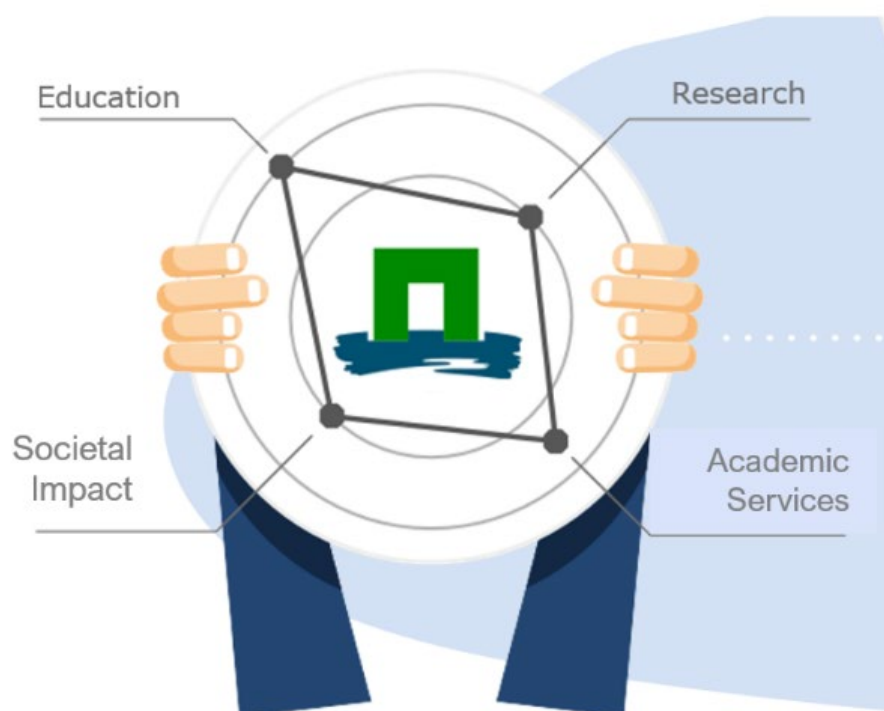Recognition & Rewards

Academic Career Framework

for Wageningen University

On 10 July 2023 the Executive Board converted the intented decision (of 13 February 2023) to adopt the Academic Career Framework – as outlined in this report – to a final decision, after consent from the co-participation council on 5 July 2023.

Document history

1.1	13 February 2023	Report approved by Executive Board
1.4	25 May 2023	Revision based on feedback from: - Co-participation council - Trials (involving the Academic Career Guidelines)
1.5	9 June	Revision based on additional feedback from: - Co-participation council - Trials (involving the Academic Career Guidelines)
2.0	19 June 2023	Revised version approved by Executive Board

Members of the Committee Recognition & Rewards at Wageningen University & Research

Arnold Bregt (chair)
Ernst van den Ende
Josine Gouwens
Sabien van Harten
Theo Jetten
Carolien Kroeze
Wies Leer
Alfons Oude Lansink
Henrieke de Ruiter
Geert Smant
Joris Sprakel
Ingrid Spruit
Nora Sutton
Maarten Voors
Hannah van Zanten

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Management summary

In order to give shape to the principles of Recognition & Rewards as set out in the position paper *Room for everyone's talent* the committee Recognition & Rewards proposes a new Academic Career Framework for Wageningen University. The five core domains in this position paper that govern how to recognise and reward academic performance and development are:

- Diversifying and vitalising career paths;
- Achieving balance between individuals and the collective;
- Stimulating Open Science;
- Encouraging academic leadership;
- Focusing on quality.

In the Academic Career Vision the committee elaborates on the values and expectations that drive Recognition & Rewards at Wageningen University. First and foremost among these is the knowledge that our academics are very committed to the mission of the university and are intrinsically motivated in their tasks; there is much dedication and hard work. From the vision the design principles and design constraints are derived that underly the new Academic Career Framework:

- **One integral career framework** for all academic staff. All employees with a temporary or permanent contract at Wageningen University as lecturer, assistant professor, associate professor, professor or researcher (including post-docs) are by definition included in the Academic Career Framework.

- The Academic Career Framework takes the formal regulations on academic positions as laid down in the *Universitair Functie Ordeningssysteem* **as a basis** and does not involve any changes to the formal qualifications for lecturers 4 to 1, assistant professors 2 and 1, associate professors 2 and 1, professors 2 and 1 and researchers 4 to 1.

- Within the Academic Career Framework **three distinct career paths** are defined:
  o the Lecturer Career Path, for all lecturers;
  o the Professor Career Path, for assistant, associate and personal professors;
  o the Researcher Career Path, for researchers.
  The existing career paths for professors - Tenure Track - and for lecturers - the Education Career Path - are incorporated into the new framework and cease to exist as separate career paths.

- All three paths within the Academic Career Framework make use of the same set of performance areas and indicators. All academics are recognised and rewarded in the four performance areas **Education, Research, Societal Impact** and **Academic Services**.

- The Academic Career Framework facilitates **career diversification** in various ways:
  o The framework allows for diversity in personal profiles: for each path a different subset of indicators is compulsory and optional. Not everyone is expected to excel in all domains: the balance between the performance areas may differ from person to person, fitting their ambitions and qualities;
  o The framework facilitates further diversity by allowing compensation in achievements between indicators within one's personal profile as an academic. Overperformance on one indicator can compensate underperformance on other indicators, providing this is part of a personal vision and strategy;
  o For each career path there are expectations as to the distribution of time spent on the performance areas;

- o The fact that there is one set of indicators for all academic staff removes a barrier for those aspiring to switch career paths.

- **Increased flexibility** is achieved by:
  - o a wider set of development indicators, encompassing new areas such as societal impact, academic services and leadership. For achievements in education and research a new and larger set of - partially optional - indicators is available;
  - o allowing for differentiation between scientific disciplines in the application of indicators;
  - o adopting the principle 'up when ready'; there is no fixed time-limit for promotion to a higher position;
  - o emphasis on assessments as an instrument for professional development rather than merely a hurdle for promotion. To this end a compulsory evaluation takes place at least once every five years (or earlier at the candidate's request) and the purpose can be either for promotion or advisory. Both types of evaluation are deemed equally valuable;
  - o accommodating exceptions. Although the framework stipulates explicit expectations, there should always be room for dialogue and individual exceptions, provided they come with well-supported arguments;
  - o a stronger focus on quality and less emphasis on quantifiable outputs. Scientific outputs are valued based on the merits of the work.

- The Academic Career Framework underpins the university's ambition for **excellence** and safeguards quality within each of the performance areas. The framework stimulates continuous development of academics within tasks of increasing complexity and/or responsibility and/or scope. Opportunities for personal growth take place in the context of a team; the framework therefore explicitly recognises team performance, i.e. how candidates contribute to the team.

- The new set of development indicators aims to **resolve earlier assessment issues raised by people within the organisation**, for instance:
  - o In the framework, the PhD-criterion serves to assess competence in PhD supervision and is no longer treated as a proxy for acquisition skills and building a research team. Acquisition is embedded in the new overarching item Funding strategy;
  - o Teaching quality will no longer be based only/primarily on the basis of student evaluations; instead a wider set of indicators provides insight into education quality, activities and development.

- On average, the design of the assessment process is such as to **avoid additional administrative workload** for academics and assessment committee members.

- The design of the Academic Career Framework is accompanied by **Academic Career Guidelines**, a separate document which gives details on what each of the various indicators entails and how evidence can be provided, on procedures and on composition of committees. Some examples are:
  - o Procedures and general composition of the committees are **harmonised** across science groups. This ensures that all candidates in the Academic Career Framework are treated equally in this respect;
  - o The exact composition of committees is tailored to the career step of the academic to accommodate a stronger emphasis on qualitative achievements within performance areas.

- As flexibility enables more diversity, it also demands a greater responsibility from the chair holder to ensure a transparent and fair balance between individual and team interests.

- A **transition period of three years** after implementation of the Academic Career Framework is proposed, during which candidates who are currently in Tenure Track or in the Education Career Path can choose in which system they wish to be evaluated or advised.

- Several **recommendations** are phrased in reference to the impending **implementation** phase and the impact the Academic Career Framework will have on the organisation. These include:
    o The Strategic Personnel Plan of chair groups becomes a more important management instrument reflecting the balance between individual and team interests and specifying contributions of academics to team performance;
    o Training of all members of assessment committees and chair holders is essential for successful implementation of the framework and to support the desired culture change, and is therefore compulsory.

- The Researcher Career Path in the Academic Career Framework provides a starting point for developing a parallel career framework for researchers at **Wageningen Research**.

1   Introduction

For Wageningen University & Research the programme Recognition & Rewards started with the publication of the nation-wide position paper *Room for everyone's talent* (2019). [1] This strategy paper see appendix 1) was drawn up in consultation with several Dutch parties and outlines five core domains that should govern how Dutch universities recognise and reward academic performance and development:

- Diversifying and vitalizing career paths;
- Achieving balance between individuals and the collective;
- Stimulating Open Science;
- Encouraging academic leadership;
- Focusing on quality.

Wageningen University & Research has adopted these ambitions and took action at two levels. In January 2020 a Committee on Recognition & Rewards was installed, which was commissioned to develop a new framework to stimulate and evaluate progress and development of Wageningen academics.

Secondly, the Recognition & Rewards-themes were given a prominent place in the Strategic Plan 2021-2024 and were further explicated in the Extension & Update to the Strategic Plan of 2022:[2]
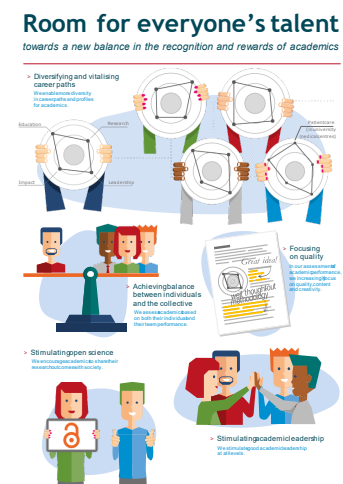
We aim to develop a shared understanding of academic excellence. This recalibration will be in line with both international developments and the national trajectory of universities 'Recognition and rewards'.

The report at hand outlines the results of the committee's work over the past years. It describes the scope of the assignment and sketches the national and international context within which the Recognition & Rewards programme is situated (chapter 2). The committee was very committed to involving the university at every step in the development process and chapter 3 shows how this was achieved.

Chapters 4 and 5 form the heart of this report: they outline the WU Vision on Recognition & Rewards, explain the guiding principles that are at the basis of the new framework and set out how these can be brought into practice. In chapter 5 a new and wider set of development indicators is proposed (answering the question '*what* is to be assessed?') and five different evaluation moments are identified and described ('*how* will the assessment take place?'). Chapter 6 sketches the main differences of the Academic Career Framework compared to the current situation.

Finally, in chapter 7 the committee takes the liberty to give some recommendations on issues that are indirectly related to Recognition & Rewards, although they fall outside the scope of the assignment.

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[1] *Room for everyone's talent*, VSNU/NFU/KNAW/NWO/ZonMw, The Hague, 2019.
[2] For a detailed overview of how the themes of Recognition & Rewards are reflected in the Change Performance Indicators of the Strategic Plan, see appendix 2.

2   Context for Recognition & Rewards

International and national context

A gradual change of culture in academia worldwide is taking place in the evaluation of how academics contribute to the quality of research and education. Also, Open Science and academic leadership are topics that have gained in relevance or are currently undergoing transition.

There is a world-wide movement to re-assess how **research output** should be valued, as shown in for instance the San Francisco Declaration on Research Assessment (DORA):

The outputs from scientific research are many and varied, including: research articles reporting new knowledge, data, reagents, and software; intellectual property; and highly trained young scientists.

A number of themes run through [our] recommendations:
o   *The need to eliminate the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations;*
o   *The need to assess research on its own merits rather than on the basis of the journal in which the research is published.*[3]

The European Commission issued a report *Towards a Reform of the Research Assessment System* in which it states: 'The race for publications - the so-called publish-or-perish culture - comes at the expense of quality, integrity, and trust in research. (...) Additional efforts may be required by alternatives such as more qualitative assessment methods.'[4] In line with both this international development and the Dutch position paper, UNL/KNAW/NWO have developed a new *Strategy Evaluation Protocol* 'to improve the quality and societal relevance of research as well as to facilitate continuous dialogue about research quality, societal relevance and viability in the context of research quality assurance.'[5] The Dutch Research Council NWO is slightly altering its assessment course, for instance by working on a new version of the narrative CV, the 'evidence-based CV'.[6] In a recent publication, the Dutch Advisory council for science, technology and innovation AWTI investigated the potential impact of a new form of research evaluation in an international context, and concluded that the international position or reputation of Dutch science is not under threat. Furthermore, they stressed the importance of peer review with qualitative and quantitative supporting evidence.[7]

Simultaneously there have been initiatives to place a higher value on **education activities in academia**. Most notably the *Career Framework for University Teaching* by Ruth Graham[8] has given impetus to new career paths with a focus on academic teaching. In 2018, at the request of the Ministry of Education, Science and Culture, the KNAW (Royal Dutch Society for Sciences) explores the relation between scientific research and **societal impact**:

The increasing demand for achieving tangible societal impact is understandable because scientific research is largely financed with public funds. This leads to the obligation to make transparent what are the outcomes of the results of this research. This wish is not exclusively Dutch but - as the report shows - is worldwide.[9]

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[3] https://sfdora.org/read/, consulted 23 January 2023.

[4] *Towards a Reform of the Research Assessment System: Scoping Report*, European Commission, November 2021, doi10.2777/707440, p. 5.

[5] *Strategy Evaluation Protocol 2021-2027*, VSNU/KNAW/NWO, March 2020, p.6.

[6] https://www.nwo.nl/en/news/slight-change-course-horizon-nwo-talent-scheme, consulted 23 January 2023.

[7] *Duiden van Kwaliteiten van Wetenschap*, Adviesraad voor Wetenschap, Technologie en Innovatie, December 2022, p.13.

[8]See https://www.teachingframework.com/resources/Career-Framework-for-University-Teaching.pdf (April 2018) and Ruth Graham, *Improving Rewards for University Teaching, A Roadmap for Change*, May 2019, https://www.teachingframework.com/resources/Roadmap-for-change-web-version.pdf, consulted 23 January 2023.

[9] *Maatschappelijke impact in kaart*, KNAW, Amsterdam, 2018, p.5, translated from Dutch.

Although the relevance to society of university education is not subject of the report, it is explicitly stated that 'the largest societal impact of our institutions for higher education is expressed through education.'[10] Another academic domain that is important for Recognition & Rewards and that does not stand on its own, is **Open Science**. A KNAW-report gives recommendations to assist the development of Recognition & Rewards in relation to science communication and making an explicit link with Open Science.[11] Practising Open Science requires time and attention from academics that cannot be automatically translated as traditional academic output such as publications, but which have a significant impact on society, science and academia. As such Open Science is bound up inextricably with the modernisation of the system of Recognition & Rewards, as is stated in the ambition document of the National Programme Open Science:

To facilitate the transition to Open Science, reward structures should change in such a way that its values and practices are fit to improve the quality of science and its impact and are better recognised and rewarded.[12]

These ongoing developments induced the Universities of the Netherlands (UNL, then VSNU), together with NFU, KNAW, NWO and ZonMw in 2019 to publish the position paper *Room for everyone's talent*.[13] These organisations stand up for a new way of recognising and rewarding academics, with a focus on five domains:

• Diversifying and vitalising career paths;
• Achieving balance between individuals and the collective;
• Stimulating Open Science;
• Encouraging academic leadership;
• Focusing on quality.

Wageningen context

In October 2017 the Wageningen working group Tenure Track 2.0 presented an extensive report to the Executive Board with proposals on how to update the tenure track system.[14] Some pieces of advice from this report were incorporated in the WUR Education Career Path, which in turn inspired work on a new design for Recognition & Rewards.

In its work the committee (see below) felt strongly supported by the Strategic Plan of Wageningen University & Research, which expresses clear ambitions on all the domains mentioned above.[15] In appendix 2 those excerpts from the Strategic Plan are listed that place a heavy emphasis on how Recognition & Rewards may impact the university's future.

Within Wageningen University we have developed and implemented our own Education Career Path in 2020, to stimulate the careers of our lecturers: 'it offers an instrument that specifically acknowledges professional development in academic teaching and learning and does justice to the interest of education at Wageningen University'.[16]

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[10] Ibid, p.4, translated from Dutch.
[11] *Wetenschapscommunicatie door wetenschappers: Gewaardeerd! Erkennen en Waarderen van wetenschappers die werk maken van wetenschapscommunicatie. Een handreiking voor kennisinstellingen*, KNAW, Amsterdam, 2022, p.7.
[12] *Open Science 2030 in the Netherlands, NPOS 2030 Ambition Document*, April 2022, p.15. www.doi.org/10.5281/zenodo.7010402
[13] *Room for everyone's talent*, VSNU/NFU/KNAW/NWO/ZonMw, The Hague, 2019. See also appendix 1.
[14] Advice working group Tenure Track, October 2017
[15] *Finding answers together, Strategic Plan 2019-2022*, Wageningen University & Research; *Finding answers together, Extension & Update, Strategic Plan 2019-2024*, Wageningen University & Research.
[16] *Education Career Path: a Framework for Achievements in Education*, Wageningen University & Research, February 2020, p.10.

At WUR the programme Open Science and Education is the driving force behind the adoption of 'the principles of openness and transparency [to] contribute to a more efficient research environment and strengthen the integrity and reliability of science.'[17] These principles apply to Open Scholarly Communication, but equally to FAIR data, Citizen Science and Open Education, which means the domain of Open Science at WUR reaches further than generally is the case at a national or international level.

WUR has also taken steps that contribute to the domain Encouraging Academic Leadership. In 2021 the WUR Leadership Profile was developed and implemented.[18] This profile, too, is in line with the principles of Recognition & Rewards and as such is taken on board by the committee as underlying academic leadership in the context of Recognition & Rewards at Wageningen University.

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[17] *Open Science & Education 2022-2025*, Wageningen University & Research, 2022, p.2.
[18] *The Leadership Profile*, Wageningen University & Research, 2022.

3   Towards a new Academic Career Framework @ WUR

Assignment to the WUR committee Recognition & Rewards

The committee performed its task at a time when the national and international context with regard to Recognition & Rewards was in motion. The committee was asked to translate the five core ambitions of the position paper *Room for everyone's talent* into a new assessment framework specifically for academics at Wageningen University. Key issues the committee needed to address were: re-evaluate how we value research and education activities, make explicit how scientific and societal impact may be recognised, create room for diversity in career trajectories, re-establish realistic metrics for both research and education results, and balance the interests of individual and team performance. Furthermore, high-quality academic leadership and a feasible workload for academic staff were considered important prerequisites for the new framework.

The scope of the assignment extends to all academic staff, i.e. the following academic positions that are formally laid down in the current UFO-system: assistant professors, associate professors and personal professors, but also lecturers and researchers (including post-docs).[19] In effect this means that the existing career paths for professors - Tenure Track - and for lecturers - the Education Career Path - are to be incorporated into the new framework and cease to exist as separate career paths.

The way the activities of our academic staff are assessed is fundamental for the university and therefore touches on many other issues. Relevant topics that nevertheless fall outside the scope of the committee's assignment are for example: support staff, the PhD-trajectory, the assessment of employees of Wageningen Research, the evaluation of research units or the maximum time before tenure is granted. Also – although of major importance to the position and well-being of academics - the organisational structure (chair groups, chair holders, management structure of science groups) lay outside the committee's mandate.

Design process @ WUR

The committee Recognition & Rewards was committed to a diligent and transparent design process in which the organisation is involved at every step and at all levels. During the design process the committee - itself composed to represent all science groups and relevant corporate departments (see appendix 3) - engaged in frequent interaction with various groups of representatives in the organisation: academics themselves, but also the co-participation council (see appendix 3 for an overview).

The committee was (and continues to be) aware of the fact that Recognition & Rewards requires a change in vision, with a different appreciation of values in the organisation, and that such a change needs time and can only be gradual. In the eyes of the committee a value-driven change process can be sparked by a new instrument to stimulate and evaluate development and achievements of its academic staff. To this end the committee employed the Double Diamond Design Process.

The first diamond, phase 1 in the design process, took place in 2020-2021. In the Discover and define-stage 28 interviews were held with 15 groups of stakeholders to gather input for the development of a survey for all Wageningen University academic staff.[20] The purpose of the survey was to collect opinions, specify needs and identify dilemmas that live within the organisation (Define-stage). The survey was

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[19] Universitair Functie-ordeningssysteem, consulted 23 January 2023.
[20] *Recognition and Reward (Erkennen en Waarderen) Analysis of interviews with stakeholders*. Sybren Zondervan (ESA), Wageningen University & Research, September 2020.

filled by 506 respondents[21] and yielded a fertile basis for an **Academic Career Vision** in which the shared views and values that are intrinsic to Recognition & Rewards at Wageningen University are expressed.
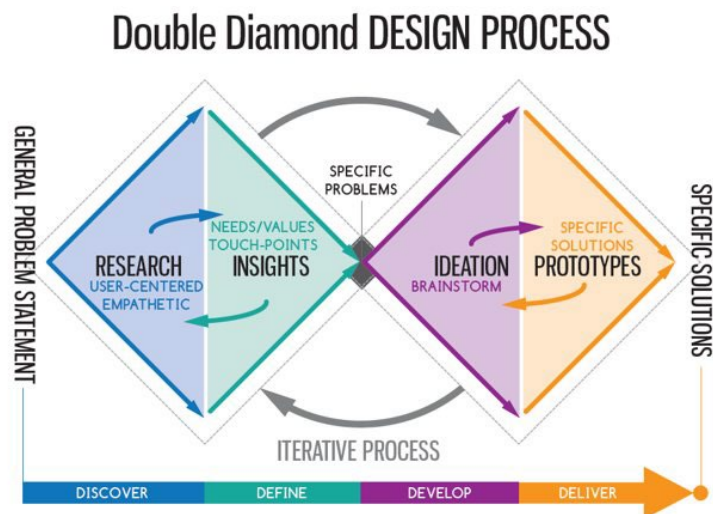
Source: Service Design Vancouver

On the basis of this Academic Career Vision the committee sketched the contours of a first ideation for an academic framework in the form of six guiding principles (phase 2). These were presented to the Executive Board and gained provisional approval on 25 August 2022 as a basis for further development of the framework. An elaboration on these leading design principles can be found in chapter 4.

From these leading design principles, the committee developed the first blueprint of a Recognition & Rewards **Academic Career Framework**. Consultation on this took place in the form of a roadshow through the university along all science groups and a Finding Answers Together-session with management and other staff in October-November 2022. On the whole the blueprint met with very positive comments; members of staff were very forthcoming with their feedback, which was collated and published on the Recognition & Rewards intranet page.

During this process the committee received memos and emails from individuals and groups in the university with ideas on how the current system could be improved. Usually the suggestions - which were sometimes very detailed - related to aspects of Tenure Track that undervalued particular disciplines or to assessment criteria that were deemed unfair or unrealistic. The committee much appreciated this input, which often gave rise to in-depth and focussed discussions.

In addition to a survey for all academic staff on Recognition & Rewards, a separate questionnaire was sent out among lecturers in the Education Career Path in January 2023. Their first experiences with a career path that allows for flexible profiles and with an assessment based purely on qualitative indicators, were very valuable in refining the first designs.

In February 2023 the committee presented a further elaboration of the Academic Career Framework, for formal approval by the Executive Board and the co-participation council. Simultaneously the prototype of the concretised framework – in the form of **Academic Career Guidelines** - was finetuned in a trial

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[21] *Results from the WUR Recognition and Reward Survey*, Wageningen University Committee on Erkennen en Waarderen, December 2021.

phase: the new framework was thoroughly tested against existing profiles of WU-academics, to ascertain that it accommodates existing diversity in academic profiles at all levels (see appendix 3 for details).

Implementation of the WUR Academic Career Framework is expected to take place in 2024. The first experiences with the new framework will need to be closely monitored in terms of achieving its overarching objectives, and periodic evaluation moments need to be determined as part of the implementation process. The Academic Career Framework and the Academic Career Guidelines may undergo adaptations to accommodate new insights in academic practices or situations.

Input from the organisation for the WUR Academic Career Framework

The interviews, the survey and the roadshow yielded much fruitful input for the WUR Academic Career Framework. Feedback points were either related to the current systems, e.g. Tenure Track, or were given in response to the first ideas for a new framework. The list below gives an impression of the range of points highlighted by Wageningen academics:

- Of all WU-academics those who are not in Tenure Track feel least recognised and rewarded for their contributions;
- The desire for change is stronger for women, young academics and staff members of the Social Sciences group;
- The basis for assessing the quality of someone's education activities (i.e. course evaluation scores) is thought to be too narrow;
- Achievements in societal impact are not sufficiently rewarded;
- Evaluation of scientific impact relies heavily on quantitative indicators that do not always do justice to the quality of research output;
- For publication requirements, people would like to see a shift from Journal Impact Factors to a system that places greater value on the quality of a publication;
- Because the definition of 'quality' differs per scientific discipline, discipline-specific indicators are needed;
- A majority of academics at WU are dissatisfied about the high number of PhDs they are expected to supervise at each level, and the lack of recognition for other team members;
- Academics feel they need to be a jack-of-all-trades: they need to excel in all domains;
- The current system is sometimes perceived as a 'lock-in': it is difficult to change your career track;
- Researchers feel the requirements for acquisition focus too much on personal grants, and that the criteria do not do equal justice to all disciplines;
- A majority of academic staff experience a tension between personal performance and team performance;
- The current system is regarded as unsustainable in terms of work pressure;
- Composition and culture of the assessment committees differ greatly between science groups.

These points have all found their way into the new system for recognising academic development, albeit at different levels. Some were incorporated in the leading principles for the overall design, while others became part of the fibre of the academic career instrument or were concretised as a specific development criterion.

4   Academic Career Vision and Design principles

Our employees are at the heart of the university

The employees of Wageningen University form the heart of the organisation: their drive, input and dedication give our organisation meaning and identity. It is through their work that Wageningen University has developed into a national and international leading university that addresses societal challenges in the areas of environment, nature conservation, agriculture, and healthy food. Through our education, research and societal impact Wageningen University aspires to retain and strengthen this position. Well-motivated and committed employees, who experience a healthy work-life balance in an inclusive, socially safe work environment, are a crucial factor in realising this ambition. Recognising and rewarding this all-important role of employees is at the core of the organisation. Recognition and rewards come in many shapes and forms, such as by giving trust, providing compliments, appreciation of teachers by students, offering opportunities for development, celebrating individual and team successes, dealing with disappointments (together) and handing out awards. A more formal way of recognising and rewarding employees – besides granting a permanent contract - is to offer career perspectives. For its academic staff Wageningen University gives substance to this in the form of the Academic Career Framework, in which research, education, societal impact and academic services are each considered of crucial importance.

Organisation ambitions

Through its high quality education, research and value creation Wageningen University aims to - directly and indirectly - add meaningful insights and impactful contributions to the national and global challenges and transitions in agriculture, healthy food, nature conservation, the environment and society. The issues at hand are fundamental and complex, relate to many different actors, practices and systems, have a large societal impact and evolve over time. Addressing these issues requires the input and appreciation of a wide range of (combined) disciplines, of talents and expertise, and of viewpoints. Addressing societal challenges is a collective responsibility of employees at Wageningen University, and the Academic Career Framework aims to support this ambition by recognising the importance of collaboration and team performance.

Guiding principles

The underlying vision for the Academic Career Framework reflects the aspired symbiosis between personal development and the organisation's ambitions, and fosters excellence, flexibility and team performance. From the Academic Career Vision six leading principles are distilled:

1. One overall framework for all academic staff
2. Flexibility in profiles
3. Boundaries within profiles
4. Striving for excellence
5. Facilitating mobility
6. Transition to permanent contract

These guiding principles drive the design of the Academic Career Framework; the framework is operationalised in the Academic Career Guidelines.

1. One overall framework for all academic staff

Recognition & Rewards at Wageningen University aims to be inclusive and encompasses all academic staff: researchers, lecturers, assistant professors, associate professors, personal professors. There is one overall framework within which different career paths can be distinguished for lecturers - the current Education Career Path -, assistant/associate professors and professors - the current Tenure Track -, and researchers.

Academic Career Framework

Lecturer Career Path	Professor Career Path	Researcher Career Path
	Professor	
	Associate professor 1	
Lecturer 1	Associate professor 2	Researcher 1
Lecturer 2	Assistant professor 1	Researcher 2
Lecturer 3	Assistant professor 2	Researcher 3 (post-docs)
Lecturer 4		Researcher 4 (post-docs)

To allow swift implementation the Academic Career Framework is based on the existing national UFO-positions, which are the same for all Dutch universities.[22] A cautious first discussion has started nationally on whether the UFO-positions need to change in accordance with Recognition & Rewards; if that happens it will take years at the very least before any new system is in place. Wageningen University feels the urge to act now and therefore takes the current job classification system as a given.

It should be stressed that all three career paths are equally important, although they are not equal in size. There are many more academics in the Professor Career Path (PCP) than there are in the Lecturer Career Path (LCP) or the Researcher Career Path (RCP). Also, the Professor Career Path is a trajectory that extends further, with the potential to grow to associate professor 1 and gain *ius promovendi*, and to obtain a personal professorship. Although chair holders are also professors, the position of chair holder is regarded as a management position and is therefore not part of the Professor Career Path.

In 2020 Wageningen University introduced the Education Career Path (ECP) for lecturers 4-1, to provide an attractive career profile for academic teachers. The Education Career Path gives a comprehensive overview of all the education areas in which lecturers can excel, linked to concrete examples of how they may show progression. The 24 indicators in the Education Career Path are integrated into the new Academic Career Framework.[23]

Everyone with a position as assistant professor, associate professor or personal professor will be in the Professor Career Path. Of this group approximately 25% are currently *not* in Tenure Track[24]; for the other 75% the Academic Career Framework will replace the Tenure Track system. Some elements of

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[22] Universitair Functie Ordeningssysteem, consulted 23 January 2023. In the English version of UFO the term 'teacher' is used for *docent*; in the Academic Career Framework *docenten* are referred to as 'lecturer'.
[23] Many ECP-indicators found their way to the performance area Education, while those pertaining to Societal Impact and Academic Services have become indicators in those performance areas.
[24] based on figures from September 2021

Tenure Track have found their way into the new framework, but for all academics in the Professor Career Path the changes in evaluation will be significant.

In the Researcher Career Path roughly 80% of the staff have a temporary contract, mostly researchers 4 and 3 with a post-doc position.[25] For this group promotion and/or a permanent contract is not always a feasible option, but this does not mean that there are no possibilities for career advancement. Six months before the end of their contract all post-docs are evaluated to explore opportunities for their future careers, either as a researcher or in another position (e.g. in the Professor Career Path) at Wageningen University, or somewhere else. This allows them to strategically use the flexibility in their profile (see 2. below) and thus prepare themselves for a potential career move.
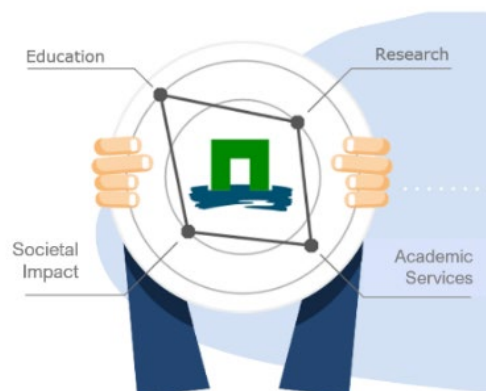
In future the Researcher Career Path can also form a bridge to Wageningen Research.

As soon as the Academic Career Framework is formally approved all academic staff are by default 'in' the Academic Career Framework. However, for staff members in the current Education Career Path or Tenure Track **a transition period of three years** applies. If an evaluation is due in those three years, candidates can indicate whether they want to be assessed within the Academic Career Framework or on the basis of the current ECP- or TT-criteria.

2. Flexibility in profiles

One aim of Recognition & Rewards is to acknowledge the full range of academic activities and practices and stimulate diversity of individual career paths. Talent development is conditional to job satisfaction and career advancement: people thrive and are most likely to be successful if they are able to focus on those areas of academia that suit their talents. Flexibility in individual profiles is therefore key.

In line with the four focus areas in the WUR Strategic Plan, the Academic Career Framework distinguishes four performance areas: **Research**, **Education**, **Societal Impact** and **Academic Services**.[26]

All three paths within the Academic Career Framework make use of the same set of performance areas and indicators, but for each path a different subset of criteria is compulsory and optional. All academics are involved in the domains of education and research, yet not everyone is expected to excel in all domains: the balance between the performance areas may differ from person to person. The choice in optional criteria allows candidates to compose a personal profile (within boundaries, see 3. below), fitting their ambitions and qualities. Also, chair groups may recruit candidates with a certain profile in mind, based on their Strategic Personnel Plan.

The Academic Career Framework aims to embrace diversity: as a means to accommodate the development of talents and ambitions within diverse chair groups, academics are not expected to excel in all indicators. Instead, excellence in one area can logically result in lower ambitions in another area.

Profiles are not fixed throughout one's career and may evolve over time: someone's interests or ambitions may shift in focus, for example from research to education. Also, as someone's career

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[25] based on figures from January 2023

[26] See *Finding answers together, Extension & Update, Strategic Plan 2019-2024*, Wageningen University & Research, p.3, where it says: 'The CPIs are clustered in our organisation's focus areas: education, research, impact, and enabling operations.'

progresses, the relative weight of their activities may gradually move in the direction of a stronger focus on Academic Services within and outside the university. External circumstances, too, such as a temporary reduction in working hours to take care of young children or family, may affect someone's individual academic profile. The Academic Career Framework explicitly allows for such flexibility.

Although more flexibility may also reduce the sense of clarity and control of perceptions of personal contributions and performances, this design principle is a requirement for achieving more diversity in academic profiles within Wageningen University.

3. Boundaries within profiles

Given this flexibility some boundaries are necessary for the three paths within the Academic Career Framework to remain sufficiently distinct and to provide clarity on the characteristics of each career path. The choice for a particular career path is a deliberate personal choice, originating in a preference for one or more performance areas or an ambition to grow within one of the three paths. The exact composition of one's personal profile is subject to the context of the chair group and one's role in the team. Deviations from the general boundaries - as described below - are possible, for instance for part-time employees, provided they are in line with the Strategic Personnel Plan of the chair group. For the chair group the three paths are also leading for composing their team and thus recruiting academics.

At the basis of each path lies the grounding principle that at Wageningen University research and education are inextricably linked. The focus for lecturers is on Education, but they will need to indicate how their teaching is connected to Research. Researchers are in some way involved in Education and candidates in the Professor Career Path all contribute to a greater or lesser extent to both Education and Research.

Academic Career Framework
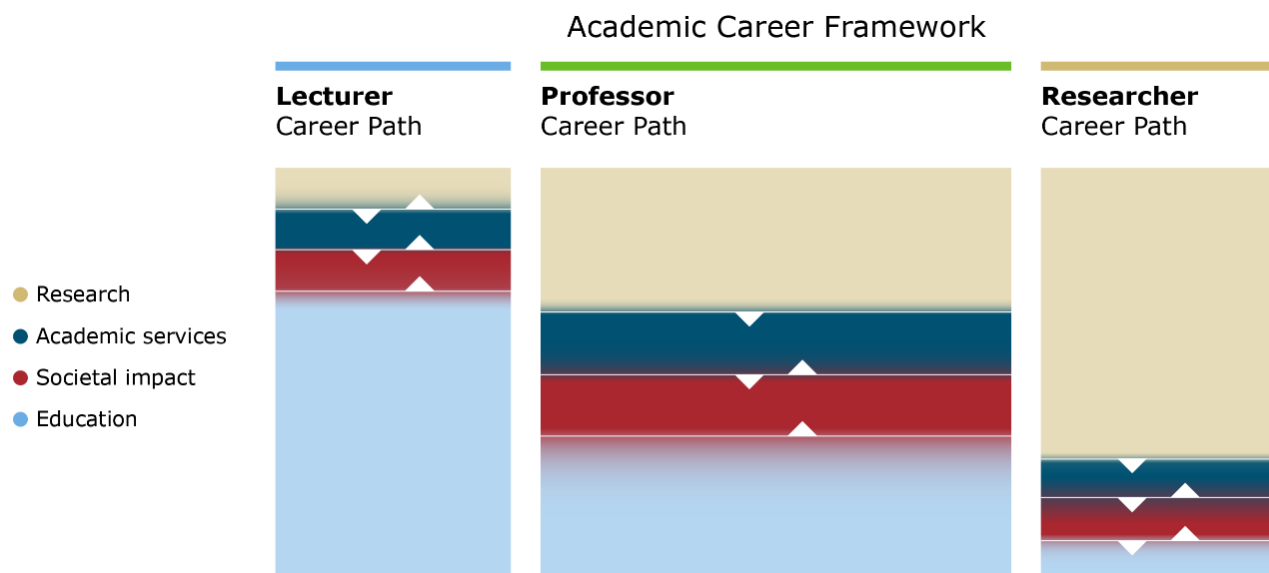
Candidates in the Lecturer Career Path specialise in teaching and education affairs, and have the ambition to play a key role in academic teaching and contribute to the advancement of education at Wageningen University. Usually they devote 60-80% of their time to education and teaching. As their teaching career progresses, lecturers are expected to take on more responsibilities, leading to a greater diversity in personal profiles and with a larger segment of their time going to other performance areas. For instance, a lecturer 2 or 1 may spend 60% of their appointment to Education, giving more room to developing activities in the areas of Societal Impact and/or Academic Services and/or Research.

Mirroring the Lecturer Career Path, candidates in the Researcher Career Path have research as their core activity and dedicate 60-80% of their time to Research. Often early-career researchers have a position as post-doc, with a (temporary) research assignment linked to a particular project. Post-docs are given the chance to gain some experience in Education, if this is fitting within the context of the chair group. Researchers who are more advanced in their career are expected to increase their contributions to Education, Societal Impact and Academic Services.

The professional identity of academics in the Professor Career Path lies in the intrinsic link between research and education. Boundaries are set along similar lines as the other paths, with an expectation of 70% of the candidate's appointment to be divided equally between Education and Research (35% each). In case of full-time employment this leaves 0.3 fte to be distributed between all four performance areas. The potential overlap with the LCP and the RCP (e.g. 40% Research in the LCP vs 35% in de PCP) can further aid candidates who wish to switch to another career path (see also 5. below), although this will most likely be limited to exceptional cases.

In the Academic Career Framework these boundaries are the norm and thus provide guidance, but they are not set in stone. Deviations are possible and sometimes necessary. Such situations may call for more dialogue and more extensive argumentation, but as long as these profiles comply with the strategy of the chair group they are a viable option. Moreover, exceptions need to be made for staff with multiple appointments within WUR and outside WUR.

To facilitate part-time employment in the Academic Career Framework, all WU-academics specify the allocation of their time over performance areas in advance. Part-time employees explicate deviations from set boundaries in their vision and strategy and indicate how their choices impact selected performance indicators. Rather than providing a numerical conversion rate from full-time to part-time employment, the Academic Career Framework thus encourages part-time employees – in interaction with the chair holder - to make explicit choices on where to allocate time and performance.

4. Striving for excellence

Wageningen University & Research is a top-class university in terms of research excellence and reputation, with highly valued education.[27] It is the university's ambition to continue to improve its (inter)national position and thus keep striving for excellence.[28] Hence, the framework should drive progress, innovation and improvement, and incentivize academics and teams to contribute their talents and unique expertise to realising the university's ambition.

Recognition & Rewards operates on the assumption that our academics are very committed and are intrinsically motivated in their tasks; there is much dedication and hard work. The personal ambition of academics, combined with peer pressure, provide sufficient stimuli to motivate candidates to develop to at least lecturer 2, associate professor 2 and researcher 2. No specific mechanisms pushing academics to these levels are incorporated in the Academic Career Framework.

Excellence can take on many different shapes and forms, all of which the framework should accommodate. Individual academics do not need to be excellent in all performance areas but are given space to thrive in the areas that suit their talents, whilst being part of a team in which a diverse array of talents are balanced. In other words: with this room for pluriformity, excellence becomes something that

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[27] For example, in the *Keuzegids Universiteiten 2023*, which compares Dutch universities, Wageningen University & Research was elected 'best university of the Netherlands' for the eighteenth time. In the *Times Higher Education World University Rankings 2023* Wageningen University & Research ranks number 59 worldwide, and number 1 in the Netherlands.
[28] See Change Performance Indicator 1 in the Strategic Plan 2021-2024 (appendix 2).

is not only defined at an individual level but also at team level to which individuals contribute in their own unique - and excellent - way.

Striving for excellence also means that the bars for promotion are set high; in that sense the Academic Career Framework intends to be selective and not everyone will make it to the highest level. There will be multiple ways to move up, move horizontally or change one's work composition at the same level, and thus advance one's academic career, but it will not necessarily become easier to climb the academic ladder.
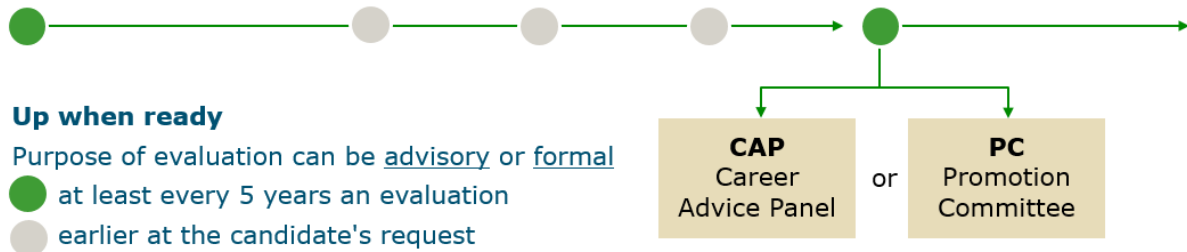
5. Facilitating mobility

The Academic Career Framework serves to accommodate both upward and horizontal mobility yet does not guarantee either. The principle 'up when ready' applies. Every five years a mandatory evaluation takes place for all academic staff, but it is up to the candidate to decide on the nature of the evaluation: it can have a formal character with the aim of a promotion, or it can be an advisory evaluation if the candidate is happy to stay in their current position. Both forms of assessment are deemed equally valuable. At the request of the candidate the interval between assessments may be reduced, but evaluation moments should be at least two years apart. If the candidate has no ambition to be promoted, the advisory evaluation serves to issue extensive advice on how the candidate may pursue their academic career.

Annual R&O-cycle: *Let's talk*

Recognition & Rewards: *Five-yearly evaluation*

Up when ready
Purpose of evaluation can be advisory or formal
🟢 at least every 5 years an evaluation
⚪ earlier at the candidate's request

| CAP Career Advice Panel | or | PC Promotion Committee |

Upward mobility remains subject to some minimum criteria. The Academic Career Framework contains a wider set of indicators to acknowledge development and growth in more areas than before, and to reward academics who stand out in the crowd. Compared to the current situation less emphasis is placed on quantitative criteria and the ensuing one-sided focus and work pressure, while more importance is given - though certainly not exclusively - to qualitative criteria. Quantitative and qualitative aspects of academic output are in that sense complementary to each other. For some indicators new quantitative thresholds are determined, but for most indicators levels of achievements are defined in qualitative terms in the form of examples, to be substantiated with factual evidence. As in the current Tenure Track and Education Career Path systems, upward mobility is not to be restrained by financial limitations of the chair group.

The interface between the three career paths in the framework may be seen as a 'semi-permeable membrane': candidates whose academic activities and ambitions have developed into the direction of another career path can make a horizontal career move, provided the Strategic Personnel Plan of the chair group allows for this in terms of finances and overall task division. Although the expectation is that in the new situation most people will continue in their chosen career path and only few candidates will want to change career direction, the set-up of the Academic Career Framework should not preclude this.

Through the use of one integrated set of performance indicators the achievements of all academic staff, irrespective of which career path they are in, are measured against the same criteria. For instance, candidates in the Lecturer Career Path and the Researcher Career Path can allocate their 'free space', i.e. time that is not spent on activities that are compulsory for their career path, to activities that help make the transition to the Professor Career Path. Mobility to a specific level in an adjoining career path is only possible when all the requirements for the aspired position are met, which may in effect be a diagonal move, implying a change in salary (higher or lower).

The annual R&O-talks[29] have a different role than the five-yearly evaluation moment. In *Let's talk* the supervisor or chair holder and the employee have a two-way dialogue to discuss results over the past year, plans for the coming year, work climate, group dynamics and job satisfaction. The supervisor or chair holder is also responsible for providing the employee with feedback or feedforward regarding their overall performance. The employee can use this input to further their development within the chosen career path.

In contrast, the five-yearly career evaluation in the context of the Academic Career Framework takes place in a wider and independent setting, covering a larger timespan. Therefore, it is key that the entire scope of performance is covered in R&O-talks, focusing on both soft skills and achievements within one's education and/or research field. Employees can indicate to their supervisor which areas they would like to see reviewed during R&O-talks, taking ownership of their development between compulsory academic career evaluation moments.

6. Transition to permanent contract

The sixth guiding principle is strictly speaking not part of Recognition & Rewards. However, the transition from a temporary to a permanent contract is an important step in anyone's academic career. Granting candidates a permanent position expresses confidence in their abilities; it gives candidates security and reduces stress. Given that tenure is a crucial moment in the academic's career, any changes in terms of the maximum period before tenure can be obtained have great impact on the overall assessment process. For candidates in Tenure Track the time from appointment to tenure may currently take up to seven years. In light of national developments it is the university's intention to significantly reduce the maximum duration of a temporary contract.[30] [31] Although the committee is not involved in decisions about such changes, a fast transition from a temporary to a permanent contract is regarded as an important instrument in recognising and rewarding employees. The moment of obtaining a permanent contract needs be prudently positioned in the overall assessment procedures and is therefore included as one of the five evaluation moments (see chapter 5).

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[29] R&O stands for *Resultaat & Ontwikkeling* (Results & Development), the common Dutch phrase for 'annual appraisal interview'.
[30] Post-docs will most likely be excepted from this new rule: after 24 months their temporary contract may be extended for another 24 months. The maximum duration of a temporary contract for lecturers (*docenten* 4 to 1) in the National Labour Agreement (Dutch: *cao*) currently is 48 months, but this period is also subject to national debate.
[31] Corporate HR will design a transition process in which the implementation of both the Academic Career Framework and the changes in the duration of temporary contracts are carefully aligned.

5   Academic Career Framework in practice

The overall design principles shape the contours of a revised system for academic evaluations, but to affect a change in behaviour the organisation needs concrete guidelines on criteria and procedures. For example, the choice of *what* determines the candidate's degree of development directly influences research culture and behaviour; the same holds for *how* evaluations take place. Candidates and evaluation panels need to be on a par with regard to the exact nature of each indicator. What exactly is meant by indicators such as Network strategy or Contributions to University Governance? What sort of evidence is appropriate and meaningful for that indicator, and how much detail should the candidate provide? Therefore the conceptual Academic Career Framework is accompanied by a separate document, the *Academic Career Guidelines* (see text box on the next page).

Diversity in academic profiles

It is the commitment of academics to each of the performance areas Education, Research, Societal Impact and Academic Services which defines individual academic profiles. Academics within the Lecturer Career Path (LCP), the Professor Career Path (PCP) or the Researcher Career Path (RCP) are not entirely free in how they balance their contributions to each performance area: in addition to overall expectations for time allocation (see pp. 17-18) their choice must be congruent with the Strategic Personnel Plan of the chair group. The Academic Career Guidelines serve to facilitate a constructive dialogue between the candidate and the chair holder to reflect on the aims, strategy and achievements of both the candidate and the team.

For each performance area a number of development criteria or 'indicators' has been established. Education and Research are balanced in weight, with six indicators each. The same goes for Societal Impact and Academic Services, both with three indicators (also see the matrix on the next page). In the section *Personal Profile and Your Team Contribution* six items (A-F) relate to the candidate's personal profile and are overarching. In their individual profile candidates explicate their commitment to each of the four performance areas and the chosen indicators, and explain how their choice of activities works for the team. In addition, there are two items on which each academic, at any level, should reflect: academic leadership and funding. The personal profile also contains an 'open item that candidates can use to give evidence of relevant achievements that might not be covered in any of the performance areas.

Depending on the candidate's career *path* and on the *level* of position, indicators can be compulsory or optional. The compulsory indicators fall into three categories:

- They are compulsory in the sense that the candidate needs to provide relevant information, e.g. concerning their personal profile;
- There are compulsory indicators for which the candidate provides qualitative and quantitative evidence with the aim of underpinning a certain level of development for that indicator;
- Some compulsory indicators set a quantitative minimum which the candidate needs to meet.

The number of compulsory indicators for an individual candidate depends on their position and may vary from 2 to 15 (e.g. for a Researcher 3 or for a professor respectively). [32] It should be stressed that few compulsory indicators stipulate a minimum and not all need to be elaborated with the same degree of detail; for these indicators the candidate is merely required to indicate how their development matches their vision and strategy. Candidates can include in their profile optional indicators that reflect their talents and accomplishments, which they would like to have recognised and rewarded.

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[32] The indicators are part of the Academic Career Guidelines. The guidelines are tested and finalised in a trial phase, which means the number of indicators, their content and their position in the matrix may change.

Academic Career Guidelines

Matrix

Candidates define their personal profile and elaborate on their contribution to the team by reflecting on five overarching themes which are relevant to all academics (A-E); a sixth 'open' item is optional (F). In their profile candidates explain the relative weight they give to each of the performance areas. The matrix shows which indicators are compulsory for which position and which optional indicators candidates can select to further enhance their profile.

	LCP Lect 4 Lect 3	LCP Lect 2	LCP Lect 1	PCP ASSIST	PCP ASSOC	PCP PROF	RCP Res 4 Res 3	RCP Res 2	RCP Res 1
PERSONAL PROFILE and YOUR TEAM CONTRIBUTION									
A Mini-CV									
B Vision and strategy									
C Personal profile									
D Funding strategy									
E Leadership									
F Open item									
Performance area RESEARCH									
1 Research output strategy	O	O	O	C	C	C	C	C	C
2 Research output: research products for peers	O	O	O	C	C	C	C	C	C
3 Use of research products by peers	O	O	O	C	C	C	O	C	C
4 Marks of recognition from peers	O	O	O	O	O	C	O	O	C
5 Network strategy	O	O	O	C	C	C	O	O	C
6 Supervision	O	O	O	C	C	C	O	O	O
Performance area EDUCATION									
1 Teaching quality	C	C	C	C	C	C	O	O	O
2 Student supervision	O	O	C	C	C	C	O	C	C
3 Education coordination	C	C	C	C	C	C	O	O	O
4 Pedagogy	O	C	C	O	O	O	O	O	O
5 Professional development as a teacher	C	C	C	O	C	C	O	O	O
6 Education innovation	C	C	C	O	O	O	O	O	O
Performance area SOCIETAL IMPACT									
1 Research and Education activities and products	O	C	C	O	C	C	O	C	C
2 Use of research and education products by societal target groups	O	C	C	O	C	C	O	C	C
3 Marks of recognition from society	O	O	O	O	O	O	O	O	O
Performance area ACADEMIC SERVICES									
1 Contributions to Education and Research within WUR	O	C	C	O	C	C	O	C	C
2 Contribution to University Governance	O	C	C	O	C	C	O	C	C
3 Contributions outside WUR within one's discipline	O	O	O	O	C	C	O	O	C

C = compulsory indicator, O = optional indicator

Criteria

- the relevance of each **performance area** for WUR to preclude different conceptions of what e.g. a new performance area such as Societal Impact exactly entails and how one can contribute to this;
- a detailed description of the **indicator**, usually giving an indication of the breadth of the subject;
- concrete suggestions on what sort of supporting **evidence** needs to be provided. For qualitative indicators this often takes the shape of an evidence-based narrative corroborated with examples;
- examples of **growth paths**. Very few indicators set quantitative minimum levels. The function of the growth paths is twofold: they serve as inspiration for the candidate and help the evaluation committee in determining the level of career progression. Example growth paths are included as suggestions, not as requirements.

Procedures

- Overall description of the evaluation procedures and timeline;
- The various types of evaluation moments;
- Composition of the various evaluation committees;
- Roles of committee members.

Each academic profile has a basis in a distinct set of indicators. Major deviations from this profile require justification. Promotion to a higher position within the LCP, PCP or RCP results in higher expectations for engaging with the wider community and contributing to administrative tasks within the organisation. This means that some indicators within the performance areas Societal Impact and Academic Services are compulsory for some of the higher positions, while they are optional for other positions.

For candidates within the same career path the academic profile may take very different shapes, depending on the candidate's vision and strategy for their career direction. With career progression, contributions to Education, Research, Societal Impact and Academic Services are expected to **increase in complexity and/or responsibility and/or scope**. For each indicator realistic examples are provided of what such growth may look like in practice.

Analogous to the Education Career Path the decision for a promotion is based on the ***overall performance***. Rather than checking whether a candidate meets a list of criteria, the focus in evaluation is on persisting development and growth: multiyear performance of academics is more important than incidental successes or failures. The milestones in personal growth reflect expectations for academics in specific career paths and at specific levels. Intentionally deviating from expected levels of achievements for performance indicators can be justified by (a) choice based on personal profile, (b) needs of the chair group, or (c) temporary or unforeseen external causes (e.g. care leave).

To further enable diversity in individual profiles of academics, the framework provides room for compensation between performance indicators. Candidates can demonstrate over- and underperformance on qualitative and quantitative indicators, providing this is part of their vision and strategy and in agreement with chair group's strategy.

Evaluation procedures

In the academic career five evaluation moments can be distinguished, with the purpose of:

a. recruitment on the basis of a new vacancy;
b. obtaining a permanent contract;
c. promotion to a higher position;
d. making a career shift to another career path (horizontal mobility);
e. gaining advice on academic career advancement.

In the Academic Career Framework the concept of 'tenure' - as in *Tenure* Track - undergoes a radical change. Not only is Tenure Track gone as a distinct career path because it is integrated in one overall career framework, the maximum duration of a temporary contract is likely to be much reduced (post-docs excepted).[33] This has a major impact on the career course of newly appointed academics. Although evaluation moments a and b fall under regular HR-policy, they are extremely important moments in the career of an academic and as such cannot be seen as separate from the overall academic career development.

Up when ready

In the Academic Career Framework the principle 'up when ready' applies. Every five years a mandatory evaluation takes place; this period may be shortened at the candidate's request, but evaluation moments should be at least two years apart. It is up to the candidate to decide on the nature of the evaluation: it can be a formal assessment with the aim of a promotion (evaluation moment c), or it can be an advisory assessment if the candidate is happy to stay in their current position (evaluation moment e).

For evaluation moments a and d (recruitment and horizontal mobility within the Academic Career Framework) the Strategic Personnel Plan of the chair group is leading. The Strategic Personnel Plan sets out which talents are needed to realise the vision and mission of the department. From this it can be inferred what is expected from employees regarding their contribution to the collective.

To prevent administrative overload due to the fact that (i) *all* academic staff are in the Academic Career Framework, and (ii) that at least every five years they all undergo some form of evaluation, not all evaluation moments require a formal promotion committee (cf. the current 'BAC'); in some cases the assessment may be left up to the chair holder, with input from an external assessor.

Details about who are involved in the decision processes for the various evaluation moments are provided in the Academic Career Guidelines. Below a rough sketch is given of the process for each evaluation moment.

a. Recruitment on the basis of a new vacancy

The Strategic Personnel Plan of the chair group forms the basis for the desired academic profile of a vacancy. Recruitment of academic staff is the primary responsibility of the chair group, i.e. the chair holder. The selection of candidates is done by the chair holder and chair group member(s), but to ensure an objective view the chair holder must solicit advice about a selected candidate from an independent external peer expert outside the chair group. Together, the independent advice and the deliberations of the chair group form the basis of the appointment decision by the managing director. In effect this means that the formal and extensive recruitment committee that is currently installed for Tenure Track-positions becomes redundant.

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[33] The main driver for this change is the current labour market in which it has become increasingly difficult to attract talents for a career in academia. The recruitment requirements for candidates applying for a position in the Professor Career Path may become higher if there is a shorter trial period, to increase level of certainty.

b. Obtaining a permanent contract

A Go/No-go decision needs to be made some months prior to the moment at which a permanent contract is granted. Since the moment of tenure is impactful for both the candidate and the organisation, the decision needs to be based on a balanced assessment involving several angles. In this decision process the chair holder must seek the independent opinion of a committee, including, if relevant, a programme director or the graduate school. The committee issues advice on two accounts: (i) advice to the chair holder on whether or not a permanent contract should be granted, and (ii) advice to the candidate on future career development. The committee examines the extent to which the candidate:

- lives up to the expectations based on prior evidence in CV, vision statements, and recruitment interviews;
- fits well within the chair group, e.g. in terms of team performance;
- shows first signs of growth and development in their personal profile, i.e. has identified personal direction and focus in research, demonstrates high quality research performance/output and demonstrates strong engagement and quality in courses and thesis supervision.

Post-docs (researchers 4 and 3) form an exception: after 24 months they may or may not be offered a new temporary contract. If there is an opportunity for post-docs to gain a permanent contract at Wageningen University (in the Researcher Career Path or in the Professor Career Path) a formal assessment is needed.

Sometimes, for instance in the case of a vacancy for the position of associate professor or professor for which candidates from outside WUR are considered, the moment at which a permanent contract is granted usually coincides with the time of appointment. These appointments require installment of a full assessment committee.

c. Promotion to a higher position

For promotion to early-career positions (assistant professor 2 to 1, lecturer 4 to 3, and researcher 4 to 3) no committee is installed. Peer experts may be involved as external assessor. Candidates concerned about getting an unfair assessment can always request to undergo an evaluation by a broad independent committee.

For promotion at higher scales a formal assessment committee is installed, with particular attention to avoiding assessment biases. The composition of the Promotion Committee depends on which expertise is required in order to properly assess the candidate's performance. For instance:

o If a candidate wishes to be promoted to lecturer 2, with Education taking prominence in their profile, expertise on Education needs to be well-represented in the committee, by adding a student member or a programme director to the committee;
o At Wageningen University the position of associate professor 1 is linked to *ius promovendi*, the right to act as promotor of a PhD candidate. The committee that advises on promotion to associate professor 1 therefore always includes a member of the Academic Board (Dutch: *College voor Promoties*);
o For promotion to personal professor an extended corporate Promotion Committee is installed by the Rector, which includes an external member. The Promotion Committee advises the Rector, and the Executive Board of Wageningen University decides on appointment.
o Greater emphasis on qualitative performance indicators requires that the Promotion Committee also includes at least two independent peer experts (one internal, one external) who are knowledgeable about all performance areas.

d. Making a career shift to another career path

Candidates whose academic activities and ambitions have developed into the direction of another career path can make a horizontal career move, provided the Strategic Personnel Plan of the chair group allows for this in terms of overall task division. The decision for a change in career path is the primary responsibility of the chair holder, in consultation with the managing director of the science group.
It is in the nature of career development that such a move is more feasible early on in one's academic career, e.g. because candidates have used the flexibility in their career path to explore the full width of

academic activities. At higher positions a shift to another career path is perhaps less likely, but still possible. The fact that in the Professor Career Path *two* performance areas take prominence makes the transfer from this path to the Lecturer Career Path or the Researcher Career Path less complicated than the other way around. If the candidate lacks certain requirements for the desired career path, this may mean they first need to make a diagonal move to an early-career position in another career path. An example could be a researcher 3 who wishes to join the Professor Career Path but has not completed the University Teaching Qualification.

e. Gaining advice on academic career advancement

If the candidate has no ambition to be promoted, the mandatory evaluation once every five years takes on an advisory nature and serves to issue extensive advice on how the candidate may pursue their academic career. An advisory assessment, as provided by the Career Advice Panel to the candidate, is considered to be of equal value to a promotion assessment.

Associate professors 1 and personal professors also undergo an advisory assessment every five years. Although chair holders are not included in the Academic Career Framework, it is recommended that the advisory evaluation applies to them, too (see also chapter 7). In exceptional cases the Rector may decide this assessment has a formal character, to decide on re-appointment.

Composition and training of evaluation committees

As stated above, the exact composition of the various evaluation committees is stipulated in the Academic Career Guidelines. However, since the expertise of the committee as a whole, and the balance of powers within the committee can influence the outcome of the decision-making process, some general considerations about the committees are given:

- The composition of committees should be such as to guarantee:
    o Fairness of assessment across the board;
    o Sufficient disciplinary knowledge to come to a well-founded advice;
- The latest insights in avoiding assessment biases must be addressed in the composition of the committees;
- The recruitment of committee members is tasked to and the responsibility of an independent chair;
- To assure overall consistency across committees a second independent committee member is added as a permanent member of the promotion committee;
- The chair group is not involved in selecting committee members;
- To provide meaningful advice the composition of the committee matches the academic profile of the candidate as much as possible;
- The committee members must have undergone a training in unbiased fair, valid and reliable assessments before qualifying as competent assessors. A new training programme for the Academic Career Framework needs to be set up; participation will be mandatory for all assessors;
- To build on experience and safeguard equal treatment within a domain, committee members (disciplinary experts excepted) are drawn from a 'pool', to serve on multiple committees for a fixed period of time (e.g. four years);
- Committee members have access to earlier committee advice during their tenure as committee member;
- Membership of evaluation committees is recognised as an important academic service;
- A rotation system will be designed for committee membership.

In addition, all academic staff in the position of associate professor 2 and higher take part in a compulsory workshop on the Academic Career Framework. The purpose of this is threefold:

- They are prepared for potential membership of an assessment committee;
- They know what is involved in their own evaluation process;
- Wide-spread knowledge in the organisation of what the Academic Career Framework entails.

Role of chair holder and managing director, and options for appeal

The future competences and leadership qualities required from chair holders to fulfill their role in the new academic career system fall outside the Academic Career Framework. Nevertheless, there is an acute awareness that in the new situation the role and responsibility of chair holders will increase. Concerns about this need to be addressed separately, for instance in the form of a compulsory five-yearly evaluation moment, as stated in the recommendations (see chapter 7).

It is the formal responsibility of the managing director of the science group to decide over the appointment and promotion of academics. The Academic Career Framework therefore also impacts their role. At chair group level balancing the interests of individual academics and the chair group and securing room for personal growth requires special attention - amongst other things. Such points must be explicitly addressed in the annual update of the chair group's Strategic Plan for discussion with the managing director.

If a candidate wishes to be assessed for promotion, absence of a recommendation letter from the chair holder is no obstruction for a formal evaluation process. In such situations the candidate makes their request for a promotion assessment known to the managing director. In case of a negative advice on promotion, the managing director asks the candidate to comment on the evaluation process to ensure fair, transparent and equal treatment.

6   Most notable changes

Personal profile and Your team contribution

Linked to a larger diversity in academic profiles is an increased focus on the candidate's personal profile. In a short narrative the candidate elaborates on their current, planned and desired relative contribution to each of the performance areas and describes their ambitions for the future. This narrative also describes how the candidate's profile fits within the vision and strategy of the chair group, including their role in the complementation of and collaboration between chair group members. Exceptions to the boundaries that are set for each of the three career paths are possible, but need to be supported with strong reasons. As a general principle the evaluation window for growth in any of the performance areas extends to the candidate's academic lifetime.

As a candidate's career progresses it is expected that one's personal profile reflects **increasing scope**: the focus moves from **'yourself'** in the early stages of the academic career, to the main focus being on **'others'** as you take on more responsibility - for instance your team -, to the ambition to have a significant contribution and impact at the level of the '**organisation**' for those aspiring to the higher positions.

An integral academic framework that includes all academic staff also implies joint responsibility for the system as a whole. Individual growth always takes place in collaboration with others and thus cannot be separated from one's contribution to the collective (often the chair group). This interlinkage is particularly pertinent in the description of the personal profile and one's team contribution - for instance in relation to the candidate's vision and strategy - but they are also reflected in many of the indicators. In this way team performance is ingrained in the framework.

All academics elaborate on their personal profile, their vision and strategy, academic leadership, and funding. Leadership is usually associated with higher positions but starts with personal leadership and is relevant for academics at all levels. The Academic Career Framework corresponds to the existing WUR Leadership profile with the same three-step approach of focusing on leading yourself, others and the organisation. Increasing leadership responsibilities require demonstrable leadership skills, for instance in the form of compulsory 360° feedback.

Funding is another topic that will be new to some academics. It is usually associated with acquisition and obtaining grants for research. However, at Wageningen University teaching is also a major source of income for many chair groups. And to a lesser extent research output involving societal stakeholders and academic services outside the university also yield revenues. Awareness of financial structures and the funding strategy of the chair group will strengthen the financial viability of the new academic framework. Parallel to growth in academic leadership, as academics progress in their career, the focus of the funding strategy is expected to shift from yourself to others, and – ultimately - to the organisation.

Candidates can use the Open item to give evidence of relevant achievements that warrant recognition and are not covered in any of the performance areas. For example, they may testify to special accomplishments in the area of Open Science & Education.

Performance area Research

The candidate's vision on their field of research and how they intend to position themselves towards excellence within this field take prominence (more than in the current situation) and are part of the candidate's personal profile. As careers develop, the vision is expected to increase in scope - both depth

and time horizon - and originality, clearly identifying their leading position and niche in the field. In the performance area Research candidates are asked to specify which strategies they intend to pursue to accomplish their vision and to corroborate these steps with evidence.

Research accomplishments are measured in terms of past performance. The criteria for research output have been aligned to the criteria as laid out in the Strategy Evaluation Protocol (the UNL/KNAW/NWO protocol for the evaluation of research units).[34] This has resulted in three new indicators for research: research output, use of research products, and marks of recognition for research products. In addition to journal articles, books, book chapters, editorship, databases, conference proceedings, designs and research data also count as research output. *Use* of research products can take the shape of inclusion of the candidate's output in reviews or use of the candidate's data sets, references to the outputs of a candidate, but also exhibitions or physical collections. Grants and prizes, secondary appointments and elected membership of learned societies (e.g. Academies) can serve as evidence of marks of recognition. To distinguish these research products from products aimed at for instance societal stakeholders, it is specified that these should all be products for academic peers.

In the Academic Career Framework characteristics of assessment of research output are:

- A move away from a predominantly quantitative focus to include also qualitative evidence, in which researchers can choose which output to highlight;
- Adoption of the DORA principle 'the need to assess research on its own merits rather than on the basis of the journal in which the research is published,' resulting in a diminished role for Journal Impact Factors;[35]
- A portfolio of domain-specific research outputs (journal articles,books/book chapters) that is in line with the domain-specific excellence and publication culture;
- Added categories for specific groups such as conference proceedings, designs and research data;
- Room for individual or domain specific quality criteria. It is up to the evaluation committee to determine the quality of such research output.

Supervision skills have become a criterion in their own right. While in Tenure Track the competence to supervise was not assessed other than through the obligation to take the PhD supervision course, in the Academic Career Framework PhD supervision competence has become a separate indicator. For the new indicator Supervision an explicit link to the *ius promovendi* is made. A generic quantitative minimum (in terms of required number of PhDs) will apply for associate professors 1 and personal professors, i.e. it is necessary to have supervised a minimum number candidates during their entire PhD-trajectory. Evaluation of the *quality* of supervision is a matter for the Academic Board (Dutch: *College voor Promoties*).

Evidence may be given in the form of an evidence-based narrative corroborated with quantitative data. To facilitate the attribution of supporting evidence for research output the WUR Library is developing a revised overview tool based on research outputs registered in the Research Information System.

Performance area Education

As careers progress, the candidate's vision on education is expected to expand in scope from classroom to programme, and ultimately to institutional level of Wageningen University. In the performance area Education the candidate's strategy and how they intend to position themselves within this field have also taken more prominence. The indicators for Education are derived from the existing WUR Education Career Path and now apply to all three career paths. Student course evaluations as such are dropped as an quality criterion (but are still relevant as part of wider criteria); instead, there are several other indicators relating to teaching & learning and education development & innovation, which together reflect

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[34] [34] *Strategy Evaluation Protocol 2021-2027*, VSNU/KNAW/NWO, March 2020.
[35] Also see p.8 in this document.

the candidate's educational qualities. Student course evaluations are kept as one possibility to help inform perceptions of a course. Education coordination is still a requirement for some positions, but is defined in broader terms, i.e. being a course coordinator is not the only way one can give evidence of education coordination skills.

The performance area Education does not have its own indicators for Societal Impact or Academic Services. Those indicators in the Education Career Path pertaining to these performance areas have been incorporated in the indicators for Societal Impact and Academic Services.

Performance area Societal Impact

The performance area Societal Impact can be seen as a parallel to the performance area Research and Education. While research products are geared towards academic peers for scientific impact, societal impact may be achieved by research or education activities for societal stakeholders. Achievements in this area were previously hidden but will be explicitly rewarded in the career framework.

The indicators in this performance area are also aligned to the Strategy Evaluation Protocol. They relate to the results and activities of scientific research and education which are primarily aimed at specific societal target groups or the general public. Some examples are: outreach activities, blogs, debates, involving societal stakeholders in one's research, patents, exhibitions, or lectures for a professional or general audience, performance in public media, and projects in cooperation with societal partners. Other examples of societal impact are advices to public authorities, information provision to politics (at different levels) or contributions to international organisations such as UNFCCC or CBD.

Societal impact can be assessed in economic, social, cultural or educational terms, or in any other terms that may be relevant, but no attempts should be made to quantify the unquantifiable.

Performance area Academic Services

Contributions to university working groups and committees and taking on administrative or coordination tasks in the organisation are a core activity in the UFO-descriptions of all academic staff. Such activities are now formally recognised in the career framework.

They comprise responsibilities and tasks related to the management and development of education, research and university governance within the organisation, but also to activities that lie outside the organisation and are committed to the mission of Wageningen University. Examples are membership of an Examining Board or a Graduate School committee, reviewing scientific papers, editorship of international journals, or sitting on an NWO or international review committee or panel.

Formal management positions such as that of chair holder or programme director are not part of the Academic Career Framework.

7 Recommendations

In the course of its work the committee came across various issues - related to Recognition & Rewards but outside the scope of the assignment - on which the committee would like to give advice. In addition, in the many consultations the committee held with individuals or stakeholder groups in the university, the discussions on Recognition & Rewards were not always limited to the design of a new Academic Career Framework. Concerns were raised that according to the committee not only deserve to be addressed in another context, but also need to be dealt with if the implementation of Recognition & Rewards at Wageningen University & Research is to be effective.

1. The various processes that guide operationalisation of the Academic Career Framework are strongly interlinked with (a) the general HR-instruments on performance evaluation and career development (P&D-cycle, Dutch: *R&O-cyclus*) and (b) Strategic Personnel Plans. The committee considers a fully operational and effective P&D-system and transparency regarding the Strategic Personnel Plans *preconditions* for successful implementation of the Academic Career Framework. The committee sees a need for additional efforts and support to safeguard the quality of the process leading to a Strategic Personnel Plan.

2. Although chair holders are not part of the Academic Career Framework, they are actors in all forms of evaluation. How they perform their role is a critical factor for success of Recognition & Rewards as a whole, which places a large weight on their leadership qualities. The committee recommends that leadership competences of management are reinforced with the specific aim of strengthening their role in the new career framework. In this context actions taken in light of the WUR report Unifying Leadership have to be - and significantly are - aligned with Recognition & Rewards.[36] The Strategic Personnel Plan is thought to become a more important management instrument in the continuing dialogue between chair holder and managing director. Moreover, analogous to candidates in the Academic Career Framework a compulsory advisory evaluation every five years is recommended for chair holders.

3. Numerous steering groups, task forces and working groups within WUR have issued advice on aspects of staff competences and staff development, or are implementing organisation-wide plans on topics relating to Recognition & Rewards. Some examples – besides the report on Unifying Leadership mentioned above - are the WUR programme Open Science & Education,[37] *ius promovendi* and the Senior University Teaching Qualification.[38] Wherever possible the outcomes of these initiatives need to be integrated in the Academic Career Framework.

4. The moment at which a permanent position is granted is an important step in anyone's academic career. Changes in the formal terms of employment matter to individual academics, but may also affect the overall academic system at Wageningen University & Research and the (inter)national academic playing field. Organisation-wide communication on changes in the maximum duration of temporary contracts is important.

5. To affect a culture change in the university's view of academic assessment in general, specific actions that guide this change are needed. For instance, specific attention is needed to replace what is often perceived as a system primarily based on quantitative indicators with a conviction that assessment is the starting point for a dialogue on career progression, with room for individual flexibility. For timely participation in (compulsory) trainings and workshops a training programme needs to have been developed before implementation commences.

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[36] Advice working group *Unifying leadership in chair group management. Towards shared responsibilities*, Wageningen University & Research, September 2021.
[37] *Open Science & Education 2022-2025*, Wageningen University & Research, 2022.
[38] Senior University Teaching Qualification (SUTQ), WUR intranet page, consulted 5 February 2023.

6. University-wide implementation of the Academic Career Framework is a high-stake organisational change and will require major effort on all fronts over a long period of time; preparations should start at the earliest opportunity. It seems apt that Corporate HR (under overall responsibility of the Rector) takes responsibility for institutionalising the system and for the central process monitoring of consistent implementation. The Executive Board is asked to commission ownership and implementation of the Academic Career Framework to Corporate HR, set up a steering group to govern implementation and budget for a project leader (to be appointed at Corporate HR).

7. After implementation of the Academic Career Framework, closely monitor the experience with the framework over a longer period of time, with extensive evaluations at regular intervals.

   • Monitoring is necessary to prevent emerging signs of bias at an early stage, identify shortcomings in the system and propose revisions, and to solidify a new assessment culture by prompt detection of relapses into entrenched assessment mechanisms;
   • In the long run some new criteria (e.g. with regard to the number of required PhD-candidates) may impact the overall staff composition of chair groups; this impact needs to be monitored over an extended period of time;
   • The Academic Career Framework is part of a university wide culture change that not only involves academic staff but also students, PhD-candidates and support staff. This should also be part of the monitoring process and appropriate actions should be taken when necessary.

Appendices

Appendix 1   Position paper Room for Everyone's Talent

For the complete document, see Position-paper-Room-for-everyone's-talent.pdf (universiteitenvannederland.nl)

Appendix 2 WUR Strategic Plan

Relevant excerpts from the WUR Strategic Plan 2021-2024 are:[39]

We strive to remain the leading research organisation in our domain. Excellent WUR scientists publish in high-ranking journals and win prestigious competitive grants like 'Vernieuwingsimpuls', 'NWO Zwaartekracht' and ERC. Their achievements attest to the quality of our research. But, research is always a team effort. In the coming years, we want to broaden the emphasis on excellence from individual performance to team performance. Excellent science compels us to maintain high standards in how we conduct research, in how we handle data and in how we communicate results.

In 2018, Wageningen University & Research publicly committed itself to these standards when it signed the new Netherlands Code of Conduct for Research Integrity. All our scientists act according to its five principles: honesty, scrupulousness, transparency, independence, and responsibility in all research programmes. We embrace developments and policies in Open Science in line with the National Plan Open Science and will implement them in the coming years. Accordingly, WUR aims to make scientific publications from our publicly funded research publicly available through Open Access. In the context of "WUR is serious about data", a research data management policy will be implemented based on FAIR principles (Findable, Accessible, Interoperable and Reusable) with the leading principle: as open as possible, as closed as needed.

Impact is at the core of our existence. We enhance impact by systematically including value creation when we design new research programmes and by continuously monitoring and evaluating our impact. This process is part of the Standard Evaluation Protocols we use for Wageningen Research and Wageningen University research. We carefully review our impact from the perspective of citizens, societal organisations, industry and government.

Our policies, organisation, and resources facilitate our staff's excellent work and their collaboration with colleagues, students, partners and society. Together we are OneWageningen, maximising the synergy between Wageningen University and Wageningen Research by increasing flexibility and mobility between and within the two institutions to form effective teams that boost our collective impact. More flexibility and internal mobility between Wageningen University and Wageningen Research and within the two institutes create opportunities for staff to collaborate with other disciplines and experts in the organisation and to develop themselves. Flexibility and mobility will foster more effective and excellent teams who elevate our research, education and operations to a higher level, as diverse individuals complement and creatively stimulate each other.

We can only succeed in our ambitions if we maintain our global position as a top knowledge institution: this, in itself, requires change. We determined twelve Change Performance Indicators (CPIs) to track progress on our formulated ambitions. These CPIs will be further operationalised and quantified as part of our implementation process.

1. Continuous improvement for **research excellence**
2. Significant scientific and **societal impact** on the three investment themes
3. Increased **focus on and assessment of team performance**
4. Further integration and innovation of the Education Ecosystem
5. Increased flexibility in learning paths and in learning spaces
6. Improved entrepreneurial culture and practice in education, research and value creation
7. Expansion of our campus ecosystem and sharing of research facilities
8. Increased **mobility, diversity and rejuvenation of WUR staff**
9. Increased **harmonisation of the organisation** and satisfaction with **internal systems** and processes
10. Expanded **connection with society** and partners
11. Enhanced **culture of trust** and calculated risk taking
12. Increased volume and more margin from clients and contracts in our applied research

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[39] *Finding Answers Together, Strategic Plan 2019-2022*, Wageningen University & Research, pp. 15-16 and 39-40. Emphasis in black bold type was added.

In the 2022 update of the Strategic Plan the importance of Recognition & Rewards is stressed once again: [40]

Our <u>Change Performance Indicators (CPIs)</u>, continue to form the leading pathways for achieving the set objectives. For each CPI, we have recalibrated our ambitions, plans and priorities. The CPIs are clustered in our organisation's focus areas: education, research, impact, and enabling operations.

We aim to develop a shared understanding of academic excellence. This recalibration will be in line with both international developments and the national trajectory of universities 'Recognition and reward'. In this programme, academic excellence refers to research, education, value creation, and leadership, for both individual scientists and teams. By 2024, it will be clear how 'Recognition and reward' impacts our tenure track system.

The WUR Open Science & Education programme connects our research and education with those of other knowledge institutes and with society, increasingly making Open Science principles and approaches standard practice. Open access publications, Citizen Science, and FAIR data (Findable, Accessible,Interoperable and Reusable) are key goals. Open Science contributions made by WUR staff will be recognised and rewarded.

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[40] *Finding Answers Together, Strategic Plan - Extension & Update 2019-2024*, Wageningen University & Research, January 2022, pp. 3 and 5.

Appendix 3　Internal consultation process @ WUR

Wageningen University & Research is committed to a careful development process in which the organisation is involved at every step and at all levels. To this end the committee Recognition & Rewards - itself composed to represent all science groups and relevant corporate departments - has frequent interaction with various groups of representatives in the organisation.

Meetings with the co-representation council	
23 May 2022	WUR Council
11 July 2022	WUR Council
25 October 2022	Update WUR-C committee Education & Research
5 December 2022	Information meeting OPWU/POWR
25 January 2023	WUR Council
17 March 2023	WUR Council
4 April 2023	OPWU/POWR
31 May 2023	WUR Council
6 June 2023	OPWU/POWR
13 June 2023	WUR Council

Meetings with the science groups	
31 March 2022	AFSG
31 October 2022	ASG
8 November 2022	SSG
10 November 2022	PSG
16 November 2022	ESG
22 November 2022	AFSG
7 March 2023	PSG (DO)
23 March 2023	ASG
21 April 2023	ESG
30 May 2023	SSG (chair holders)

Meetings with other groups @ wur	
9 December 2021	Finding Answers Together
7 March 2022	SSG professors – results survey
17 March 2022	Meeting with SSG – results survey
19 May 2022	WUR Leadership Development Programme
19 June 2022	Wageningen Young Academy
6 September 2022	Expert meeting 'Exploring Gender+ activities in Recognition & Rewards'
31 October 2022	Wageningen Young Academy
8 November 2022	Information meeting cHR
10 November 2022	Finding Answers Together
29 November 2022	Humanities
8 November 2022	Information meeting cHR

7 December 2022	Wageningen Graduate Schools
15 February 2023	Wageningen Graduate Schools
16 March 2023	Lecturers
11 April 2023	Wageningen Young Academy
18 April 2023	LAW
6 June 2023	Human Resources advisers
29 June 2023	Management Board

Consultation and information channels	
September 2020	Interviews with 28 representatives from 15 groups of stakeholders
Dozens of posts since November 2020	Intranet page (156 members)
December 2021	Survey (506 respondents)
15 June 2021, 9 April 2021, 4 March 2021, 9 September 2021, 15 December 2021, 11 October 2022	National Recognition & Rewards newsletter
January 2023	Evaluation of the Education Career Path (survey; 123 respondents)
12 May 2023	Teachers' Collective meeting on Recognition & Rewards

Written input from other stakeholders @ WUR	
December 2019	Letter of concern to Rector, signed by 38 professors
May 2021	Memo from some SSG-professors: Quality, creativity and leadership. A WUR Tenure Track Pilot for the Humanities and Beyond
June 2021	Dr. Carolin Ossenkop (Radboud University) for WUR: Diversity & Equality in BACs at Wageningen University & Research
September 2021	Advice working group 'Unifying leadership in chair group management. Towards shared responsibilities'
October 2021	Letter from two SSG-professors: Note on Academic Leadership
October 2021	Wageningen Young Academy: Room for Everyone's Talent? Diversity and Inclusion in Recognition & Rewarding
January 2022	Wageningen Young Academy: 'Brandbrief' to adjust PhD criteria in Tenure Track WUR
25 August 2022	Executive Board: Decision on six guiding principles as the basis for the design of a new academic career framework at WUR
2 November 2022	Email from ASG-member: Some thoughts on the Recognition & Rewards discussion
December 2022	The Centre for Space, Place & Society (CSPS) on being (an) academic
30 March 2023	4TU. Centre for Engineering Education: zes adviezen [draft]
3 April 2023	Wageningen School of Social Sciences
3 April 2023	Collated recommendations from reports of VLAG/WIMEK/WIAS/PE&RC
April 2023	Recommendations [draft] for ACF based on ECP evaluation
May 2023	Input from SUTQ-candidates

Trials (April/May 2023)	
Testing 90%-version of Academic Career Guidelines on academic staff at Wageningen University [in brackets: number of people]	
Group sessions	Wageningen Graduate Schools
	BAC-chairs
	Wageningen Young Academy
	Value creation
	Gender Smart Group / Inclusiveness
	BAC-secretaries [7]
	Lecturers [15]
	Academic Board
	Open Science & Education platform
	Postdocs
Individual consultations [40]	SSG [9]
	ESG [8]
	PSG [8]
	AFSG [9]
	ASG [6]

The Committee Recognition & Rewards is composed to represent all science groups and relevant corporate departments:

Arnold Bregt (chair)*   Education & Student Affairs, Dean of Education
Ernst van den Ende   Animal Sciences Group, Managing Director
Josine Gouwens   Corporate HR (from March 2023)
Sabien van Harten   Education & Student Affairs, policy advisor (from March 2022)
Theo Jetten*   Plant Sciences Group / WUR Library
Carolien Kroeze   Environmental Sciences Group
Wies Leer   Agrotechnology and Food Sciences Group, HRM (until April 2023)
Alfons Oude Lansink   Social Sciences Group
Henrieke de Ruiter   Corporate Strategy & Accounts, policy advisor
Geert Smant   Plant Sciences Group
Joris Sprakel   Agrotechnology and Food Sciences Group (until September 2021)
Ingrid Spruit   Corporate Communications & Marketing
Nora Sutton   Agrotechnology and Food Sciences Group (from July 2022)
Maarten Voors   Social Sciences Group
Hannah van Zanten   Plant Sciences Group

*Arnold Bregt and Theo Jetten represent WU as respectively chair/project leader in national meetings.