Recognition & Rewards

Academic Career Framework

for Wageningen University

Evaluation Indicators

90%	31 March 2023	Draft version as basis for trials, to get detailed feedback
95%	9 June 2023	Draft version to illustrate to EB and WUR council how the ACF indicators might be elaborated
98%	December 2023	New draft incorporating all feedback on earlier drafts, e.g. based on interviews and trials
100%	8 January 2024	Preliminary approval by EB.
100%	4 March 2024	Final approval by EB, after (provisional) consent by COR

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Contents

ACF Indicators: Reading guide

- This document is an elaboration of the [Academic Career Framework (ACF)](#) and needs **to be read in conjunction with the ACF report.**

- In particular, this document gives details on what each of the various **ACF Evaluation Indicators** entails and how evidence can be provided for all three Career Paths in the Academic Career Framework.

- Details concerning the evaluation process are laid down in a separate – formal – document, the ACF Evaluation Regulations.

- After formal approval both the ACF Evaluation Indicators and the ACF Evaluation Regulations will be combined in user-friendly ACF Guidelines, to facilitate implementation.

Evaluation indicators

In order to be evaluated in the Academic Career Framework staff members define their profile and performance in terms of evaluation indicators, in five areas:

- Personal Profile and Your Team Contribution   coded as [P]
- Performance area Research   coded as [R]
- Performance area Education   coded as [E]
- Performance area Societal Impact   coded as [SI]
- Performance area Academic Services   coded as [AS]

Each indicator is further described by:
- A <u>description</u>, which defines the activities and performance the indicator aims to recognise and reward;
- The <u>evidence</u> that the staff member needs to provide, e.g. an evidence-based narrative or a list of items. If applicable, a maximum word count is given;
- <u>Examples</u> of possible growth paths. Typically, a growth path demonstrates personal career growth in terms of increasing scope and/or complexity and/or responsibility.

Compulsory or optional?

Depending on the candidate's career *path* and on the *level* of position, indicators can be compulsory or optional. The letters C and O refer to the compulsory or optional nature of an indicator, as indicated in the matrix (Figures 1a and 1b). Staff members can include in their profile optional indicators that reflect talents and accomplishments that they would like to see recognised and rewarded.

The compulsory indicators fall into three categories:
- They are compulsory in the sense that the staff member needs to address this indicator in their personal profile: why is this indicator relevant to one's profile and to what extent? Or why is this indicator perhaps of less relevance?
- There are compulsory indicators for which the staff member provides qualitative and quantitative evidence with the aim of underpinning a certain level of development for that indicator;
- Some compulsory indicators set a minimum requirement, a *sine qua non* which the staff member needs to meet.

Optional indicators become compulsory when a certain activity is selected to become part of one's personal profile. For instance, if a Researcher is involved in teaching, then indicators in the performance area Education become compulsory and the requirements of those indicators. Thus there is flexibility and room for diversity, but choices come with obligations.

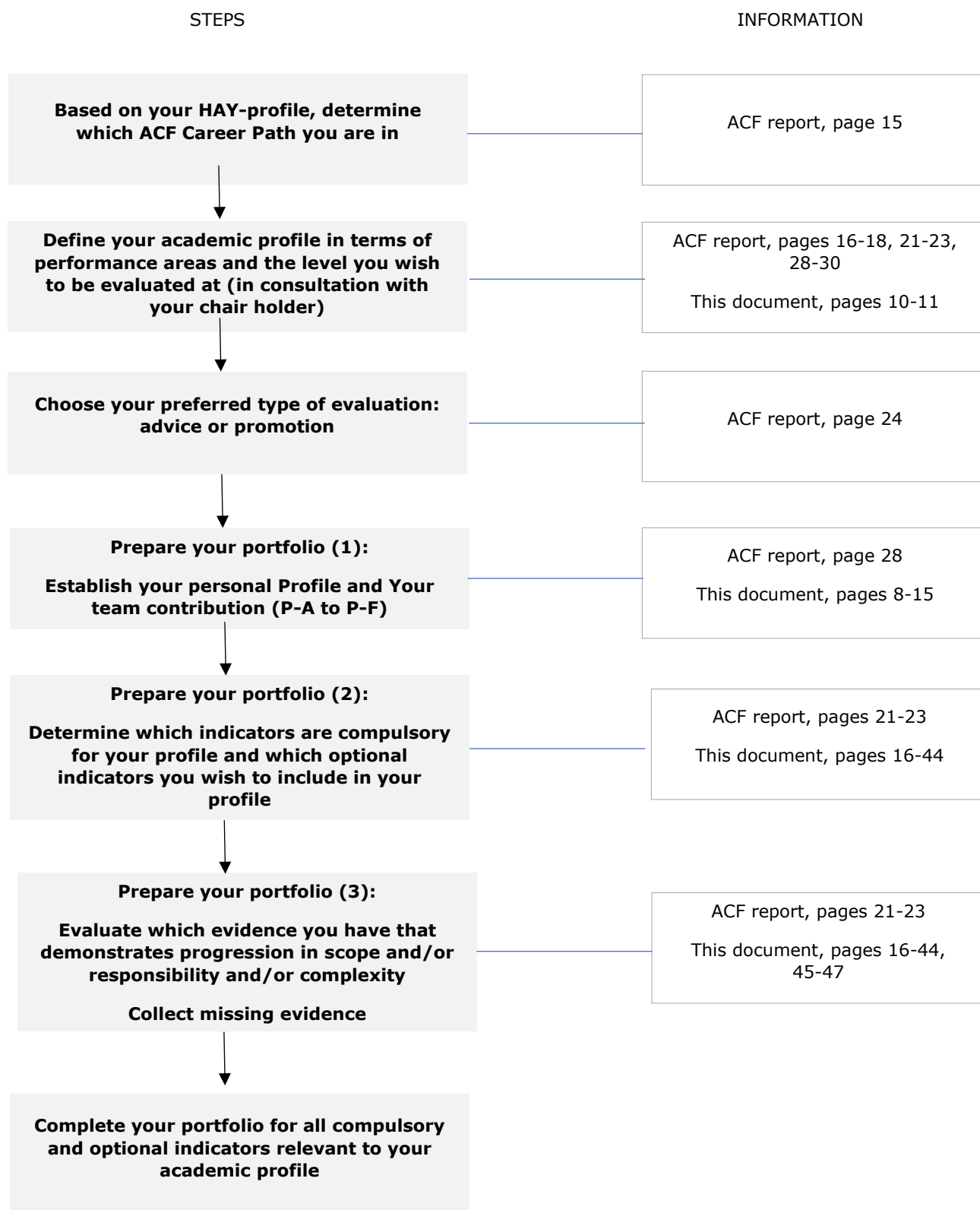|	LCP Lect 4 Lect 3	LCP Lect 2	LCP Lect 1	PCP ASSIST	PCP ASSOC	PCP PROF	RCP Res 4 Res 3	RCP Res 2	RCP Res 1
PERSONAL PROFILE and YOUR TEAM CONTRIBUTION									
A Mini-CV									
B Vision and strategy									
C Personal profile				**Compulsory for all**					
D Funding strategy									
E Leadership									
F Open item				**Optional for all**					

Figure 1a. Performance areas and compulsory (C) or optional (O) indicators.

	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
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

Figure 1b. Performance areas and compulsory (C) or optional (O) indicators.

Roadmap

The following roadmap helps staff members to navigate the information about the performance areas and their indicators, in order to prepare for an evaluation.

STEPS	INFORMATION
Based on your HAY-profile, determine which ACF Career Path you are in	ACF report, page 15
Define your academic profile in terms of performance areas and the level you wish to be evaluated at (in consultation with your chair holder)	ACF report, pages 16-18, 21-23, 28-30 This document, pages 10-11
Choose your preferred type of evaluation: advice or promotion	ACF report, page 24
Prepare your portfolio (1): **Establish your personal Profile and Your team contribution (P-A to P-F)**	ACF report, page 28 This document, pages 8-15
Prepare your portfolio (2): **Determine which indicators are compulsory for your profile and which optional indicators you wish to include in your profile**	ACF report, pages 21-23 This document, pages 16-44
Prepare your portfolio (3): **Evaluate which evidence you have that demonstrates progression in scope and/or responsibility and/or complexity** **Collect missing evidence**	ACF report, pages 21-23 This document, pages 16-44, 45-47
Complete your portfolio for all compulsory and optional indicators relevant to your academic profile	

PERSONAL PROFILE and YOUR TEAM CONTRIBUTION

P-A   Mini-CV
P-B   Vision and strategy (for all performance areas)
P-C   Personal Profile (including embedding in chair group)
P-D   Funding strategy
P-E   Leadership
P-F   Open indicator

[P-A] Mini-CV

A short summary of your academic curriculum vitae, including:

1. Personal details
2. Chair group affiliation(s)
3. Full-time equivalent of employment
4. Date of (permanent) appointment at WU
5. Date of appointment in current position
6. Past academic career, describing positions held in- and outside WUR
7. Short description of own discipline(s) and / or subject area(s) (select from Science Citation index in Web of Science or Subject Area in Scopus; explain if work qualifies as interdisciplinary; max. 100 words)

Note:
A full CV, including academic outputs and achievements, can be added as an appendix to the portfolio.

[P-B] Vision and strategy

Description

The ACF accommodates diversity in academic careers by allowing for more flexibility in academic profiles. Academics can make individual choices in performance areas, indicators, and growth paths, based on a personal vision statement describing aims and strategies to realise these aims. This vision statement serves to support decision-making within the ACF and channels discussions about balancing individual interest and team contributions at chair group level.

Academics within the ACF write a personal vision statement including all four performance areas (i.e. Education, Research, Societal Impact and Academic Services). Depending on the career path within which an academic is working, this vision statement elaborates more on education or on research. Lecturers are thus expected to develop a more expansive vision on future teaching and learning, whereas researchers focus mainly on research. Academics within the PCP provide a vision both on their future education and on their future research.

The vision statement specifies long-term personal ambitions and goals that extend beyond the duration of a single assessment period (i.e. max five years). Nonetheless, for the purpose of evaluations a sliding window of ten years will be used within which academics reflect on aims, strategies, and performances of the past five years and specify future aims and strategy for the next five years.

Evidence (max. 2000 words)

Self-evaluation report formatted as an evidence-based narrative, including sections describing:
- Personal vision on (i) education, (ii) research, and (iii) societal impact and (iv) academic services;
- Specific aims, strategy and accomplishments of the past five years regarding all four performance areas;
- Specific aims and strategy for the coming five years for all four performance areas.

Self-evaluation of specific aims, strategies, and performances of the past five years

In this section ACF staff reflect on their aims, strategies and performances as specified during the previous assessment, e.g. Education Career Path / Tenure Track, or P&D agreement[1] (max. five years earlier). This self-evaluation is formatted as an evidence-based narrative, detailing progress towards specific aims, explaining deviations from original strategies, and highlighting evidence of performances. The purpose of this section is to provide a coherent story of the academic's career, focusing on the past five years, celebrating successes but also providing reasons for modifying aims and/or plans. Detailed evidence is not included in the narrative, but rather the narrative actively refers to supporting evidence at specific indicators within the individual performance areas ([R1]-[R6], [E1]-[E6], [SI1]-[SI3] and [AS1]-[AS3]).

Specifying aims and strategy for the next five years

The purpose of this section is to articulate personal aims and strategies for the next five years[2], specifying priorities within performance areas and among indicators. This section addresses the following questions:

- What are your specific aims in the coming years (i.e. within education, research, societal impact, and academic services)?
- Why will you focus on these aims?
- How do you want to achieve these aims?
- Which indicators will you use to monitor your progress and performance?
- How do your aims and strategy fit within the overarching vision and strategy of the chair group as specified in the Strategic Personnel Plan of the chair group?

Growth path

As academics progress in their career, the vision statement demonstrates an increasing sphere of influence and impact on education, research, society and/or the university. For junior academics in ACF, the focus might be on improving classroom performance and/or defining a personal niche area in science. Further in their careers, vision statements and strategies of academics grow in **scope** and/or **complexity** and/or **responsibility**. For example, the scope of one's vision on education can expand towards achieving impact on education at programme and institutional level. Likewise, a vision of a senior researcher can reveal aspirations towards leading inter- and intradisciplinary collaborative programmes involving multiple actors and organisations.

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[1] Performance and Development, i.e. the annual appraisal interview (Dutch: R&O).
[2] Early career academics (i.e. Lecturer 4, Researcher 4 and Assistant Professor 2) are encouraged to consider a midterm update of their vision and strategy after approx. 2.5 years.

[P-C] Personal profile

Description

In this section, personal vision and strategy materialise into specific decisions about allocating time to the four performance areas, choosing evaluation indicators, and aligning these with colleagues inside and outside the chair group. The ACF encourages employees to make explicit choices on how to allocate time and performance, and how their choices impact selected evaluation indicators. For instance, an academic in the Lecturer Career Path who dedicates 25% of their time to the performance area Research, will incorporate (optional) Research indicators in their profile. Likewise, a researcher with education tasks will opt to include Education indicators; or the profile of someone in the Professor Career Path who is active in the societal domain will contain (optional) indicators relating to the performance area Societal Impact.

As with vision and strategy, the personal profile of ACF staff may change over time. In this section, ACF staff thus reflect on their personal profile in the past five years, but also specify time allocations to performance areas as planned for the next five years. This is also the place where ACF staff explain deviations from the original plans set during a previous evaluation, and how this has impacted their performance. Deviations from the expected time allocations are thus possible, provided they are well-argued and comply with the vision and strategy of the chair group.

The ACF offers further flexibility by facilitating a personal selection of optional evaluation indicators and by allowing for compensation between evaluation indicators. A relatively high performance in one area and/or indicator can compensate a relatively low performance in other areas and indicators. Compensation is thus allowed providing that it is part of the strategy of an academic, well-argued, and compliant with the strategy of the chair group.

Evidence

Your personal academic profile (max. 500 words, excluding table)

- Indicate your estimated division of time over all four performance areas, for the past five years and the next five years (see Table 1).
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Allocation of time in previous period (FTE)	Performance area	Allocation of time in next period (FTE)
FTE	Research	FTE
FTE	Education	FTE
FTE	Societal Impact	FTE
FTE	Academic Services	FTE

Table 1. Time allocations for all performance areas, for the past five years and the next five years

- Describe your personal academic profile, taking into account questions such as:
  o Where does your profile deviate from norms in terms of time allocated to performance areas and selection of compulsory indicators?
  o How are these deviations logical consequences of your own vision and strategy?
  o What are unforeseen deviations from your own plans (i.e. max t-5 years)? These deviations can either be by choice or by circumstances.
- Explain how a relatively high performance in one performance area and/or indicator compensates for a relatively low performance in another performance area and/or indicator.
- Indicate which optional evaluation indicators you will focus on the coming period. How does that affect the allocation of your time to specific performance areas?

Collectively, academic staff contribute to the overarching vision and strategy of their chair group and/or cluster. At the same time, the teaching and research remits of a chair group sets boundaries on the freedom of individual ACF staff to define their own academic profile.

Describe how your vision and strategy align with the overarching vision and strategy of the chair group in terms of Education, Research, Societal Impact and Academic Services (as explicated in the Strategic Personnel Plan):
- How do you contribute to the shared responsibility for teaching and student supervision within the chair group?
- And how do you contribute to the managerial responsibilities of academic staff within the chair group?

In this section, you can argue how agreements within the chair group are related to your personal profile. Depending on ambitions, talents and life circumstances, a chair group can collectively allow individual ACF staff to allocate time to performance areas differently from the norms (i.e. in the Strategic Personnel Plan).

[P-D] Funding strategy

Description

The university, chair groups, and WUR employees are partly funded through revenues generated by educating BSc and MSc students, as well as training and supervising PhD- and PDEng candidates. In addition, academics acquire further funding from national and international (non-)governmental agencies or foundations - for themselves and for building a team to pursue their personal ambitions and realise their vision. Likewise, they engage with private organisations in public-private partnerships or in contract research (and education) to achieve their goals. Thus, academics contribute to funding themselves, others and the organisation in various ways.

This indicator aims to facilitate the dialogue between ACF staff and their chair group about individual and collective funding strategies. Importantly, it also aims to recognise and reward achievements in fundraising. It thus separates **sharing the responsibility** for funding the chair group, including one's own position, from **external fundraising** for a team and larger consortia with others inside and outside the university.

Evidence (max. 500 words, excluding table)

- Describe your funding strategy and focus on how you:
    - share in the responsibility to fund the chair group, including your own position by teaching courses, supervising BSc- and MSc students and/or supervising PhD- and PDEng candidates;
    - raise external funding to realise your ambitions and vision.
- Include a table with submitted, granted, and rejected proposals (up to max. 5 year ago). Specify formal role (i.e. main applicant, co-applicant and partner), grant size (i.e. budget, investment and positions), consortium (i.e. multiple disciplines and organisations) and - for rejected proposals - how close you were (i.e. first stage, second stage, interview, score); see Table 2.

The evidence should demonstrate:
- Capacity to contribute to funding of the chair group, including one's own position (i.e. yourself including overhead);
- Capacity to build a team for realising one's personal vision on research, education and societal impact (i.e. others);
- Capacity to create and capitalise on opportunities for consortia with others inside and outside the university (i.e. the organisation).

Examples of evidence of achievements in fundraising:
- Leadership in fundraising as the main applicant, co-applicant and partner;
- Prestige of the granting scheme;
- Grant size (e.g. size of investment, how many positions, for how long);
- Size and diversity of the consortium (i.e. mono-, multi-, inter- and intradisciplinary).

Funding body	Grant (Euro)	Part of grant for yourself/ for the group	Role (main/ co-applicant or partner)	Consortium (#partners/ organisations)	Accepted / Rejected	Start / end date

Table 2. Overview of proposals granted and rejected

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Funding strategy

LCP	C	Lecturer 4/3/2	Lecturer 1
RCP	C	Researcher 4/3/2	Researcher 1
PCP	C	Assistant Professor	Associate Professor/ Professor
Increasing responsibility	**For funding yourself**		**For funding yourself and chair group as a whole**

A concrete example is:

Sharing responsibility

LCP	C	Lecturer 4/3/2	Lecturer 1
RCP	C	Researcher 4/3/2	Researcher 1
PCP	C	Assistant Professor	Associate Professor/ Professor
Increasing responsibility	Funding yourself by teaching and/or contract research	Funding yourself and chair group as a whole by teaching, supervising PhD/PDEng, contract research and academic services

Fundraising

LCP	O/C	Lecturer 4/3/2	Lecturer 1	
RCP	O/C	Researcher 4/3/2	Researcher 1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing scope and responsibility	**For yourself**	**For building a team**		**For building a consortium**

Some concrete examples are:

Fundraising for research

LCP	O/C	Lecturer 4/3/2/1		
RCP	O/C	Researcher 4/3/2	Researcher 1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing scope and responsibility	NWO talent programme for 1 FTE for 3 years	NWO Open Competition ENW-M	KIC grant for consortium with multiple organisations including the private sector

Fundraising for education innovation

LCP	O/C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	O/C	Researcher 4/3/2/1		
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing scope and responsibility	Internal WUR Education Innovation grant	Comenius programme for Education Leadership Fellows (NWO)	Erasmus + for Education Innovation (EU)

[P-E] Leadership

Description

Wageningen University needs a leadership style in which leaders at various levels facilitate a culture of trust, cooperation, collegiality, transparency and inclusiveness. The ACF incorporates the five elements of the existing WUR Leadership Profile, i.e. self-awareness, vision, people, collaboration, and external awareness.[3] Leadership development starts with self-awareness: know yourself to lead others. From external awareness and vision, a leader defines direction. With a focus on people and collaboration the strengths of others are optimally mobilised and rewarded and can come to full expression to contribute to the functioning of the group. Leadership is about doing the right things.

Leadership is not to be confused with management responsibilities. Management responsibilities focus on achieving results through managing processes. These include elements of planning and budgeting, organising and staffing, steering on output and solving problems. In other words, doing things right. The ACF aims to recognise and reward both leadership and management responsibilities.[4] This indicator focuses mostly on Leadership, while management activities have a place in other performance areas, such as Academic Services.

In line with the overall principles for personal growth, ACF staff is expected to expand their sphere of influence within WUR, from initially focusing on personal leadership in own work context, to leading others within the chair group, to ultimately leading groups and partnerships within and beyond WUR.

Evidence (max. 500 words)

Narrative addressing the following questions:
- What is your vision on leadership and what are your leadership and management contributions?
- What have you done to keep developing yourself in your leadership and management responsibilities?
- What are your contributions to improve culture (i.e. equality, transparency and Open Science, diversity and inclusion, social safety, open dialogue, atmosphere, Recognition and Rewards)?

ACF staff should provide evidence of their development and accomplishments in terms of leadership and management in several ways. For example:
- Feedback from chair holder, team members and/or peers on their leadership (e.g. in a letter of recommendation, 360-degree feedback[5], etc.);
- Mentoring of colleagues and support provided to the development and advancement of colleagues;
- Current activities involving managerial responsibility (e.g. R&O, contract and project management, data management, etc.);
- Participating in a development assessment and successfully completing a leadership development trajectory (e.g. Leadership Development Programme WUR, etc.).

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

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[3] See *The Leadership Profile*, Wageningen University & Research.
[4] In this respect the ACF aligns with the report Unifying Leadership, which describes management roles and levels of leadership in the context of Wageningen University. See Advice working group *Unifying leadership in chair group management. Towards shared responsibilities*, Wageningen University & Research, September 2021.
[5] For a rich 360-degree feedback staff members are encouraged to involve a wide range of colleagues including non-academic staff (e.g. administration).

Leadership responsibilities

		Focusing on yourself	Focusing on others in your team	Focusing on groups and partnerships within and beyond WUR
LCP	C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	C	Researcher 4/3	Researcher 2	Researcher 1
PCP	C	Assistant Professor	Associate Professor	Professor
Inceasing scope		**Focusing on yourself**	**Focusing on others in your team**	**Focusing on groups and partnerships within and beyond WUR**

A concrete example is:

Self Awareness, Vision, People, Collaboration, External Awareness[6]

LCP	C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	C	Researcher 4/3	Researcher 2	Researcher 1
PCP	C	Assistant Professor	Associate Professor	Professor
Inceasing scope		Focusing on yourself through peer feedback or feed forward	Focusing on others in your team through participation in the Leading Others Programme WUR	Focusing on groups and partnerships within and beyond WUR by being a leader of a Dutch Research Agenda (NWA) programme

Management responsibilities

LCP	C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	C	Researcher 4/3	Researcher 2	Researcher 1
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing responsibility		**For yourself in your own work context**	**For others within your chair group**	**For groups and partnerships within and beyond WUR**

[P-F] Open indicator

Description

ACF staff can use the Open indicator to give evidence of achievements that might not be covered in any of the other indicators.

Evidence (max. 500 words)

Describe your professional performance and achievements that should be recognised and rewarded and are not covered in other indicators.

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[6] For guidelines on what kind of behaviours are expected for different types of leadership, see also Advice working group *Unifying leadership in chair group management, towards shared responsibilities*, Wageningen University & Research, September 2021.

Performance area RESEARCH

R1   Research output strategy
R2   Research output: research products for peers
R3   Use of research products by peers
R4   Marks of recognition from peers
R5   Network strategy
R6   Team supervision

[R1] Research output strategy

Description

This indicator captures one's research output strategy and how it relates to the publication culture in one's field. It is a further deepening of the staff member's vision and strategy [P-B] for research, and provides context for research outputs [R2], use of research products [R3] and marks of recognition [R4].

Research output strategy and culture differ by field and/or discipline. A research output strategy includes, for example:
- which outlets are targeted and why;
- how many co-authors typically are involved;
- goals for co-authoring with peers and students;
- strategy for Open Science; etc.

Research output relates to journal articles, books, proceedings and other outputs such as data sets, designs, software, etc. An individual research output strategy is part of a publication culture.

Within Wageningen University the guiding principles for the individual outputs within the performance area research are that:
(i)   academic staff is expected to publish;
(ii)   we strive for research quality over quantity;
(iii) research output cultures are leading in recognising the quality and quantity criteria;
(iv) we acknowledge diversity in research output cultures by allowing more diverse products to be recognised;
(v)   we acknowledge interdisciplinary and multidisciplinary work by offering the possibility of addressing two or more research output cultures.

At Wageningen University & Research we aim to make scientific publications from our publicly funded research publicly available through Open Access. Additionally, Open Science at WUR encompasses a research data management policy based on FAIR data principles (Findable, Accessible, Interoperable and Reusable).

Evidence (max. 300 words)

Evidence-based narrative addressing the following questions related to your strategy:
- What types of output are relevant for your work (e.g. journal articles, books, datasets, proceedings, etc)?
- What publishers or journals do you aim to target and why?
- Which platforms do you aim at to publish your data?
- How many co-authors typically are involved in creating research output?
- What is your co-authoring strategy with PhD candidates and peers?

- What is the publication culture in your field? Please refer to relevant materials (e.g. internal or external documents, or references that help identify a publication culture).
- How does your research output strategy relate to the Wageningen University guiding principles and the publication culture in your field?

Refer to the publication culture in your field, your outputs of the previous five years (specified in [R2]) and research output strategy for the forthcoming five years.

[R2] Research output: research products for peers

Description

A central part of research is the creation of new knowledge and/or the use of existing knowledge to generate novel results, concepts, methodologies, inventions and understandings. Publishing research is a critical step for researchers to share their work, receive feedback and advance knowledge in their field. Research products relate to all tangible products of research, this includes publications, datasets, designs, software, etc. This indicator relates closely to the indicator Research strategy [R1].

High quality research output

Wageningen University sets expectations with respect to high quality research outputs from academics at each level. To safeguard that the **quality** of the research product portfolio is defined in terms that do justice to the staff member's achievements in the context of their field, these expectations are determined by the research output culture that is prevalent within the staff member's discipline. In case an established research output culture is not available for the staff member's discipline, Wageningen University provides general standards for expected high quality research outputs, differentiating between profiles and job levels (see Annex 1).

A research output culture can be defined in terms of:
- validity for a homogenous organisational unit, e.g. a chair group or a cluster of chair groups;
- differentiation between job profiles and job levels;
- a description of what constitutes high quality research output in the field at hand, e.g. which and how many outputs, co-authors and output platforms;
- support for the research output culture from (inter)nationally peer experts in the field.

Note: The output culture discussed here focuses on research products aimed at scientific researchers. Products aimed at the general public or professionals are part of the performance area Societal Impact.

Deviations

In exceptional cases it is possible to deviate from an established research output culture, or from the general standards of Wageningen University, provided these deviations are clearly motivated and underpinned by supporting documentation. Reasons to deviate are for example:
1. specific research products that are not mentioned in the description of the research output culture or the list of expected research outputs;
2. to assign more weight to one or more specific research outputs than is stipulated in the research output culture or the expected research outputs (e.g. for output involving fewer authors).

Evidence (max. 300 words, excluding lists/links/table)

- Select **high-quality research products** (articles, books, reports, pre-prints, designs, datasets, software, etc.) that are exemplary of your work over the past five years and to which you made a substantial contribution:
    o Assistant Professors 2/1, Lecturers 4/3/2/1 and Researchers 4/3 select <u>three</u> research outputs;
    o Associate Professors 2/1 and Researchers 2/1 select <u>five</u> research outputs;
    o Professors select <u>eight</u> research outputs.
  These products are to be **reviewed and discussed by the evaluation panel**.
  <u>See Annex 1 for a list of possible types of high quality research outputs.</u>
- Attach or provide links to these products (e.g. via a DOI). The research products include at least two research products that you are proud of and at least two research products that show the impact of your work (*note: these can overlap*).
- Include a **narrative** highlighting why you consider these research products most exemplary, how you contributed (for multi-authored outputs describe your specific contribution) and how they relate to your **vision** and **publication strategy** (aligned with [R1]).

- Add supporting evidence, e.g. citations such as Field Weighted Citation impact, percentile benchmark or total; downloads; contributions to (academic) educational programmes; academic prizes, awards or collaboration; other marks of academic use;
- Include a table with all your **high quality research outputs**. If available, please include DOI and the type of product, and indicate whether the product is Open Access. Add supporting output-based evidence, e.g. number of citations normalised for your research field such as FWCI.
- Mention the number of high quality research outputs per year (last five years) and refer to the expected number of research outputs in the relevant research output culture, for your job profile and level.

Growth path

An individual academic receives advice based on the personal growth and development in a sliding time window (previous five years - forthcoming five years) in the context of a lifetime performance. The objectives for growth and development are described in the research output strategy and are part of the discussion with the evaluation committee.

Personal growth is shown by the extent to which the academic's profile fits their research output culture. See also Annex 1.

[R3] Use of research products by peers

Description

The use of research products by peers forms a signal of research quality as it provides insight into the academic impact and value of the research output. This indicator aims to capture the extent to which research products are seen and used by academic peers.

Evidence (max. 300 words, excluding table)

Evidence-based narrative with an overview of the use of your most relevant research products by peers, highlighting specific uses (i.e. citations, user statistics of data sets etc.).

Examples of types of research outputs include:[7]
a. Reviews: independent expositions examining the key research outputs (e.g. books, edited volumes, exhibitions and other research outputs), published in the scientific/scholarly literature;
b. Use of data sets, software, and facilities: databases, software and physical research facilities are digital as well as physical collections and environments of importance to scientific/scholarly research;
c. Citations of articles, books, and other products: citations are explicit references in scientific/scholarly literature (books, edited volumes, journals, scientific forums) to research products or outputs;
d. Other use indicators (i.e. mentions in news articles, blogs, social media, etc).

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

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[7] Examples are congruent with the Strategy Evaluation Protocol 2021–2027, see
https://www.universiteitenvannederland.nl/files/documenten/Domeinen/Onderzoek/SEP_2021-2027.pdf

[R4] Marks of recognition from peers

Description

Recognition by peers (through grants, prizes, nominations, appointments, and other forms of recognition) forms an important signal of individual and team performance. This indicator aims to capture the recognition of scientific quality, granted to individual members or teams, based on the opinion of fellow researchers.

Evidence (max. 300 words)

Evidence-based narrative with examples highlighting the recent most relevant marks of recognition by your peers.

Examples of marks of recognition include:[8]
a. Research grants awarded to individuals, e.g. individual NWO and ERC grants, Marie Curie, Aspasia, and Rubicon, etc.;
b. Grants awarded to major collaborative research projects, e.g. for research projects under the EU's Horizon Europe programme, NWO's Gravitation programme, large NWA ORC programme, Long Term Programmes, Nationaal Groeifonds, and for NWO Research Infrastructure programme in which researchers affiliated with the research unit act as principal applicant/investigator or as lead partner;
c. Grants awarded to individuals or collaborative research projects: grants awarded to research projects by research funds and institutions other than grants under (a) and (b), in which researchers affiliated with the research unit act as principal applicant/investigator or lead partner;
d. Prizes awarded to individuals or collaborative research projects (i.e. prizes that are not connected to research grants, research prizes by learned societies, etc.);
e. Nominations, secondary appointments and membership of prestigious scientific councils or committees: secondary, regular appointments at other research institutions and membership of prestigious scientific councils or advisory committees, etc.;
f. Other forms of recognition by peers.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Recognition by peers

LCP	O	Lecturer 4/3/2/1		
RCP	C	Researcher 4/3	Researcher 2/1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing scope		**Is recognised as a promising player in their field**	**Is recognised as a key player in their field**	**Is recognised as a leader in their field**

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[8] Examples are congruent with the Strategy Evaluation Protocol 2021–2027, see
https://www.universiteitenvannederland.nl/files/documenten/Domeinen/Onderzoek/SEP_2021-2027.pdf

Some concrete examples are:

Personal grants

LCP	O	Lecturer 4/3/2/1		
RCP	C	Researcher 4/3	Researcher 2/1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing complexity		VENI	VIDI	ERC advanced grant / VICI

Speaker and chair

LCP	O	Lecturer 4/3/2/1		
RCP	C	Researcher 4/3	Researcher 2/1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing resonsibility		Speaker at conference	Chair at conference	Keynote speaker at conference

Memberships

LCP	O	Lecturer 4/3/2/1		
RCP	C	Researcher 4/3	Researcher 2/1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing responsibility		Junior member of disciplinary organisation	Senior member of disciplinary organisation	Board member of disciplinary organisation

[R5] Network strategy

Description

A strong network is an indicator of the staff member's position in their field. The network strategy describes academic and societal individuals/institutions relevant for your research. This indicator relates to the staff member's approach to achieve their research vision within the scientific community.

Evidence (max. 300 words)

Evidence-based narrative addressing the following questions:

- What are the current (inter)national networks you actively participate in?
- Who are your key collaborations within and outside WUR?
- What are your contributions to the Research School, the Chair Group, Science Group, and/or One Wageningen?
- What is your strategy to build your network?

Link your network strategy to how this contributes to your research vision [R1].

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Position in network

LCP	O	Lecturer 4/3/2/1		
RCP	C	Researcher 4/3/2	Researcher 1	
PCP	C	Assistant Professor	Associate Professor	Professor
Increasing responsibility		**Recognised actor in network within your field with increasing external and/or international collaborations**	**Key player in within network within and beyond your field with external and international collaborations**	**Leader in network within your field and member of networks beyond your field**

[R6] Supervision

Description

Many research activities take place in teams in which the staff member supervises others. A team consists of the PhD candidates, Postdocs, and staff within and outside Wageningen University. A supervisor also acts as a role model, encourages responsible research practices, and creates a socially safe working climate

Evidence (300 words, excluding table and lists)

- Provide an overview of the people you supervise (Postdocs, PhD candidates, EngDs, assistants, ACF staff and other team members), including starting date and (planned) end date (see Table 3).
- Evidence-based narrative addressing the following questions:
  - What typifies your coaching and supervision approach? How do you support the development of the (former) people you supervise?
  - With respect to PhD candidates and Postdocs:
    i. Give three keywords that are essential for your vision on supervision and explain why you choose each of these words in one sentence;
    ii. Mention three strengths of your supervision style and two points you want to develop further;
    iii. How do you shape the learning process and guarantee autonomy and independence of your PhD candidates in their trajectories?
    iv. How would you recognise, and deal with issues of work pressure and stress of PhD candidates and Postdocs?
    v. How do you ask for feedback on your supervision approach?
    vi. On average, how many years are between the start and defence dates of your PhD candidates? What positions do your Postdocs and PhD candidates acquire after leaving your team? How many pursue in a career in academia or Research & Development?
  - For the period under evaluation, describe which activities have been undertaken to (further) develop as a PhD supervisor, e.g. supervisor peer exchange, advanced supervision course, lunch lectures for supervisors, PhD supervision workshops, informal exchange of experience amongst co-workers.

Year	t-4	t-3	t-2	t-1	t=0
PhD candidates[9]					
EngD candidates					
Postdocs					
Researchers					
Technicians					
Others					

Table 3. Overview of people you supervise

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[9] Add rows to table for more team members if necessary

- There is a minimum requirement to complete the PhD supervision course as soon as possible. Provide your completion date of the PhD supervision course at Wageningen University as indicated on the certificate.
- To obtain *Ius Promovendi* the staff member must have at least three completed PhD trajectories as co-supervisor (from recruitment to defence). Granting *Ius Promovendi* is reserved to the Academic Board, as stipulated in the Doctoral Degree Regulations.[10]
  - Provide the names, start date, and defence date of three PhD staff members of whom you have been formal co-supervisor (as registered in Hora Finita) from recruitment to graduation at Wageningen University.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Role in teams

LCP	O	Lecturer 4/3/2/1		
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant Professor	Associate Professor 2	Associate Professor 1 / Professor
Increasing responsibility		Team member	Team member / leader	Research team leader

Scope of supervision

LCP	O	Lecturer 4/3/2/1		
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant Professor	Associate Professor 2	Associate Professor 1
Increasing scope		Co-supervision of BSc and MSc students, and PhD candidates	Supervision of students and junior staff in own team, co-supervision of PhD candidates	+ Promotor of PhD candidates

Quality of supervision

LCP	O	Lecturer 4/3/2/1		
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant Professor	Associate Professor 2	Associate Professor 1
Increasing complexity		Effective in coaching PhD candidates and Postdocs	Effective in coaching PhD candidates and Postdocs	Effective in coaching team members

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[10] See Appendix 8 in the Doctoral Degree Regulations, Wageningen University, January 2023 (consulted 15 December 2023)

Performance area EDUCATION

E1   Teaching quality: scope and repertoire
E2   Student supervision
E3   Education coordination
E4   Pedagogy
E5   Professional development in education
E6   Education innovation

For staff members making the transition from the Education Career Path to the Lecturer Career Path, it may help to know the relation between the ECP indicators and the indicators in the Academic Career Framework:

ECP indicator	ACF indicator	ECP indicator	ACF indicator
ECP indicators 1	[P-C]	ECP indicators 12-14	[E5]
ECP indicators 2-5, 10	[E1]	ECP indicators 15-17	[E6]
ECP indicator 6	[E2]	ECP indicator 18	[P-D]
ECP indicator 7	[E3]	ECP indicator 20	[SI1]
ECP indicator 8	[P-B]	ECP indicators 21, 23	[SI2]
ECP indicators 9, 19	[AS1]	ECP indicator 22	[AS2]
ECP indicator 11	[E4]	ECP indicator 24	[P-F]

[E1] Teaching quality: scope and repertoire

Description

Wageningen University creates impact by providing high-quality education to students and professionals. This indicator focuses on the scope and repertoire of teaching and learning activities within our Education Ecosystem. It aims to recognise being successful in designing and maintaining high-quality courses, or components therein, at multiple programme levels to support education of students and professionals with different (disciplinary) backgrounds. The **scope** of teaching refers to diversity in course participants. The teaching **repertoire** refers to diversity in course content and form (i.e. learning outcomes and teaching/assessment methods). This indicator thus also aims to recognise being successful as a teacher of a wider range in learning outcomes, extending from knowledge transfer to an expanding set of academic skills, effectively using appropriate teaching and assessment methods to support student and professional learning.

Note: Indicator [E5] focuses on continuous professional development as a skilled teacher.

Evidence (max. 300 words)

- Evidence-based narrative describing scope and repertoire of teaching and learning activities and how these are being evaluated by students, peers, and educational specialists.
- Supporting information:
    - Course information (i.e. student numbers, diversity in background, education programme, learning outcomes, teaching methods, assessment methods);
    - Course evaluations (i.e. course and examination quality from PACE, internal peer feedback on course design, external peer review on course design, evaluation by examining board, programme committee and/or external visitation panel);
    - Responses (and actions) to feedback in evaluations focusing on course design;
    - Any other items demonstrating special recognition for courses (e.g. awards).

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Teaching at multiple programme levels

LCP	C	Lecturer 4/3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1	
PCP	C	Assistant Professor	Associate Professor/Professor
Increasing scope		**Current performance: Successful at designing, maintaining and delivering high-quality courses at one programme level to students with uniform background** (e.g. disciplinary, cultural, professional)	**Career performance: Successful at designing, maintaining and delivering high-quality courses at multiple programme levels to students will diverse backgrounds** (e.g. disciplinary, cultural, professional)

Teaching repertoire

LCP	C	Lecturer 4/3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1	
PCP	C	Assistant Professor	Associate Professor/Professor
Increasing complexity		**Current performance:** **Successful at designing, maintaining and delivering high-quality courses covering some variation in cognitive levels of learning outcomes**	**Career performance:** **Successful at designing, maintaining and delivering high-quality courses covering a wide range of cognitive levels in learning outcomes** (e.g. basic knowledge to high level creativity)

Range of cognitive levels and academic skills

LCP	C	Lecturer 4/3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1	
PCP	C	Assistant Professor	Associate Professor/Professor
Increasing complexity		**Current performance:** **Effectively uses appropriate teaching and assessment methods to support student and professional learning covering some variation in cognitive levels and academic skills**	**Career performance:** **Effectively uses appropriate teaching and assessment methods to support student and professional learning covering a wide range of cognitive levels and academic skills**

Some concrete examples are:

Continuing education (1)

LCP	C	Lecturer 4	Lecturer 3	Lecturer 1
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant Professor	Associate Professor/Professor	
Increasing scope		Designs and delivers short courses or components, e.g. group assignments, fieldwork, practicals and excursions for longer courses	Designs and delivers courses involving multiple lecturers and instructors	Designs summer schools, winter schools, or longer programmes involving lecturers or multiple chair groups

Continuing education (2)

LCP	C	Lecturer 4	Lecturer 3/2/1
RCP	O	Researcher 4/3/2/1	
PCP	C	Assistant Professor/Associate Professor/Professor	
Increasing complexity		Matches the learning activities and assessments with the background of the professionals while keeping alignment with the learning outcomes. For example, by tailoring the online and face-to-face mix in a blended course to fit professionals prior knowledge and time availability	Demonstrates skill, experiences and creativity with a range of pedagogies to enhance student learning for a group with different professional interests and backgrounds

[E2] Student supervision: thesis, internship and research practice

Description

Theses, internships and research practices enable students to put their acquired knowledge and skills into practice by individually conducting a research project and by gaining relevant work experience at an academic level. Individual student supervision in the context of thesis research, an internship and research practice require skills covering an integrated set of advanced learning outcomes. This indicator aims to recognise performances as personal supervisor, assessor and examiner of students.

Evidence (max. 300 words, excluding table)

- Narrative describing your personal philosophy in student supervision, assessment and examination in the context of theses, internships and research practices. In the narrative you address the following questions:
  - o How do you support students in achieving their learning outcomes (i.e. performance, reporting, presenting and defending)?
  - o What have you done to make sure you keep developing yourself as a supervisor, assessor and/or examiner?
- Summarising table of your thesis, internship and/or research practice students by number, by level (BSc or MSc), by size in ECTS, and by role (supervisor, assessor and/or examiner) of the past five years.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Student supervision

LCP	C/O	Lecturer 4/3/2/1		
RCP	C/O	Researcher 4/3	Researcher 2/1	
PCP	C		Assistant Professor	Associate professor/Professor
Increasing responsibility		**Successful as daily supervisor of thesis, internship, and research practice students**	**Experienced assessor of thesis, internship, and research practice students**	**Examiner of thesis, internship, and research practice students**

A concrete example is:

Continuing education

LCP	C/O	Lecturer 4/3/2/1	
RCP	C/O	Researcher 4/3/2/1	
PCP	C	Assistant Professor	Associate professor/Professor
Increasing responsibility		Supervisor and 2nd assessor of capstone and coordinates with co-supervisor from the professional field	Examiner of capstone

[E3] Education coordination

Description

Teaching courses at Wageningen University is a team effort, requiring coordination at different programmatic levels (e.g. instructors, teachers, programme directors). This indicator aims to recognise performances in education coordination. Here, personal development reflects an expanding sphere of impact through education coordination from focusing on specific course components (e.g. intensive practical) to contributing to the coordination of education at higher organisation levels (e.g. learning trajectories, education programmes and life-long learning).

Evidence (max. 300 words, excluding table)

- Evidence-based narrative describing your roles, tasks and responsibilities in coordinating course components, entire courses, or larger education units (e.g. minor, learning trajectory, education programme);
- To give insight into the scope, complexity, and responsibility of your coordination tasks you can add a table specifying:
    o Number of students involved (i.e. course participants);
    o Number of lecturers, instructors, coaches and assistants involved;
    o Number of chair groups involved (i.e. special category in Brascamp model).

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Coordination tasks

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant professor/Associate Professor		
Increasing scope		Effectively coordinates course components such as group assignments, fieldwork, practical and excursions	Effectively coordinates a course involving multiple lecturers and instructors from different chair groups	Designs and coordinates a learning trajectory within an education programme involving lecturers of multiple chair groups

Coordination role

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant professor/ Associate Professor		
Increasing responsibility		Course coordinator	Education coordinator of chair group	Portfolio coordinator

Continuing education

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	C	Assistant professor/Associate Professor		
Increasing complexity		Coordinates short courses or components such as group assignments, fieldwork, practical and excursions for longer courses	Coordinates courses involving multiple lecturers and instructors	Coordinates summer schools, winter schools, or longer programmes involving lecturers of multiple chair groups

[E4] Pedagogy

Description

The indicator aims to recognise contributions to increasing knowledge of (open) pedagogy, from implementing pedagogical theories to (critically) reflecting on pedagogical theory, to adding to pedagogical research. In the specific case of open pedagogy characteristics are: working in open networks, and making use of open educational resources in courses in which the student has a central role as assessor, creator, and publisher of information.

Evidence (max. 300 words)

Evidence-based narrative describing how you use pedagogical theories in your teaching and how you contribute to pedagogical research.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Pedagogical theory

LCP	C/O	Lecturer 4	Lecturer 3	Lecturer 2
RCP	O	Researcher 4/3/2/1		
PCP	O	Assistant Professor/Associate professor /Professor		
Increasing complexity		**Implements evidence-informed approaches to enhance student learning,** e.g. by creating tailor-made solutions for students with individual needs	**Demonstrates skill, experience and creativity with a range of pedagogies to enhance student learning,** e.g. by showing aptitude in dealing with intercultural diversity in an educational setting	**Contributes to pedagogical knowledge through theoretical, empirical and/or translational research**

[E5] Professional development in education

Description

The basis for professional development for every teacher at Wageningen University is formed by the University Teaching Qualification, which is a minimum requirement for everyone involved in the performance area Education. However, continuous effort to incorporate relevant developments in education and learning sciences is crucial for one's further professional development as a teacher. Also, another way to give evidence of one's professional development is passing on one's teaching experiences and ideas to colleagues, to inspire others in their own teaching. Thus, professional development of teachers entails a shifting focus from 'yourself' to 'others'.

Evidence (max. 300 words)

- Evidence-based narrative addressing the following questions:
  - How do you organise feedback on your performance as teacher and how have you responded to this feedback?
  - What have you done to make sure you keep developing yourself towards becoming an exemplary teacher?
  - How do you contribute to the professional development of other teachers?
- Supporting evidence:
  - Student and peer feedback (e.g. lecturer evaluations from PACE, peer feedback reports);
  - Participation in courses supporting professional development as teacher;
  - Contributions to collegial and collaborative education culture.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Qualifications

LCP	C	Lecturer 4/3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1	
PCP	C/O	Assistant professor/ Associate professor/ Professor	
Increasing complexity		University Teaching Qualification (UTQ)	Senior University Teaching Qualification (SUTQ

Role model

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2
RCP	O	Researcher 4/3/2/1		
PCP	C/O	Assistant professor	Associate professor/Professor	
Increasing responsibility		Effective teacher	Skilled and collegial teacher	Scholarly teacher

Leadership

		Lecturer 4	Lecturer 3	Lecturer 2	Lecturer 1
LCP	C	Lecturer 4	Lecturer 3	Lecturer 2	Lecturer 1
RCP	O	Researcher 4/3/2/1			
PCP	C/O	Assistant professor	Associate professor/ Professor		
Increasing responsibility	-		Proactively participates in exchange of teaching experiences and ideas with colleagues (e.g. Teaching Lounge)	Contributes to a collegial and collaborative educational culture, for example, through leadership of peer support activities	Shows leadership with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the university

Feedback

		Lecturer 4	Lecturer 3	Lecturer 2/1
LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	C/O	Assistant professor	Associate professor/Professor	
Increasing responsibility		Gives and receives peer feedback among colleagues from same chair group and/or within the same course	Gives and receives peer feedback among colleagues within the same learning trajectory	Gives and receives feedback (at programme level) in the context of programme committees and/or external visitations

Recognition

		Lecturer 4	Lecturer 3	Lecturer 2/1
LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	C/O	Assistant professor	Associate professor/Professor	
Increasing scope			Inspires motivates and informs colleagues in the same area of expertise and/or programme	Inspires, motivates, and informs academic peers from different programmes and/or disciplines in- and outside the university

[E6] Education innovation

Description

Innovation is an important driving force behind continuous improvements in high-quality education at Wageningen University. Many teachers and programme directors are involved in developing novel evidence-informed education methods, and at each level they may apply innovative insights. Such insights may be gained from participating in research projects with an education innovation component. Also, teachers may be the initiator of new education innovation projects, e.g. by obtaining innovation grants in which educational practices and educational resources are openly shared and re-used. This indicator aims to recognise performance in education innovation projects focusing on developing novel education methods addressing specific challenges in university education in Wageningen (and elsewhere).

Note: Periodic updates of course content and form are recognised under indicator Teaching quality (E1).

Evidence (max. 300 words)

Evidence-based narrative addressing the following questions:
- What are the challenges of our Education Ecosystem you aim to address with novel education methods?
- How do you contribute to the development, implementation and evaluation of novel education methods?
- How do you contribute to the dissemination of expert knowledge and innovative educational practices to enhance learning experience of students?

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Teaching methods

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2	Lecturer 1
RCP	O	Researcher 4/3/2/1			
PCP	O	Assistant professor	Associate professor	Professor	
Increasing scope		Implements novel teaching methods to enhance student interactions and active learning	Develops and evaluates evidence-informed innovations to improve education at classroom level (for example by using teaching methods that suit larger groups of students)	Develops and evaluates evidence-informed innovations to improve education at programme level	Develops and evaluates evidence-informed innovations to improve education at university level

Education research projects

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2	Lecturer 1
RCP	O	Researcher 4/3/2/1			
PCP	O	Assistant professor	Associate professor	Professor	
Increasing scope		--	Participates in a WUR research project with a significant education innovation component (e.g. research to inform teaching)	Participates in a national research project with a significant education innovation component	Participates in an international research project with a significant education innovation component

Open education

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2/1
RCP	O	Researcher 4/3/2/1		
PCP	O	Assistant professor	Associate professor	Professor
Increasing complexity		Contributes to development of Open Educational Practices at the university such as using or sharing Open Educational Resources (such as course materials or open textbooks).	Develops teaching and learning methods for Open Educational Practices	Organises and coordinates the development of Open Education initiatives at WUR

Continuing education

LCP	C	Lecturer 4	Lecturer 3	Lecturer 2	Lecturer 1
RCP	O	Researcher 4/3/2/1			
PCP	O	Assistant professor	Associate professor/Professor		
Increasing scope		Implements novel teaching methods to enhance student interactions and active learning	Develops and evaluates evidence-informed innovations to improve education at classroom level (e.g. by using teaching methods that suit larger groups of students)	Develops and evaluates evidence-informed innovations to improve education at programme level	Develops and evaluates evidence-informed innovations to improve education at university level

The performance area Societal Impact relates to products and activities aimed at societal stakeholders (a professional or general public or society as a whole). Societal impact involves the contribution made by scientific research to developments – both topical and long-term - in sectors of society or to challenges facing society. Societal impact can be assessed in economic, social, cultural and/or educational terms. Promotion to a higher position within the LCP, PCP or RCP results in higher expectations for engaging with the wider community. This includes a description of current contributions and ambitions for the future with a focus on your role.

[SI1] Research and Education activities and products

Description

A vision and strategy for achieving societal impact aims to deliver products and activities for societal stakeholders. These products and activities fall into two main categories: professional products and activities - for professionals outside academia in the fields related to the research area - and popularising products and activities - for a broader audience. The emphasis in this indicator is on delivering products and activities by ACF staff.

Evidence (max. 300 words, excluding table)

Evidence-based narrative where you highlight the activities and products you created for professionals in your field (i.e. not peers) and the general public. If relevant, include a table. Examples of activities and products include:

*Products and activities aimed at **professionals** in your field*

a.   Books, source publications, guidelines and catalogues for a professional readership;
b.   Patents and licenses;
c.   Films, documentaries, exhibitions for a professional audience;
d.   Websites for professional visitors;
e.   Lectures, masterclasses and conferences for a professional audience (e.g. as part of continuing education).

*Products and activities aimed at the **general public***

f.   Book chapters in publications for a general readership;
g.   Software, digital media, and serious games for general users;
h.   Lectures, masterclasses, and conferences for a general audience;
i.   Blogs and forums for general readers;
j.   Performance for TV, radio or in other public media ;
k.   Organisation of or contribution to an event aimed at a broad audience;
l.   Websites/ web based tools/toolboxes for the general public (e.g. NatureToday, GrowApp).

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Research activities and products

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing repsonsibility		**Contributes to products and activities related to own research**	**Initiates products and activities based on research programme of own team, contributes to products within own (inter) national research domain, seen as (inter)national player**	**Coordinates the creation and dissemination of products and activities within own (inter) national research domain, seen as an (inter)national leader**

Some concrete examples are:

Courses

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing scope		Teaches in courses with target audiences outside the university	Develops courses and demonstration workshops to enable life-long learning (e.g. refresher courses, in-service training, MOOCs, distance learning modules)	Proactively engages with society to initiate and organise education and training opportunities and other outreach activities at university level

Patents

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility		Files patent application for intellectual property protection as inventor	Patent of which ACF staff is inventor is granted	Generates revenue with intellectual property as inventor

[SI2] Use of research and education products outside academia

Description

Impact of research and education is shown by the use of products and activities outside academia.

Evidence (max. 300 words, excluding table)

Evidence-based narrative describing how the results of your scientific research and/or education products are used outside academia. This involves a wide variety of demonstrable uses of academic research and education products by social institutions, companies and governments, as well as by practitioners, teachers, politicians, policy makers, media users and other social groups. Furthermore, involvement of stakeholders or the general public in research is part of this. If relevant, include a table.

Examples of tangible uses of research and education products:

a. Projects or activities in cooperation with societal groups (e.g. citizen science where the general public is involved in research);
b. Contract research with participation of both public and private partners and use of data sets, software and facilities;
c. Participation in or organisation of debate with societal stakeholders that aim at dialogue;
d. Use of research in education (primary, secondar, and tertiary education outside the unit's own institution). Outreach activities in education contributing to the broader mission of WUR;
e. References to research and education products and activities in professional and public domains.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility.

Projects with societal stakeholders

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing scope	**Contributes to projects in cooperation with societal stakeholders**	**Initiates and/or coordinates projects in cooperation with societal stakeholders based on research programme of own team, seen as an (inter)national player**	**Initiates and coordinates programmes in cooperation with societal stakeholders within one's own (inter) national research domain, seen as an (inter)national leader**	

A concrete example is:

Engagement

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility	Contributes to educational or research discussions at platforms	Influencer of public opinion on life sciences in society on national (social) media and festivals (e.g. Science blogs; Lowlands)	Opinion maker on the importance of life sciences in society (e.g. through books, columns and national media events)	

[SI3] Marks of recognition from society

Description

This indicator aims to reward recognition granted to researchers and lecturers by private or public social institutions showing the impact of their research and/or education. This recognition can be provided for purely scientific achievements, with an emphasis on scientific work that also has a recognisable social value.

Evidence (max. 300 words, excluding table)

Evidence-based narrative highlighting the most relevant marks of recognition you received from societal target groups. If relevant, include a table.

Examples of marks of recognition from society:
a. Financial and material support from civil-society organisations, trust and foundations or the private sector;
b. Membership of civil-society organisations. This pertains to membership of prominent councils, boards and advisory committees which have a demonstrable relationship to the research and education performed, both in the professional and in the general societal domain;
c. Secondary appointments within civil-society organisations. This pertains to membership of prominent councils, boards and advisory committees which have a demonstrable relationship to the research and education performed, both in the professional and in the general societal domain;
d. Public prizes. This pertains to non-academic marks of recognition for scientific achievements, in the shape of prizes.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Acquisition

LCP	O	Lecturer 4/3	Lecturer 2/1	
RCP	O	Researcher 4/3	Researcher 2/1	
PCP	O	Assistant professor	Associate professor	Professor
Increasing scope, responsibility and complexity		Contributes to acquisition of financial and material support	Initiates and is successful in acquiring financial and material support in the context of one's own research agenda and the agenda of the research group	Principal applicant and leading role within acquired large programmes (with several positions) encompassing activities with several research groups

Membership

LCP	O	Lecturer 4/3	Lecturer 2/1	
RCP	O	Researcher 4/3	Researcher 2/1	
PCP	O	Assistant professor	Associate professor	Professor
Increasing responsibility		Expert contributions to prominent civil society organisations	Member of prominent civil society organisations	Chair of civil society organisations

Secondary appointments

LCP	O	Lecturer 4/3	Lecturer 2/1	
RCP	O	Researcher 4/3	Researcher 2/1	
PCP	O	Assistant professor	Associate professor	Professor
Increasing scope and complexity		Incidental funded expert contributions to civil society organisations related to one's own field	Part-time appointment or structural funded expert contributions to civil society organisations related to one's own field and is considered an important player in the field	Part-time appointment or structurally funded expert contribution to leading (inter)national civil society organisations related to one's own research domain

AS1   Contributions to Education and Research within WUR
AS2   Contributions to University Governance
AS3   Contributions outside WUR within one's discipline

The performance area Academic Services relates to contributions within and outside WUR and comprises responsibilities and tasks related to the development of education, research and university governance within WUR, or one's discipline and scientific work as a whole. Academic services are activities that clearly go beyond the individual interest of ACF staff members.

[AS1] Contributions to Education and Research within WUR

Description

This indicator aims to recognise contributions, and management and leadership responsibilities related to the development and organisation of research and education at WUR.

Evidence (max. 300 words, excluding table)

Evidence-based narrative highlighting your contributions. If relevant, include a table.

Examples of contributions include:
- The peer review of outputs and grant proposals within WUR;
- Membership of educational or research committees, examining committees, Board of Education, Board of Continuing Education, student recruitment;
- Expert contributions to career evaluation committees, data stewardship, leadership of accreditation processes, Open Science ambassador;
- Core team member of the Open Science Community Wageningen (OSC-W);
- Involvement in strategic institutional curriculum and/or policy development.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Education governance

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing scope		Education coordinator chair group	Member/chair of Programme Committee	Member of Board of Education

Involvement in Graduate school

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility		Regular reviewer of work by colleagues in Graduate school	Frequent reviewer of work by colleagues/ Graduate school committee member	Graduate school committee chair

Examining Board

LCP	O/C	Lecturer 4/3	Lecturer 2/1	
RCP	O/C	Researcher 4/3	Researcher 2/1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility		Member of Examining Board	Chair of Examining Board	Chair of 'Facultair Beleidsoverleg Examen Commissies'

Student recruitment

LCP	O/C	Lecturer 4/3	Lecturer 2/1
RCP	O/C	Researcher 4/3	Researcher 2/1
PCP	O/C	Assistant professor	Associate professor
Increasing complexity		Participates in student recruitment activities	Contributes to the organisation of recruitment activities

[AS2] Contributions to university governance

Description

This indicator aims to recognise management and leadership responsibilities in university governance that are not directly related to education and research.

Evidence (max. 300 words, excluding table)

Evidence-based narrative highlighting your contributions. If relevant, include a table.

Examples of contributions include:
- Responsibility for planning and budgeting, organising and staffing, steering on output and solving problems at chair group, cluster, and department level;
- Contributions to committees/working groups (e.g. implementation Strategic Plan, Recognition and Rewards working group), performance interviews of team members;
- Membership of assessment committees, councils (OR member, WUR-council), WYA, Academic Board, ethical review board, etc.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Management responsibilities (1)

LCP	O/C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	O/C	Researcher 4/3	Researcher 2	Researcher 1
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility		Contributions to management of chair group, e.g. R&O, housing	Management responsibilities at cluster/section level	Management responsibilities at university level, or as university representative

Management responsibilities (2)

LCP	O/C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	O/C	Researcher 4/3	Researcher 2	Researcher 1
PCP	O/C	Assistant Professor	Associate Professor	Professor
Increasing responsibility		Management responsibilities in the context of a data management plan	Management responsibilities as education coordinator of a chair group	Management responsibilities regarding EU contract negotiations

Committees and working groups

LCP	O/C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	O/C	Researcher 4/3	Researcher 2	Researcher 1
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility		Chair group representative in departmental committees	University committee member	University committee chair

Co-participation

LCP	O/C	Lecturer 4/3	Lecturer 2	Lecturer 1
RCP	O/C	Researcher 4/3	Researcher 2	Researcher 1
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing scope and responsibility		Unit leader of in-house emergency response team; confidential counsellor	Member of works council of the science group, COR, GV	Chair of central works council (COR)

[AS3] Contributions outside WUR within one's discipline

Description

This indicator aims to recognise tasks and responsibilities related to the development and organisation of one's discipline (or scientific domain) outside WUR.

Evidence (max. 300 words)

Evidence-based narrative describing the contributions to your discipline or scientific domain.

Examples of contributions include:
- Committees and boards (such as with NWO, EU, KNAW);
- Membership of advisory groups, membership of boards or committees of disciplinary organisations (national and international);
- Serving as journal editor, referee for journals;
- Advice and interaction with government/societal organisation/private sector (e.g. as part of a council or as a member of NWO-committee);
- Expert advice in courts.

Growth path

Staff members demonstrate their personal growth in terms of increasing scope and/or increasing complexity and/or increasing responsibility. Some examples are:

Reviewer/editor

LCP	O	Lecturer 4/3/2/1		
RCP	O/C	Researcher 4/3/2	Researcher 1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing responsibility and complexity		Regular reviewer of scientific papers	Associate editor of reputable journal in your field	Editor of a reputable journal in your field

Conference organisation

LCP	O	Lecturer 4/3/2/1		
RCP	O/C	Researcher 4/3/2	Researcher 1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing scope and responsibility		Organiser of workshop, symposium	Organiser of national conference	Organiser of international conference

Grant committees

LCP	O	Lecturer 4/3/2/1		
RCP	O/C	Researcher 4/3/2	Researcher 1	
PCP	O/C	Assistant professor	Associate professor	Professor
Increasing complexity and responsibility		Reviewer of grant applications proposals for national and international funding agencies	Frequent reviewer of proposals; jury member of competitive grant proposals (EU, NWO)	Member NWO committee on talent grants (VENI, VIDI, VICI)

Annex I. Expected research outputs

High quality research outputs include:

Articles - *Peer reviewed articles that are considered top articles in this field*

Depending on the publication culture that was defined, elements that can be considered are:
- Publications in a top journal in a research field;
- Article-based metrics/proxies related to a discipline such as Field Weighted Citation Impact (FWCI) or Top-10%;
- Being first, last or principle author.

Books and book chapters - *Books and book chapters published in a book leading in this research field*

Depending on the publication culture that was defined, elements that can be considered are:
- Books published by top publishers;
- Book- or book chapter-based metrics;
- Being first, last or principle author.

Contribution to conference proceedings

Elements to be considered are:
- Are the proceedings accessible in the public domain (including a Persistent Identifier such as a DOI)?
- The proceedings have to be subject to independent peer review;
- The proceedings are exemplary and leading in their field;
- The conference proceedings should have an editorial board constituted by experts.

Research data

Elements to be considered are:
- The data have to be part of a data package supplemented with elaborate documentation and metadata;
- The metadata are accessible in an acknowledged repository using a Persistent Identifier;
- The research data are published in a peer reviewed context with respect to quality of the research data;
- The research data are exemplary and leading in the domain.

Designs

This category includes a definition of a design that can take various forms such as products, processes, abstract algorithms (software), services, living organisms or environments (e.g. virtual reality). Quality is often described in a qualitative, textual manner subject to review by peers. Designs should be seen as exemplary and leading in the domain, which should be justified with supporting evidence.

Expected research outputs at Wageningen University

In case an established research output culture for the relevant domain is not available, Table 4 can serve as a guideline for what is at least expected at each level in terms of high quality research output.

LCP	O	Lecturer 4/3/2/1					
RCP (0.70 FTE)	C	Researcher 4	Researcher 3		Researcher 2		Researcher 1
PCP (0.35 FTE)	C		Assistant Professor 2	Assistant Professor 1	Associate Professor 2	Associate Professor 1	Personal Professor
		1	2	2	2.5	3	4

Table 4. Expected high quality research outputs at Wageningen University (average per year)

The minimum requirements with respect to the quantity of research products are determined based on a profile with:

- 0.35 full-time equivalent allocated to the performance area Research for PCP, and
- 0.70 full time equivalent allocated to the performance area Research in RCP.

In case the actual full-time equivalent spent within the performance area Research is less or more, the required minimum criteria are adjusted *pro rato*.

Possible research outputs are:

- Articles (counting as 1 research output);
- Monographs (counting as 2 research outputs);
- Book chapters (one chapter counts as 0.5 research output);
  (Note: The total research outputs with respect to book chapters in the same book cannot exceed 1.)
- Conference proceedings, research data and designs when they are considered typical research output products for a certain research field (counting as 1 research output).

Disciplinary deviations are possible, in which case the high quality research outputs are motivated by the academic and subject to an evaluation by the Promotion Assessment Panel (and by (inter)nationally peer expert in the field - if warranted).

Staff members not yet in the Academic Career Path

The following staff members are evaluated based on an <u>expected</u> portfolio in the forthcoming years:

- academics who <u>enter</u> the career path at Wageningen University and who are <u>at the beginning</u> of their academic career;
- academics who <u>originate from a non-academic work field</u> and who do not meet the number of expected research outputs.

STEPS

Is there an established research output culture in your discipline?	Please refer to this document and skip Table 4

↓

Are conference proceedings, research data and designs considered typical research output products for your research field?	These research outputs can be counted as part of your research output portfolio

↓

Mention the number of research outputs per year (last 5 years) in the context the research output culture of your domain or the expected number of research outputs **for your job profile and level**	If no research output culture is available: Table 4 mentions the expected number of research outputs for Wageningen University

↓

Motivate disciplinary deviations

(e.g. research outputs to be considered, more weight to specific research outputs)