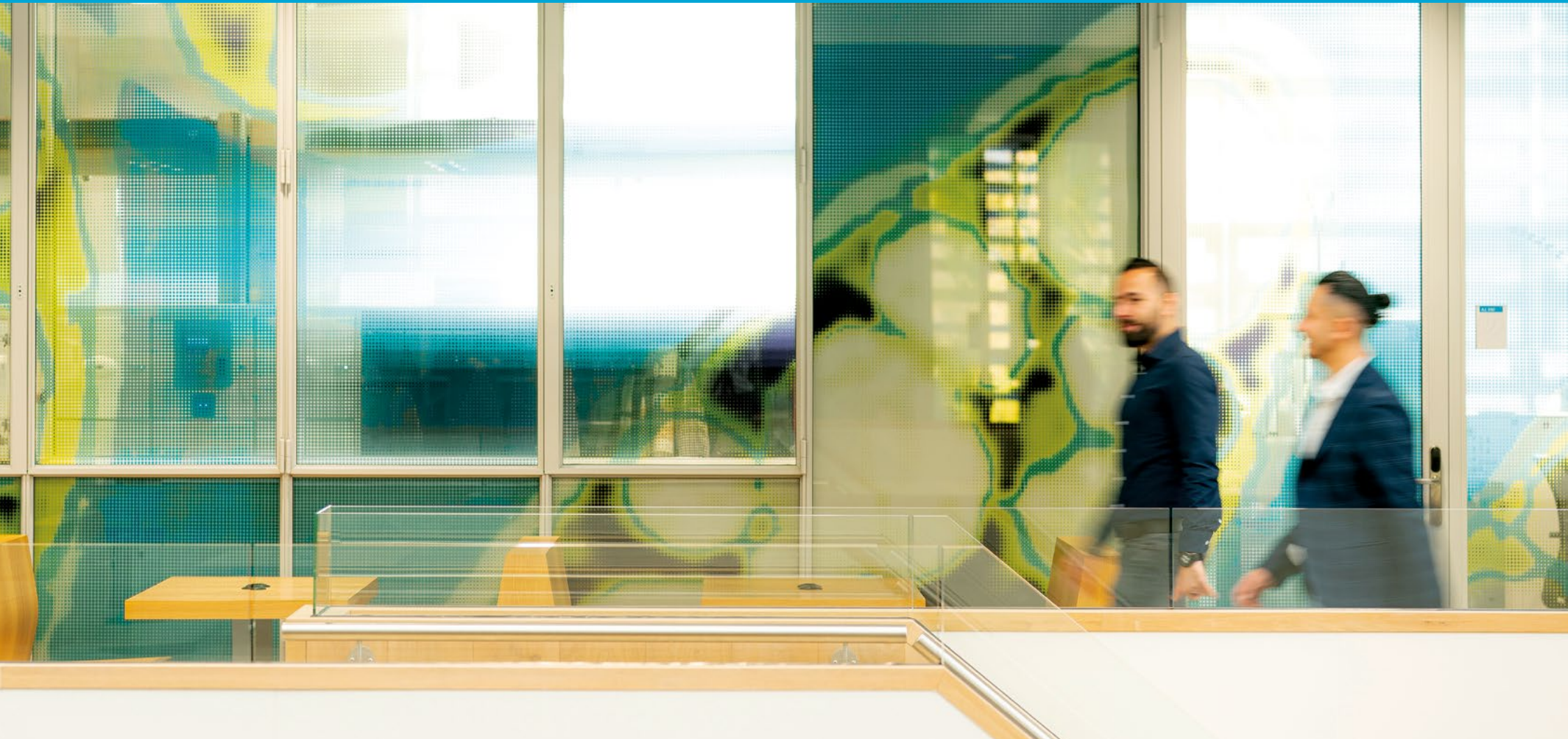


TU Delft Academic Development Guide



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1. Introduction and set-up



1. Introduction and set-up

1.1 Introduction to the TU Delft Academic Development Guide

The TU Delft Academic Development Guide is the successor of the 2013 Performance (WP) criteria. These criteria were established as a guide for conducting conversations between managers and employees about career development and the interpretation of the positions of assistant professor, associate professor and full professor.

Nationally and internationally, the work and achievements of academic staff are often still largely assessed on the basis of quantitative factors, such as the number of articles published, citations, or use of the H-index. TU Delft considers this a too-narrow interpretation of the academic system and believes it is important to broaden the way in which academic quality and impact are assessed. This requires a more balanced system of recognising and rewarding the broad spectrum of academic activities conducted by academics. Moreover, excellent performance in research, education and innovation is often the result of team efforts, while the assessment of these factors still often focuses on individual academics.

TU Delft is working together with other Dutch universities and research funders to develop a new way of assessing academic quality and impact. Changing this will involve a long and complex process that can only be achieved if the universities work together. For instance, TU Delft has joined the national programme “Room for everyone’s talent” and has commissioned a review of the current Performance (WP) criteria and to replace it with the TU Delft Academic Development Guide (hereafter “Development Guide”). The Development Guide was created in collaboration with around 200 TU Delft academics and experts, who made valuable contributions through a steering committee, working group, user group sub commission of the Works Council and/or individual consultation. The Development Guide results in a more balanced overview of the result areas in which an academic is active and the quantitative and qualitative results to be achieved.¹ The Development Guide was adopted by the Executive Board on November 25th, 2025.

The main purpose of the Development Guide is to provide the academic with **inspiration** on how to achieve impact within the four result areas of Education, Research, Societal Impact & Innovation, and Leadership & Organisation.²

In addition, the Development Guide can provide **guidance** in shaping the content of the academic’s work and how the academic can develop both within their position as well as to a next position in their academic career path at TU Delft. For this purpose, inspirational **examples** are provided of ways in which academics can make an impact in the result areas, and how they can achieve this impact.

The Development Guide gives more meaning to the UFO profiles of assistant professor, associate professor and full professor. Only when agreements are made can they be seen as complementary to or an elaboration on the standard UFO profile.

1.2 Principles of the Development Guide

Deze Ontwikkelwijzer kent de volgende uitgangspunten.

- » The Development Guide is based on the UFO profiles of assistant professor, associate professor and full professor.
- » In the Development Guide, the result areas of Education, Research, Societal Impact & Innovation, and Leadership & Organisation are more equally balanced, such that they are also recognised and rewarded more equally in line with the philosophy of “Recognition and Rewards”.
- » The Development Guide was created in collaboration with the academic community of TU Delft.
- » For each position, the Development Guide provides examples of indicators of personal impact, and examples of work activities that can explicitly serve as inspiration for building, broadening and deepening an academic career. All the described positions and roles are equally valuable and important to TU Delft.
- » The Development Guide seeks a good balance between quality and quantity.
- » The Development Guide does not define the relevant qualifications, but leaves room for the users of this document to determine these.
- » The team, departmental and faculty objectives provide the frameworks within which academic career can be shaped.

¹ Where this document refers to “academics”, this means academics holding the positions of assistant professor, associate professor or full professor.

² In line with Universities of the Netherlands, TU Delft has chosen to cluster the UFO result areas into the result areas of Education, Research, Societal Impact & Innovation, and Leadership & Organisation.

Furthermore, the Development Guide:

- » helps the academic to place an accent on one or more of the result areas related to their own position and/or career. The academic will then devote proportionately more time and attention to this area, and so has more impact in this area compared to their peers;
- » increases the transparency of promotion and appointment processes;
- » pays extra attention to leadership, integrity, diversity & inclusion, and social safety within TU Delft.

1.3 Target groups of the Development Guide

The Development Guide is intended for:

- » employees (assistant professors, associate professors and full professors);
- » managers (any academic who conducts an R&D conversation with an employee) and vacancy holders;
- » members of Faculty Career Committees and Appointment Advisory Committees;
- » the Operational Committee;
- » the Council of Professors;
- » HR.

1.4 Set-up of the Development Guide

The Development Guide includes the following elements:

- » A reading guide describing when and how to use the Development Guide and by whom (chapter 2).
- » A short description of the result areas (chapter 3).
- » The entry requirements and competences associated with the positions of assistant professor, associate professor and full professor and how these positions can develop from level 2 to level 1 (chapter 4).
- » Inspiring examples for each position that describe how academics can achieve personal impact in each result area. These examples were created together with the academic community and are described in global terms, in random order, and are in any case not exhaustive and/or prescriptive, to leave room for customisation (chapter 4).
- » Inspiring examples of work activities for each position that describe how academics

can achieve the aforementioned impact. These examples were likewise created together with the academic community and are described in global terms, in random order, and are in any case not exhaustive and/or prescriptive. This allows room for customisation by users at the faculty, departmental, group and/or individual level (chapter 4).

- » The “Guidance document on career paths with the emphasis on Education” for assistant professors, associate professors and full professors (chapter 5).
- » Inspirational stories of academics who have placed an accent on one of the key result areas in their career (chapter 6).

1.5 Relationship with other documents and procedures

In 2019, TU Delft developed the “Guidance document on career paths with the emphasis on teaching” and the “TU Delft Leadership Profile”. Due to the connection between these documents and the Development Guide, both documents are incorporated into the Development Guide.

1.5.1 Guidance document on career paths with the emphasis on teaching

TU Delft introduced the “Guidance document on career paths with the emphasis on teaching” in 2019. This document described the career paths of associate professors and full professors with an emphasis on education. The position of assistant professor has been added to the guidance document, which is included in chapter 5 of this document.

The guidance document is an addition to the indicators of personal impact and work activities in the result area of Education (chapter 4.4). The four key result areas of Education, Research, Societal Impact & Innovation, and Leadership & Organisation continue to form the foundation of every academic career. However, the guidance document also provides additional opportunities to discuss and determine a career path with a focus on education and the development to the following position. Academics who place an emphasis on education can be promoted to a higher position based on demonstrable results, innovation, impact, and leadership in education within their own or an adjacent field.

The emphasis on education also results in proportionally lower expectations of the result areas of Research and Societal Impact & Innovation, and certain work activities under the result area of Leadership & Organisation. The employee and managers reach individual agreements on these expectations. This could, for example, include fewer responsibilities in terms of initiating research programmes or acquiring funding.

1.5.2 TU Delft Leadership Profile

The result area of Leadership & Organisation is connected to the [TU Delft Leadership Profile](#) which is also incorporated in chapter 4.7.3.

1.5.3 Relationship with other procedures

The Development Guide provides inspiration and guidance for the TU Delft [Result & Development \(R&D\) cycle](#), the [Recruitment, selection and internal procedure of academic staff](#) and the [ACT policy](#).

In the Regulation Result and Development Cycle for TU Delft Employees, there where the academic staff criteria is mentioned, the Development Guide comes in it's place.

2. Reading guide



2. Reading guide

2.1 What is the Development Guide used for?

The main purpose of the Development Guide is to provide the academic, their manager, and other parties involved in appointments and/or promotions with inspiration for how to achieve impact in the four result areas of Education, Research, Societal Impact & Innovation and Leadership & Organisation. The Development Guide is also used to:

- » prepare and conduct an R&D conversation and/or start conversation;
- » reflect on one's personal development within the position or towards the next position;
- » placing accents on result areas in a career path;
- » prepare for, and assess when, to nominate an academic for a position, appointment or promotion.

Furthermore, the Development Guide provides inspiration for:

- » the process of replacing employees who are leaving the organisation (strategic personnel planning);
- » vacancy holders to draft vacancy texts and/or prepare the selection process for open academic positions or roles.

2.2 How is the Development Guide used?

The starting point for using the Development Guide is that:

- » the four result areas form the basis for any academic career. The academic does not have to excel in all result areas. However, they are expected to achieve a basic level in all these areas, which will depend on the responsibilities of the position and role, and will be jointly determined by the academic and their manager;
- » the specification of the career path by the academic and their manager determines the expectations in the four result areas. The examples of personal impact and examples of work activities serve as inspiration for the specification of the career path. The academic and their manager can translate these examples to their own practice;
- » the academic is encouraged to make the most of their academic freedom to develop their own vision of their own academic career, their ambitions, and ways in which these can be achieved. The examples of personal impact and examples of work activities serve as inspiration for this;

- » the career path, and the necessary guidance and support, are made more concrete during the annual [R&D conversation](#) and/or start conversation, in which reached yearly agreements and expectations are recorded in the R&D form;
- » the team, departmental and faculty objectives provide the frameworks within which academic career can be shaped.

2.3 Use of the Development Guide by specific target groups

2.3.1 Use of the Development Guide by the academic as employee

2.3.1.1 Starting a new position

When starting in a new position, the employee will have a start conversation with their manager. Agreements made are incorporated into the R&D cycle. To prepare for this conversation, the employee familiarises themselves with the various result areas of the position. The examples of personal impact and examples of work activities in the Development Guide serve as inspiration. With the Development Guide as guidance, and in accordance with the R&D regulation, the employee reaches individual agreements with the manager concerning, among other things, what the employee will work on in the various result areas and how they will divide their time over these during the academic year. For example, there may be more emphasis on education during some quarters of the year, and more on research in other quarters. Similarly, they may devote more time to acquiring funds during one period and to developing a new course during another. The employee and their manager also discuss how the employee intends to develop in the various result areas, and what support they need to do so. For example, they may need to gain new experience, broaden their scope, follow training programmes, and learn from their colleagues. The manager coaches and supports them in this. All these agreements are recorded in the R&D form.

During progress and R&D conversations, the employee and manager jointly monitor the results achieved by the employee on the yearly agreements regarding job performance and personal development. If necessary, the agreements will be adjusted.

2.3.1.2 Placing accents or taking a next vertical career step

If the employee has been in this position for some time, they may choose to place an accent in their position, or take the next vertical career step.

Accents

In the career path from assistant professor to full professor, it is possible to place accents. The employee will then devote proportionately more time and attention (long-term or temporarily) to one or more of the result areas of Education, Research, Societal Impact & Innovation, and Leadership & Organisation, and so have more impact in these areas compared to their colleagues.

The Development Guide can be used by the employee and manager to develop a better idea of which result area the employee wants to place an accent on. If the employee chooses to place an accent on one or more result areas, they will be required to make fewer contributions in the other result areas. This is always decided in consultation with the manager, taking into account the objectives of the team, department and/or faculty.

The example below gives an idea of how the employee can discuss placing accents with their manager during the R&D conversation. To this end they use the “Guidance document on career paths with the emphasis on teaching” (chapter 6) that is incorporated in the Development Guide.

The Development Guide is designed to be gender neutral. In the examples below, the characters are female, male or non-binary.

Example

Placing accents

Naomi is assistant professor 1, supervises PhD candidates, and focuses on designing and implementing improvements in education within the learning line. She also plays an active role in the Board of Studies. Naomi and her manager agreed that she would place an accent on the result area of Education in her career. With the help of the “Guidance document on career paths with the emphasis on Education”, they agree that Naomi will pursue her ambition to develop transdisciplinary education. To this end, she will further develop her didactic skills and pedagogic knowledge and work with stakeholders to develop transdisciplinary forms of education. They also agree that Naomi will consequently devote less time to acquiring research funding herself. She will take on a more supporting role in this respect in the coming year. Naomi and her manager record this in the R&D form, whereby they also discuss what results will be achieved and when, and how they will measure these results.

Chapter 6 of the Development Guide contains interviews with academics who have chosen to place accents in their career path.

Next career step

A employee can advance to a next higher position in their career path. What advancement to a next higher position in each result area looks like, is visualised in bold text in the examples of work activities in chapter 4 of the Development Guide. This focusses on growth in visibility, initiative, impact and responsibility. The employee is also expected to play a different role with a broader scope of activities.

For advancing to a next higher position, it is important that an employee is competent in the current position and has started gaining experience with that which is new in the next higher position. The employee and manager decide together on which new aspects the employee will develop, and agree on the way in which this development will be specified. The Development Guide can provide inspiration and guidance in this regard.

The example below gives an idea of how the employee can discuss their next career step with their manager during the R&D conversation.

Working towards the next career step

Carl is assistant professor 1. He initiates projects within the research programme, has published a number of articles, and supervises post-docs and PhD candidates. On this, he receives positive feedback. Carl feels he is ready for the next career step, and his manager sees that he has potential. Together, they look at examples of work activities that fall under the level of associate professor 2, and conclude that Carl needs to work on his visibility in the coming year if he is to be nominated to the Faculty Career Committee. Also, his Dutch proficiency has not yet reached the agreed level of C1. They agree that Carl will henceforth play a leading role in academic discussions to raise the academic level within the department. He will also play a role in a multidisciplinary academic collaboration, in which he will actively engage postdocs and PhD candidates and provide them with a stage to showcase their talents. To be able to do all this effectively, Carl will achieve his Dutch C1 certificate this year. They record these agreements in the R&D form.

2.3.2 Use of the Development Guide by the manager

The manager can use the Development Guide as guidance to further shape the profiles of the various academic positions. In addition, the Development Guide can provide inspiration and guidance to the manager and the employee as part of their regular reflection on the employee's performance and development. They record their agreements in the R&D form and, if necessary, adjust previously made agreements. See the [R&D cycle](#) for further support for conducting the R&D conversation. If they both conclude that the employee is ready for their next career step, they can prepare for that step together.

The example below gives an idea of how a manager and an employee can prepare for nomination to the Faculty Career Committee.

A nomination to the Faculty Career Committee

Ana is a manager, and she and her departmental director agree that Soraia, one of the assistant professors in the team, is ready to take a career step to associate professor 2. This was also discussed during the R&D preview. The department's MT also supports Soraia's nomination. Much of Soraia's work plays out in the result area of Societal Impact & Innovation. Ana and the departmental director use the Development Guide to discuss Soraia's profile. They agree on the content of the nomination letter to the dean and Ana informs Soraia. The career development procedure is started, and Ana actively helps Soraia to prepare her portfolio.

2.3.3 Use of the Development Guide by the vacancy holder

The vacancy holder can use the Development Guide during the recruitment and selection process to describe how a candidate can give shape to the position per result area.

2.3.4 Use of the Development Guide by the Faculty Career Committee or Appointment Advisory Committee

The nomination of an academic is subject to the [recruitment, selection and promotion procedure](#). The aspects on which the academic will be assessed, should come as **no surprise** to the academic. The Development Guide provides inspiration and guidance to members of the Faculty Career Committee and/or the Appointment Advisory Committee in interpreting the nominee's profile.

The example below gives an idea of how a member of the Faculty Career Committee can use the Development Guide.

Use of Development Guide by the Faculty Career Committee

Noa is a member of the Faculty Career Committee (FCC) and is preparing for Soraia's nomination to the FCC together with the other FCC members. Noa goes through the file containing Soraia's vision document and determines on which points Soraia will be assessed, taking inspiration from the Development Guide. Noa also takes into account Soraia's personal career path. Noa shares their findings with the other FCC members when they discuss Soraia's candidature. The FCC jointly determines how the conversation will be approached based on Soraia's specific profile, using the Development Guide for guidance.

2.3.5 Use of the Development Guide by HR advice

HR advice can deploy the Development Guide:

- » To advise managers in drafting a vacancy text and/or prepare the selection process for open academic positions or roles.
- » To prepare and conduct R&D cycle previews and reviews.
- » To advise employees and/or managers who are starting a promotion procedure.
- » To advise Faculty Career Committee or Appointment Advisory Committee meetings (including preparing for these), and support in drafting their recommendations following these conversations.
- » To advise managers in shaping the content a position and conducting a (starting) conversation thereon.

3. Description of the key result areas



3. Description of the key result areas



3.1 Education

TU Delft trains engineers in the fields of science, engineering and design to become critical, analytical, reflective and entrepreneurial problem solvers who add both commercial and societal value in their work. TU Delft provides students with an educational environment focused on growth and development. This commitment is enshrined in the [TU Delft Vision on Education](#).

TU Delft's education is driven by research and involves the provision and continuous development of academic education to Bachelor's and Master's degree students and PhD candidates, so that they can achieve the learning objectives associated with the final attainment levels of the various programmes with regard to knowledge, insight, skill, competence and attitude. This education also involves supervising TU Delft students, PhD candidates and postdocs during their research, coaching colleagues, and educating other target groups, such as the general public, students from other institutions, prospective students and professionals.



3.2 Research

With its research, TU Delft aims to maintain and build its reputation as an incubator of groundbreaking scientific discoveries and a developer of responsible technological solutions that contribute to socio-economic growth and a sustainable future. The TU Delft ecosystem is, and remains, based on the intrinsic relationship between education and research.

TU Delft's research programme focusses on the conduct of scientific research, the development of new knowledge, and the publication and dissemination of research results to make an impactful contribution to the development and application of scientific knowledge and insights within a field of research. This research also involves supervising students, PhD candidates and postdocs during their research, coaching colleagues in their development, and also acquiring research funding.



3.3 Societal Impact & Innovation

TU Delft sees it as a societal responsibility to develop technology-based innovations that address major societal challenges and thereby make a positive impact to achieve a better and sustainable society. So, alongside education and research, a core task of TU Delft is the transfer and application of knowledge for the good of the economy and society. As such, societal impact and innovation, education and research are intrinsically interrelated at TU Delft.

The result area of Societal Impact & Innovation concerns how TU Delft and its partners in society, business, industry and the government share information and inspire and engage each other. This includes actively participating in the public debate, producing innovative and sustainable solutions, facilitating start-ups, and launching and growing public-private partnerships.



3.4 Leadership & Organisation

The result area of Leadership & Organisation forms the foundation on which activities in the other key result areas of Education, Research and Societal Impact & Innovation can be effectively carried out. In the result area of Leadership & Organisation, the emphasis is on creating a socially safe and pleasant working environment in which everyone is encouraged and facilitated to do their best, and where the interests of the team come before individual interests.

Leadership & Organisation concerns the leadership roles that each academic has, and the contribution they can make to the organisation based on these roles. This could take the form of personal leadership, or in the position of manager and/or project or programme leader. The [TU Delft Leadership Profile](#) is part of the result area of Leadership & Organisation. The profile describes what behaviour is expected of employees in their leadership roles.

4. The TU Delft Academic Development Guide



4. The TU Delft Academic Development Guide

4.1 General TU Delft-wide entry requirements (cumulative)

Assistant Professor	Associate Professor	Full Professor
» Has completed a PhD. » Is proficient in English at level CEF C1 ¹ » Achieves the University Teaching Qualification (UTQ) within three years of appointment. ¹ » Has followed leadership training modules corresponding to the level of the position.	» Has achieved the University Teaching Qualification (UTQ). ¹ » Has demonstrable experience leading one or more teams (or sub-teams). Has made demonstrable contributions to the organisation through memberships in departmental or faculty strategic committees. Has actively contributed to recruiting and developing new talent and managing employees. » Has experience as an assistant professor or similar role, demonstrated by an education, research or design portfolio that has made a contribution to the relevant field and has been verified by independent peers. » Has followed leadership training modules corresponding to the level of the position.	» Has several years of academic experience as assistant or associate professor, has international work experience, and has experience in initiating and leading research programmes. Or: has successfully performed a similar role, demonstrated by an education, research or design portfolio that has made a contribution to the relevant field and has been verified by independent peers. » Has followed leadership training modules corresponding to the level of the position.

¹ In the case of an exemption or external recruitment, this is determined within the faculty in consultation with the manager and/or HR.

4.2 UFO Competencies (cumulative)

Assistant Professor	Associate Professor	Full Professor
» Conceptual capacity » Environment orientation » Presenting » Result orientation	» Vision » Environment orientation » Persuasiveness » Managing for results	» Vision » Entrepreneurship » Persuasiveness » Binding leadership

A detailed description of the competencies can be found in the [UFO Competency Guide](#).

4.3 Development within a position

Assistant Professor (from assistant professor 2 to assistant professor 1)

As assistant professor 2, your work focuses mainly on your own group; as assistant professor 1, you are increasingly involved at the departmental level. You demonstrably and visibly develop in your work, and this is recognised as such. You demonstrate increasing independence and contribute increasingly to the team. You develop a vision and show initiative, including by identifying improvement opportunities. You demonstrate coaching skills and have the ability to listen, give feedback and suggest changes where necessary. You are able to self-reflect, and when you ask for feedback you use it to develop your qualities and your points for improvement. You have a growing set of skills in terms of research, didactic methods, coaching, mentoring and leadership. Your commitment and contribution to the team and department plays an increasingly important role alongside your individual contributions. There is broad recognition for the impact you have achieved.

To take the step to assistant professor 1, you must have the University Teaching Qualification (or equivalent), and have completed your mid-term review with positive results.

Associate Professor (from associate professor 2 to associate professor 1)

On the road to functioning at the level of associate professor 1, you increasingly show organisational leadership by taking on cross-departmental responsibilities. You shape your own education and research portfolio. You share your vision within the faculty and are able to enthuse individuals and groups for this vision and get them on board. You demonstrate your organisational sensitivity by serving the interests of the university, faculty and department/research group, all the while keeping the intended results in sight. You are familiar with the institutional structure, the processes and the various departments and are able to leverage your networks in these for the benefit of your team and department. You are a connector and able to build a team of complementary roles. You are co-supervisor of PhD candidates and in the process of earning the ius promovendi. You are a nationally and internationally recognised academic with broad recognition for the impact you have achieved. You are trusted to represent your research group, department, etc. at national, international and/or public meetings.

You lead a research group in your own specialisation and have attended various coaching, management and leadership training courses.

Full Professor (from full professor 2 to full professor 1)

On the road to functioning at the level of full professor 1, you are demonstrably and visibly developing your academic and organisational leadership skills, and this is recognised as such. You are actively involved at the institutional level. This involves contributing to various cross-faculty activities in the interests of the university. You actively and positively contribute to the strategic agenda and deploy your national and international network for the benefit of the university. You have an inspiring vision, and are able to enthuse other employees for this vision, and promote it within the university and internationally. You are nationally and internationally recognised and rewarded as an expert in your field. You are active at the international level and your impact is visible both within and outside the university. You are active in the domain of the highest leadership profile, which means that the relevant leadership competencies are acknowledged, recognised and rewarded by your direct and wider environment ([see leadership profile](#)).

You lead a group in your own field. You have attended the various leadership development training courses, including 'Strategic Leadership' (must be completed within two years of your appointment).

4.4 Result area of Education

4.4.1 Examples of indicators of personal impact (in no particular order)

Educational reputation among peers, PhD candidates and students.

Self-reflection on one's own educational skills, the effectiveness of the course units provided, the didactic skills applied, and the (open) educational materials and methods used.

Peer-observation by colleagues during tutorials, lectures, instruction, practicals, design studios, etc.

Peer reviews of educational materials, publications and the learning environment.

Nominations for and/or achieved awards.

Demonstrable awareness and deployment of facilities and resources for the benefit of students or to improve educational materials.

Feedback from educational managers, students and colleagues regarding an educational component, the supervision of a work placement or project, or the educational leadership and chairing abilities shown.

Demonstrable contribution to (the development of) a course or the teaching skills of colleagues.

Improvements made to an educational component, the educational materials and the manner of evaluation.

Evaluation of and reflection on student progress and the outcomes of a course, and the subsequent follow-up.

Evaluation of an MOOC or other programme provided to professionals or other target groups, and the subsequent follow-up.

Evaluation of the implementation of improvement proposals, and the subsequent follow-up.

Active contributions to committees, working groups or communities.

Contribution to the principles of Open Education.

Submitted (or contributions to) proposals for educational innovations or research on education, positive evaluation of submitted proposals, and funding acquired for these proposals.

4.4.2 Examples of work activities for achieving personal impact (in no particular order)

The examples of work activities are divided under the headings of conduct, supervision, development and coordination. These headings are derived from the UFO profiles of assistant professor, associate professor and full professor. In each case, the **bold text** in the work activity indicates what is new or different compared to the previous position.

Assistant Professor	Associate Professor	Full Professor
Conduct		
Prepares and provides lectures, instructions, practicals, design studios, projects or other forms of education concerning a predeveloped course. Integrates research findings and practical examples in their education, with an eye to inclusiveness.	Prepares and provides lectures, instructions, practicals, design studios, projects or other forms of education. Integrates research findings and practical examples in their education, with an eye to inclusiveness. Develops the design and content of courses within the curriculum of a degree programme in coordination with colleagues and programme management.	Prepares and provides lectures, instructions, practicals, design studios, projects or other forms of education. Integrates research findings and practical examples in their education, with an eye to inclusiveness. Develops and leads a learning line within the curriculum of one or more degree programmes in coordination with programme management.
Creates the right conditions for the learning process by applying didactic and inclusive modes of instruction and methodologies and a socially safe learning environment. Follows the Code of Conduct of TU Delft confers its principles to students.	Creates the right conditions for the learning process by applying didactic and inclusive modes of instruction and methodologies and a socially safe learning environment. Supervises colleagues in this regard. Follows the Code of Conduct of TU Delft and confers its principles to students.	Demonstrates by example what the right conditions are for the learning process by applying didactic and inclusive modes of instruction and methodologies and a socially safe learning environment. Sets an example to colleagues in this regard. Follows the Code of Conduct of TU Delft and confers its principles to students.
Prepares test and examination questions in accordance with TU Delft assessment policy and organises the assessments. Sets oral and written examinations and gives grades.	Prepares test and examination questions in accordance with TU Delft assessment policy and organises the assessments. Sets oral and written examinations and gives grades. Develops an assessment cycle, rubrics and examinations within educational components.	Prepares test and examination questions in accordance with TU Delft assessment policy and organises the assessments. Sets oral and written examinations and gives grades. Develops an assessment cycle, rubrics and examinations within a learning line and ensures education of the highest quality (nationally and internationally) within that learning line.
Assesses or contributes to student output, such as assignments, theses and reports.	Assesses or contributes to student output, such as assignments, theses and reports. Supervises colleagues in this regard.	Assesses or contributes to student output, such as assignments, theses and reports. Supervises colleagues in this regard.

Assistant Professor	Associate Professor	Full Professor
Supervision		
Supervises and coaches (groups of) students during the learning process and during study and project assignments. Develops, supervises and assesses (after obtaining the UTQ) students' graduation and work placement assignments and theses.	Supervises and coaches (groups of) students during the learning process and during study and project assignments. Supervises and assesses students' graduation and work placement assignments and theses. Informs potential students about the degree programme. Informs current students about study and graduation projects and professional opportunities.	Is responsible for effective supervision of (groups of) students during the learning process and during study and project assignments. Supervises and assesses students' graduation and work placement assignments and theses. Informs potential students about the programme. Informs current students about study and graduation projects and professional opportunities.
Refers students to an academic counsellor if their progress is not as expected or in case of personal circumstances.	Refers students to an academic counsellor if their progress is not as expected or in case of personal circumstances. Informs new colleagues of the contact persons and points for this purpose.	Refers students to an academic counsellor if their progress is not as expected or in case of personal circumstances. Informs new colleagues of the contact persons and points for this purpose.
	Supervises and coaches academic staff in the execution of their educational responsibilities, e.g. through peer observation. Contributes to talent development and professionalisation in the field of education.	Sets an example to academic staff in the execution of their teaching responsibilities. Is responsible for talent development and professionalisation in the field of education.
Provides proactive feedback and support (related to education) to colleagues and students, such as advising on educational issues, and requests feedback themselves. Contributes to a socially safe and inclusive learning environment within the research group and/or department.	Provides proactive feedback and support (related to education) to colleagues and students, such as advising on educational issues, and requests feedback themselves. Encourages a socially safe and inclusive learning environment within the research group and/or department.	Provides proactive feedback and support (related to education) to academic peers , colleagues and students, and requests feedback themselves. Ensures a socially safe and inclusive learning environment within the research group and/or department.

Assistant Professor	Associate Professor	Full Professor
Development		
Develops a vision and strategy in their own field of education within the context of the learning line and/or degree programme and with due regard to the TU Delft vision of education.	Develops and implements a vision and strategy in their field of education within the context of the curriculum and with due regard to the TU Delft vision of education, based on didactic and content-specific developments in this field and in society, and propagates this vision and strategy. Is able to inspire and enthuse employees in their department to adopt this vision.	Is responsible for the development and implementation of a long-term vision of education and strategy within a learning line, based on didactic and content-specific developments in their field, the TU Delft vision of education, and developments in science and society. Ensures that employees also adopt and propagate this vision.
Periodically updates assigned educational components and/or learning activities, (open) educational materials, study assignments and online learning environments of (assigned) course units, based on educational evaluations and in consultation with programme management.	Develops and innovates assigned educational components and updates learning activities, (open) educational materials, study assignments and online learning environments of (assigned) course units, based on educational evaluations and in consultation with the Director of Studies.	Develops and innovates learning lines and learning activities, (open) educational materials, study assignments and online learning environments both within and outside their own field, based on didactic and innovational developments in their field, and in consultation with the Director of Studies and faculty education management.
Identifies opportunities for improvement, including based on educational and course evaluations. Familiarises themselves with the set of instruments available for course evaluations.	Formulates and implements improvement proposals, including in response to educational evaluations and/or research into the effectiveness of learning activities and assessments. Uses relevant instruments to conduct course evaluations and proposes alternative instruments.	Submits proposals for the development, adaptation or discontinuation of degree programmes (or parts thereof) and ensures their implementation.
Monitors and selects relevant sources of knowledge (such as literature or open access educational materials) and education methods, educational instruments and (online) forms of interaction.	Monitors and selects relevant sources of knowledge (such as literature or open access educational materials) and education methods, educational instruments and (online) forms of interaction. Initiates knowledge exchange in the field of education.	Monitors and selects relevant sources of knowledge (such as literature or open access educational materials) and education methods, educational instruments and (online) forms of interaction. Organises knowledge exchange activities in the field of education.

Continued on 'Development' on the next page

Assistant Professor	Associate Professor	Full Professor
Development		
Integrates research findings and practical examples in the education programme. Builds a network within TU Delft related to their own subject and programme. Builds a network within the national and international education community.	Integrates research findings and practical examples in the education programme. Builds and maintains a network within and outside TU Delft with colleagues and experts in their field and degree programme. Builds and maintains a network within the national and international education community. Introduces colleagues to their own networks.	Integrates research findings and practical examples in the education programme. Builds and maintains a network within and outside TU Delft with colleagues and experts in their field and degree programme. Builds and maintains a network within the national and international education community. Introduces colleagues to their own networks and encourages colleagues in the department to build and maintain relevant networks and partnerships within the field (related to education).

Assistant Professor	Associate Professor	Full Professor
Coordination		
Coordinates the activities (e.g. lectures, practicals and/or projects) in their own educational components.	Coordinates the activities (e.g. lectures, practicals and/or projects) of several educational components, and the associated team of lecturers and support employees, and encourages cooperation within and between these teams.	Leads a degree programme and/or curriculum and the associated team of teachers and support employees and encourages cooperation between them. Monitors progress and adjusts where necessary.
	Ensures coherence within the degree programme in the area of learning objectives, learning activities and assessments.	Ensures coherence between the degree programmes in the area of learning objectives, learning activities and assessments.
Actively participates in education-related committees, work groups or the like.	Actively participates in and chairs education-related committees, work groups or the like.	Actively participates in and chairs education-related committees, work groups or the like. Ensures the implementation of the (faculty) education policy.

4.5 Result area of Research

4.5.1 Examples of indicators of personal impact (in no particular order)

Research reputation among academic/design peers, PhD candidates and students.

Academic output in the form of peer-reviewed academic books, journal articles, posters, book chapters, designs, prototypes, models or software (open access where possible).

Evidence of impactful research, for example through citations and the use of research output by peers (articles, data, software, models, design methods and research results).

Use of research frameworks and insights in education.

Research data sets (based on FAIR principles) stored in public repositories.

Nominations for and/or achieved awards.

Contribution to a safe, inclusive, stimulating and open environment for sharing knowledge and ideas. Demonstrable transparency regarding expertise and academic integrity.

(Contribution to) reviews of academic work of colleagues and/or peers.

Oral or written references from academic peers, project members, section leaders and colleagues.

Quality initiatives within the section and/or department.

Successful trans- or multidisciplinary partnerships, or durable networks of academic peers and/or external partners.

Contribution to (or development of) an inspiring long-term vision and strategy in own field of research, and propagation of this vision and strategy within the department.

Submitted (or contributions to) research proposals, accepted proposals, and funding acquired for these proposals. Demonstrably sustainable research.

Events, conferences and/or exhibitions organised. Contributions as speaker/presenter at national and international events, conferences and/or exhibitions.

Feedback from colleagues regarding leadership in research and chairing abilities.

4.5.2 Examples of work activities for achieving personal impact (in no particular order)

The examples of work activities are divided under the headings of conduct, supervision, development and coordination. These headings are derived from the UFO profiles of assistant professor, associate professor and full professor. In each case, the **bold text** in the work activity indicates what is new or different compared to the previous position.

Assistant Professor	Associate Professor	Full Professor
Conduct		
Conducts independent, original, relevant and thorough research in collaboration with students, PhD candidates, postdocs and other employees.	Initiates and is responsible for a research programme (and the underlying research projects) or a specialised research project in collaboration with students, PhD candidates, postdocs, assistant professors and other employees.	Initiates and is responsible for academic research within a national or international research programme by directly or indirectly managing students, PhD candidates, postdocs, assistant professors, associate professors and other employees.
Follows the principles of Open Science, including ensuring FAIR data management of research data and other output.	Follows and demonstrates the principles of Open Science , including ensuring FAIR data management of research data and other output.	Follows and demonstrates the principles of Open Science, and fosters an environment in which Open Science principles can be applied.
Publishes research results and output in books, articles, data, software, models, instruments, prototypes, design methods, etc. based on OPEN principles (unless the interests of knowledge security are compromised).	Develops long-term strategies for publishing research results and output in books, articles, data, software, models, instruments, prototypes, design methods, etc. based on OPEN principles (unless the interests of knowledge security are compromised).	Develops long-term strategies for growing a body of research by publishing research results and output in books, articles, data, software, models, instruments, prototypes, design methods, etc. based on OPEN principles (unless the interests of knowledge security are compromised).

Assistant Professor	Associate Professor	Full Professor
Supervision		
Supervises and encourages students and PhD candidates in their research (writing, data management, conducting, reporting and publication).	Supervises and encourages students and PhD candidates in their research (writing, data management, conducting, reporting and publication) and coaches colleagues in the effective supervision of students and PhD candidates.	Supervises and encourages students and PhD candidates in their research (writing, data management, conducting, reporting and publication) and coaches colleagues in the effective supervision of students and PhD candidates.
Is co-supervisor of PhD candidates. As co-supervisor, fosters a safe and open environment that encourages 360-degree feedback.	Earns the ius promovendi in accordance with the TU Delft requirements and is supervisor or co-supervisor of PhD candidates. As supervisor or co-supervisor, fosters a safe and open environment that encourages 360-degree feedback.	Is supervisor of PhD candidates. As supervisor, fosters a safe and open environment that encourages 360-degree feedback.
Provides feedback and support to academic peers (peer review) and requests feedback themselves. Supervises academic staff in regard to the content of their research.	Provides proactive feedback and support to academic peers (peer review) and requests feedback themselves. Supervises academic staff in regard to the content of their research. Takes initiative to foster a learning environment within the research group and/or department.	Provides proactive feedback and support to academic peers and colleagues (peer review) and requests feedback themselves. Supervises academic staff in regard to the content of their research and coaches colleagues in the effective supervision of academic staff. Encourages and facilitates a learning environment within the research group and/or department.
Assistant Professor	Associate Professor	Full Professor
Development		
Develops a vision and strategy in their own field of research within the context of the department. Ensures an inclusive environment by encouraging diversity (where possible and useful).	Develops and implements a vision and strategy in their field of study , within the context of the university and in the light of the developments in their field and adjacent fields, and in society, and propagates this vision and strategy . Ensures an inclusive environment by encouraging diversity (where possible and useful). Is able to inspire and enthuse employees in their department to adopt this vision.	Is responsible for the development and implementation of a long-term vision and strategy in their broader field of study , in the light of the developments in their academic field , and in society, and propagates this vision and strategy. Ensures an inclusive environment by encouraging diversity (where possible and useful). Is able to inspire and enthuse employees within and outside the faculty to adopt and help propagate this vision.

Continued on 'Development' on the next page

Assistant Professor	Associate Professor	Full Professor
Development		
Contributes to the development of new research proposals by following and familiarising themselves with relevant national and international developments in their own field of research and in society.	Develops new research proposals based on their familiarity with relevant national and international developments in their own field of research and in society.	Develops new research programmes based on their familiarity with relevant national and international developments within the broader field of their section or department and in society.
Contributes to academic discussions and developments to raise the academic level of the research group or department.	Takes initiative to conduct academic discussions and developments to raise the academic level of the research group or department. Participates in discussions on academic research agendas.	Facilitates academic discussions and developments within the research group, department or faculty . Formulates the research group and or departmental strategy. Participates in discussions on academic research agendas.
Builds a network within TU Delft related to their own knowledge domain. Builds a network within the national and international academic community in their own knowledge domain. Builds a network with external partners in business, society and government insofar relevant to their own academic research.	Builds and maintains a network within TU Delft in their own and adjacent knowledge domains. Builds and maintains a network of leading academics within the national and international academic community in their own knowledge domain and adjacent or complementary knowledge domains . Builds and maintains a network with external partners (academic or otherwise) in business, society and government at the decision-making level . Introduces colleagues to their own networks.	Builds and maintains a broad knowledge network within TU Delft. Builds and maintains a broad knowledge network of leading academics within the national and international academic community in their broader field of research. Initiates and maintains partnerships and relationships with academic partners and parties in business, society and government. Introduces colleagues to their own networks and encourages colleagues in the department to build and maintain relevant networks and partnerships.
Contributes to and/or initiates research proposals for the acquisition of funding in collaboration with a senior colleague (associate or full professor).	Initiates and writes own research proposals or in collaboration with national and international partners (internal or external) for the acquisition of funding. Involves colleagues in these activities.	Initiates and writes research programme proposals in collaboration with national and international partners (internal or external) for the acquisition of funding. Involves and facilitates colleagues in the performance of these activities.

Assistant Professor	Associate Professor	Full Professor
Coordination		
Coordinates their own academic research within a predefined research proposal.	Coordinates a research programme (and the underlying research projects) or a specialised research project.	Coordinates the implementation of academic research within a national or international research programme.
Demonstrates, by example, the importance of transparency, academic integrity and social safety. Follows the Code of Conduct of TU Delft.	Takes initiative in propagating the importance of transparency, academic integrity and social safety and sets the right example. Follows the Code of Conduct of TU Delft.	Fosters an environment in which transparency, academic integrity and social safety are observed and sets the right example. Follows the Code of Conduct of TU Delft.
Actively participates in boards, review committees, conferences, editorial boards and the like.	Actively participates in or chairs boards, review committees, conferences, editorial boards and the like.	Actively participates in or chairs boards, review committees, conferences, editorial boards and the like.
Actively contributes to international and/or trans- or multidisciplinary collaborative projects and/or partnerships.	Coordinates international and/or trans- or multidisciplinary collaborative projects and/or partnerships. Contributes to quality assurance, including by participating in evaluation processes.	Coordinates international and/or trans- or multidisciplinary collaborative projects and/or partnerships. Is responsible for quality assurance, including by participating in evaluation processes.

4.6 Result area of Societal Impact & Innovation

4.6.1 Examples of indicators of personal impact (in no particular order)

Networks with partners in society, business, industry and government.
Demonstrable influence in various roles in committees, advisory bodies and the like.
Demonstrably invested time in achieving societal impact with own research and education, or that of the team/organisation.
Demonstrable contribution to the development of others to achieve societal impact and innovation (e.g. by means of oral or written peer references).
Demonstrable interactions between society and own research and education.
Research or education cited in the public debate.
Exemplary leader in their own field, both within the university and to the outside world.
Output developed and shared with non-academic audiences through websites, blogs, policy documents, exhibitions, books, etc.
Investments of time, ideas, money and materials/infrastructure by external parties in own research or education.
Oral or written references received from partners in business, industry, society and government.
Established partnerships and/or projects with external parties within research and education activities, or contributions to these.
Visible contributions to the sustainable implementation of own research and education in society, business, government and the public.
Patents and licences for software or inventions.
Spin-off companies initiated or co-initiated.
Educational interventions to link students and practice.

4.6.2 Examples of work activities for achieving personal impact (in no particular order)

The examples of work activities are divided under the headings of conduct, supervision, development and coordination. These headings are derived from the UFO profiles of assistant professor, associate professor and full professor. In each case, the **bold text** in the work activity indicates what is new or different compared to the previous position.

Assistant Professor	Associate Professor	Full Professor
Conduct		
Explains and shares knowledge about their own research and education (and that of peers) to society (business, industry, government and the public) through various activities such as presentations to various target groups, media appearances, opinion articles, developing or participating in exhibitions, providing or participating in seminars, or organising or participating in events.	Explains and actively seeks opportunities to share knowledge together with colleagues about their own research and education (and that of peers) in their own and adjacent knowledge domains with society through various activities.	Is invited to explain and share knowledge about their own research and education (and that of peers), in their own and adjacent fields of expertise , with society through various channels. Allows others to represent them in the various fora.
Innovates in a socially responsible way in accordance with the guidelines of the Code of Conduct. Actively deploys departments with the relevant expertise (such as on knowledge security) to this end.	Facilitates employees and where necessary helps them to innovate in a socially responsible way in accordance with the guidelines of the Code of Conduct, and to deploy departments with the relevant expertise to this end (such as knowledge security).	Facilitates employees and where necessary helps them to innovate in a socially responsible way in accordance with the guidelines of the Code of Conduct, and to deploy departments with the relevant expertise to this end (such as knowledge security).
Participates in societal debates or policy issues, both by contributing to and criticising the status quo.	Actively seeks opportunities to participate, together with colleagues , in societal debates or policy issues, both by contributing to and criticising the status quo.	Is invited to participate in societal debates or policy issues, both by contributing to and criticising the status quo. Allows others to represent them in the various fora.
Contributes to establishing citizen science, co-design, civic engagement and expert working groups together with relevant societal target groups.	Establishes citizen science, co-design, civic engagement and expert working groups together with relevant societal target groups and encourages others to participate in or establish such groups.	Actively helps employees to contribute to and/or establish citizen science, co-design, civic engagement and expert working groups together with relevant societal target groups.

Continued on 'Conduct' on the next page

Assistant Professor	Associate Professor	Full Professor
Conduct		
Contributes to innovative solutions, such as developing prototypes, methods, materials and algorithms.	Contributes to innovative solutions, such as developing prototypes, methods, materials and algorithms, and monitors the scope of these developments.	Contributes to innovative solutions, such as developing prototypes, methods, materials and algorithms. Monitors the scope of these developments. Proactively ensures that the solution makes a responsible and concrete contribution to a better society.
Contributes to the research agendas of various government agencies.	Contributes to and/or influences the research agendas of various government agencies.	Influences and has a leading role in the research agendas of various government agencies.
Applies for patents and/or licences (or contributes to these applications) and explores how they and the associated IP can be deployed in the market.	Applies for patents and/or licences and explores how they and the associated IP can be deployed in the market.	Is responsible for applications for patents and/or licences and explores how they and the associated IP can be deployed in the market.
Initiates, contributes to or advises on the establishment of a spin-off company.	Initiates, contributes to or advises on the establishment of a spin-off company.	Initiates, contributes to or advises on the establishment of a spin-off company, and facilitates employees in this.

Supervision		
Encourages students to be alert to the societal consequences, discussions, opportunities and applicability of their study-related research and assignments, and integrates working practice in degree programmes (e.g. through graduation labs).	Actively helps students to be alert to the societal consequences, discussions, opportunities and applicability of their study-related research and assignments, and integrates working practice in degree programmes (e.g. through graduation labs).	Actively helps students to be alert to the societal consequences, discussions, opportunities and applicability of their study-related research and assignments, and integrates working practice in degree programmes (e.g. through graduation labs).
Initiates discussion with PhD candidates and postdocs on the positive and negative societal impact of their own research and education activities and adjusts these if necessary.	Initiates discussion with PhD candidates, postdocs, assistant professors and colleagues on the positive and negative societal impact of the research and education activities of the team, and encourages others to participate in this discussion.	Initiates discussion with PhD candidates, postdocs, assistant professors, associate professors and colleagues on the positive and negative societal impact of the research and education activities of the group/ department, and encourages others to participate in this discussion.

Assistant Professor	Associate Professor	Full Professor
Development		
Develops a vision of the societal impact of their own field of research and education within the context of the department.	Develops and implements a vision of the societal impact of their own and adjacent fields of research and education, and propagates this vision. Is able to inspire and enthuse employees in their department to adopt this vision.	Is responsible for developing and implementing a long-term vision of the societal impact of research and education within the field. Is able to inspire and enthuse employees within and outside the faculty to adopt and help propagate this vision.
Actively shares knowledge with various networks to identify societal needs. Analyses and assesses the relevance of these for their own research and education.	Actively shares knowledge with various networks to identify societal needs, translates this exchange of knowledge to the research and education in their field, and acts on this. Keeps partners in society involved throughout.	Actively shares knowledge with various networks to identify societal needs, translates this exchange of knowledge to the research and education in their field and other fields , and acts on this. Keeps civil society partners involved throughout.
Draws up a knowledge-sharing strategy for their own research and education, and ensures a communication plan that conveys the right message to the intended target groups.	Draws up a knowledge-sharing strategy for their own research and education, and ensures a communication plan that conveys the right message to the intended target groups.	Draws up a knowledge-sharing strategy for their own research and education, and ensures a communication plan that conveys the right message to the intended target groups. Encourages and facilitates colleagues in the performance of these activities.
Builds, maintains and acts on mutually beneficial networks with external partners in society, business, industry and government. Establishes connections between internal and external colleagues.	Initiates , maintains and acts on mutually beneficial networks with external partners in society, business, industry and government. Establishes connections between internal and external colleagues. Encourages others to build networks and shares their own network with them.	Initiates, maintains and acts on mutually beneficial networks with partners in society, business, industry and government. Establishes connections between internal and external colleagues. Facilitates others in building networks and shares their own network with them.
Participates in national and international partnerships, projects or communities involving external partners in society, business, industry and government, and/or establishes these (together with their manager and/or experienced colleagues). Follows up on the resulting plans.	Participates in national and international partnerships, projects or communities involving external partners in society, business, industry and government, and/or establishes these. Follows up on the resulting plans. Actively involves employees in these activities.	Participates in national and international partnerships, projects or communities involving external partners in society, business, industry and government, and/or establishes these. Follows up on the resulting plans. Provides a platform for employees and makes time and capacity available to this end.



Assistant Professor	Associate Professor	Full Professor
Coordination		
Contributes to the impact and innovation strategy and agenda in their own field.	Contributes to the impact and innovation strategy and agenda of the department and has a designated responsibility in this area.	Determines the impact and innovation strategy and the agenda (including at the national level). Is able to enthuse internal and external parties to adopt this strategy and agenda. Has final responsibility for strategic policy issues.
Participates in and/or provides input to policy committees, councils and similar bodies that focus on finding solutions for societal issues or problems.	Initiates, participates in and/or provides input to policy committees, councils and similar bodies that focus on finding solutions for societal issues or problems.	Initiates, participates in and/or provides input to policy committees, councils and similar bodies that focus on finding solutions for societal issues or problems. Provides a platform for employees and makes time and capacity available to this end.

4.7 Result area of Leadership & Organisation

Note:
 Unlike the other result areas, in this result area the academic is expected to continuously perform these work activities (insofar as they are applicable to the job). The indicators of personal impact are examples of ways in which behaviour can have an impact.

These activities complement the applicable TU Delft Leadership Profile. The [TU Delft Leadership Profile](#), adopted in 2019, defines what behaviour is expected of academics in the various leadership roles. Which specific leadership role or roles from the TU Delft Leadership Profile apply to an academic depend on their work activities, job level and role. The leadership roles of 'personal leadership' and 'leading a project or team' apply in any case to every academic. Any changes to the leadership profile that are adopted in the future will be incorporated in full into the Development Guide.

4.7.1 Examples of indicators of personal impact (in no particular order)

Recognition of leadership role within the department, section, faculty and TU Delft by employees, peers and managers.
Recognised reputation in the area of integrity and social safety and/or recognised as a leermeester ('professor of excellence') by others.
Demonstrated personal leadership and behaviour as described in the TU Delft Leadership Profile, appropriate to the position and size of the project/team.
Feedback from Graduate School Supervisor Feedback, colleagues and team members, and through the Staff Survey and D&I monitor (if this data on team level is known).
Active participation in committees, councils and working and/or sounding board groups and recognition of contributions made by fellow members.
Asked to take on a mentoring position and feedback received.
Deployment of own internal and external networks for the benefit of others.
Visible contribution to the success, well-being and development of students, PhD candidates and employees of the team, research group, degree programme, department, faculty or TU Delft.
Achieved successes with a team, project, degree programme, and/or successful improvement initiatives (in terms of results, visibility, development, etc.).
Successful initiatives in cooperation with others within and outside TU Delft.

Surrounded by a talented mix of people with various and complementary areas of expertise.

Chaired council, board or department, for example.

Actively engaged with students/employees with disabilities or neurodiverse backgrounds and created conditions in which employees and students can flourish.

Frequently allocates time during team meetings for themes related to social safety.

Completes the R&D cycle within the agreed deadlines and/or delivers requested reports and/or budgets.

4.7.2 Work activities (in no particular order)

Assistant Professor

Follows societal and university-wide developments (such as in the areas of “Recognition and Rewards” and social safety), and participates in relevant committees and/or projects. Suggests adjustments to personal, team and/or departmental objectives based on these developments and contributes to their implementation.

Associate Professor

Follows societal and university-wide developments (such as in the areas of “Recognition and Rewards” and social safety), participates in relevant committees and/or projects, **and translates the subsequent policies and strategies** into personal, team and/or departmental objectives, and involves team members in this.

Full Professor

Helps to translate societal developments (such as in the areas of “Recognition and Rewards” and social safety) **to the university strategy**, participates in relevant committees and/or projects, and **ensures implementation of** the resulting policy adaptations **at the faculty and department level. Provides a platform for employees and makes time and capacity available to this end.**

Continued on next page

Assistant Professor	Associate Professor	Full Professor
Fosters an open, socially safe and inclusive working environment where employees feel safe to speak out about what they see and experience. Follows the Code of Conduct of TU Delft. Is familiar with the procedures and points of contact for reporting integrity issues and ensures employees in their own team are aware of these. Creates a safe atmosphere in which integrity issues can be discussed and reported and integrity risks managed.	Fosters an open, socially safe and inclusive working environment where employees feel safe to speak out about what they see and experience. Follows the Code of Conduct of TU Delft . Is familiar with the procedures and points of contact for reporting integrity issues and ensures employees in their own team are aware of these. Creates a safe atmosphere in which integrity issues can be discussed and reported and integrity risks managed. Responds to reports of social safety issues in the workplace and seeks help from experts to address these.	Fosters an open, socially safe and inclusive working environment where employees feel safe to speak out about what they see and experience. Follows the Code of Conduct of TU Delft. Is familiar with the procedures and points of contact for reporting integrity issues and ensures employees in their own team are aware of these. Creates a safe atmosphere in which integrity issues can be discussed and reported and integrity risks managed. Responds to reports of social safety issues in the workplace and seeks help from experts to address these. Ensures that members of the team and/or department are adequately trained to identify social safety and integrity issues and respond accordingly.
Participates in, leads or contributes to the organisation of committees and working groups within the research group or department. Participates in and initiates activities within the own research group or department.	Participates in, leads or contributes to the organisation of committees and working groups within the research group, department, or faculty . Participates in and initiates activities within the own research group, department, or faculty . Has board or management responsibilities beyond the scope of the research group, such as leading a board of studies or coordinating a degree programme.	Participates in, leads or contributes to the organisation of committees and working groups within the research group, department, faculty, or TU Delft . Participates in and initiates activities within the own research group, department, faculty, or TU Delft . Has board or management responsibilities beyond the scope of the research group, such as leading a board of studies or coordinating a degree programme.
Supervises and coaches PhD candidates and postdocs within their own team (supervisor). Contributes to and provides input on financial, human resources and organisational matters concerning the team.	Supervises and coaches a team (or sub-team) of PhD candidates, postdocs and assistant professors, trans- or multidisciplinary teams and sections (occasionally an entire department) . Responsible for financial, human resources and organisational matters concerning the team.	Supervises and coaches PhD candidates, postdocs, assistant professors and associate professors , the research group, trans- or multidisciplinary teams, sections, the department or the faculty . Responsible for financial, human resources and organisational matters concerning the team.

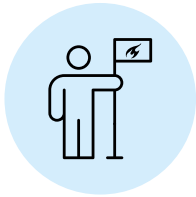
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Assistant Professor	Associate Professor	Full Professor
Conducts (or contributes to) Result & Development conversations with employees, records agreements made and deadlines in the relevant system, and regularly follows up on these.	Conducts (or contributes to) Result & Development conversations with employees, records agreements made and deadlines in the relevant system, and regularly follows up on these.	Conducts Result & Development conversations with employees, records agreements made and deadlines in the relevant system, and regularly follows up on these. Ensures that all research group and team R&D conversations are conducted and recorded.
Discusses the required and desired professional and personal development of the team member during the Result & Development conversation. Hereby takes into account individual talents, points for development, the feasibility of the development ambitions, the objectives of the team, and the budget. Helps team members to identify suitable development opportunities.	Discusses the required and desired professional and personal development of the team member during the Result & Development conversation. Hereby takes into account individual talents, points for development, the feasibility of the development ambitions, the objectives of the team, department and faculty , and the budget. Helps team members to identify suitable development opportunities.	Discusses the required and desired professional and personal development of the team member during the Result & Development conversation. Hereby takes into account individual talents, points for development, the feasibility of the development ambitions, the objectives of the team, department, faculty and TU Delft , and the budget. Helps team members to identify suitable development opportunities.
Continuously develops their own leadership skills, personal leadership and organisational awareness through reflection and self-reflection and regular and active participation in the leadership curriculum.	Continuously develops their own leadership skills, personal leadership and organisational awareness through reflection and self-reflection and regular and active participation in the leadership curriculum. Encourages colleagues to participate in training programmes and sets the right example in this.	Continuously develops their own leadership skills, personal leadership and organisational awareness through reflection and self-reflection and regular and active participation in the leadership curriculum. Stimulates colleagues to participate in training programmes and sets the right example in this.
Actively reflects on their own career development, possibly by placing an accent on one or more result areas. Discusses ambitions, expectations and assessment criteria with their manager.	Encourages and facilitates assistant professors in the development of their careers (among others by placing an accent on one or more key result areas). Ensures (if a manager) that these accent are taken into account in the assessment and promotion process. Clearly describes the expectations for promotions and helps employees prepare for the career and Appointment Advisory Committee.	Encourages and facilitates assistant professors and associate professors in the development of their careers (among others by placing an accent on one or more key result areas). Ensures (if a manager) that these emphases are taken into account in the assessment and promotion process. Clearly describes the expectations for promotions and helps employees prepare for the career and Appointment Advisory Committee.

4.7.3 Het TU Delft Leiderschapsprofiel

The 4 leadership roles

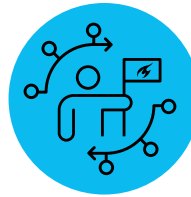
1. PERSONAL LEADERSHIP



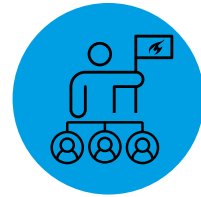
2. LEADING A PROJECT OR TEAM



3. LEADING A PROGRAMME OR MULTIPLE TEAMS



4. LEADING AN ORGANISATION



Personal leadership by all

As an employee of the TU Delft, you contribute to science, education, innovation and services through your role and expertise.

You demonstrate personal leadership to fulfil your role to the best of your ability. Additionally, you may have a leadership role. For example, you may lead a team or project, supervise or help students or colleagues, or implement changes. This all requires good leadership. Leadership built on professionalism, collaboration and openness. This allows us to create a stimulating and motivating work environment in which everyone can bring out the best in themselves.

That is good for you and for the people around you. It is also necessary in order to support TU Delft's vision: Working on solving global challenges by training generations of socially responsible engineers and pushing the boundaries of the technical sciences.

Discuss the way(s) in which you can develop your leadership with your manager during future-focused development conversations.

The elements of the TU Delft Leadership Profile are presented right as are the leadership roles that have been defined and how you can develop your (personal) leadership. On the reverse, you will find the behaviours the TU Delft expects from you personally, as well as from you as a leader.

The development of personal leadership is built on our core values:
Diversity, Integrity, Respect, Engagement, Courage and Trust (DIRECT).

The six components of the leadership profile

OWNERSHIP AND COLLABORATION



You take responsibility and collaborate with colleagues towards achieving good results.

VISION AND STRATEGY



You have vision and are able to get others on board, you set goals and implement them.

SELF-AWARENESS AND SITUATIONAL AWARENESS



You consider your actions and are open to the ideas of others. You are aware of developments in your field and in the organisation, and know how decisions are made.

TRUST AND INTEGRITY



You have integrity. You behave in a committed and transparent manner. You create an inclusive and diverse work environment which allows everyone to function optimally.

ATTRACTING AND ENCOURAGING TALENT



You focus on spotting, attracting and developing talent.

INITIATIVE AND COURAGE



You make decisions, show initiative and instigate change.

How can you develop your leadership skills?

On the reverse you will find a description of the behaviours required for each component in the leadership roles.

Self-reflection

Read through the leadership profile and consider where you do and do not (yet) exhibit this behaviour.

Feedback

Talk and discuss with others, such as your manager, a colleague, or some-

one you lead or supervise. Ask these people to give you feedback based on the leadership profile or by using the 360 degree feedback instrument 'My Leadership Profile'. You can also have a team conversation by, for example, using the TU Delft Leadership Dialogue game. For more information: [Intranet/Personal leadership by all](#).

Development

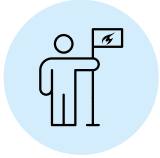
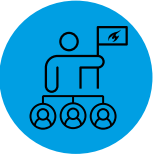
Consider which aspects you would like to develop and how.

- What experience would you like to gain? Participating in a project, committee, conference or think tank, for example.
- Which training course would you like to follow to develop your competences and increase your effectiveness? It is important that the training is interactive and focuses on your situation and learning objectives. Looking for training?

Go to the Learning Hub: learninghub.tudelft.nl.

- Who would you like to learn from? Consider an exchange with colleagues and peers in your field or a mentor or coach.

Discuss your leadership profile and your development needs with your manager. You can also ask your HR advisor for advice.

The 4 Leadership roles				
The six components of Leadership	1. PERSONAL LEADERSHIP  Focus on personal leadership in own role and position. Applies to every employee.	2. LEADING A PROJECT OR TEAM  Focus on leadership in relation to managing others, projects or changes.	3. LEADING A PROGRAMME OR MULTIPLE TEAMS  Focus on leadership when managing teams/departments, (change)programmes and/or collaboration within and outside TU Delft.	4. LEADING AN ORGANISATION  Focus on governance and leadership. Represents TU Delft in the national and international context.
	 OWNERSHIP AND COLLABORATION Taking full responsibility, achieving results, working together.	• Informs others about own activities as required. • Helps colleagues when asked. • Takes an active interest in the area of expertise, motivation and interests of others whom they are collaborating with. • Shows respect for (the work of) others. • Takes responsibility and achieves results. • Shares successes and acknowledges the contribution of colleagues.	• Shares information, knowledge and ideas with colleagues on own initiative. • Addresses problems within the team and is committed to solving them together. • Achieves results by working together. • Sees, understands and respects mutual interests.	• Helps colleagues in determining objectives beyond their own interest. • Initiates collaboration between different groups in order to achieve results together. • Creates a context in which mutual understanding and respect are apparent.
	 VISION AND STRATEGY Having vision, implementing it, influencing others and having an impact by taking risks.	• Understands and outlines team goals in the context of the bigger picture. • Recognises the interests of others in relation to the strategy and goals of the project/department.	• Translates project or department strategy and goals into a direction for own research, teaching and/or (project) team. • Stimulates others to contribute ideas. • Shares the chosen direction in relation to the strategy and goals of the project/department with others. • Sets long-term goals and develops scenarios to help the team achieve them. • Thinks several steps ahead and acts accordingly.	• Has a clear picture of the strategy of the department/faculty/service. • Formulates appropriate goals based on the strategy of the department/faculty/service. • Works on the strategy and objectives of the department/faculty/service and sets out the direction in such a way that it inspires others. • Encourages others to work on the strategy and objectives of the department/faculty/service and to set the direction in such a way that it inspires others.
	 SELF-AWARENESS AND SITUATIONAL AWARENESS Reflecting on own actions and being open to ideas and comments from others, from an independent perspective. Awareness of the specialisation, organisation and the influencing and decision-making processes, and responding to these.	• Reflects on own role and development. • Is aware of own behaviour and how it affects the work environment. • Critically evaluates own behaviour and changes it as necessary. • Is aware of the work environment and understands how the department is organised. • Can empathise with the interests and viewpoints of others and acts accordingly. • Asks for feedback on own conduct.	• Is aware of own intrinsic motivation and of its direct and indirect impact on the work environment. • Leads by example. • Is aware of decision-making processes and how these are influenced. • Is visible in the organisation to the departmental director, dean, director and colleagues from other departments or service. • Knows and respects other disciplines and sees the benefit of complementary collaboration.	• Reflects on the development of others and own role in this. • Understands group dynamics, including the effect of own behaviour, and acts accordingly. • Stimulates others to reflect on their own behaviour and to become aware of their own motivations. • Participates in discussions on strategic subjects and creates momentum in this regard.
	 TRUST AND INTEGRITY Acting with integrity, expertise, commitment and transparency. Creating an inclusive and diverse working environment in which everyone can perform at their best.	• Speaks respectfully to others, even when there is a difference of opinion. • Respects everyone's values, knowledge and skills. • Recognises and uses the strengths of others. • Shares relevant information so that trust can grow. • Is reliable (do what you say and say what you do). • Contributes to creating diverse teams.	• Safeguards integrity and acts transparently in own work. • Encourages others to be transparent about the boundaries of their expertise. • Facilitates and stimulates a work environment for a diverse team. • Encourages everyone to utilise their full potential. • Provides a socially safe work environment. • Ensures tasks and responsibilities are clear and agreed. • Gives feedback to group members and accepts feedback. • Motivates others to give and accept feedback.	• Addresses integrity issues. • Gives employees space to question authority and content, and demonstrates that disputes are not settled by power and position. • Communicates intended goals and results with stakeholders. • Encourages team members to achieve intended goals together. • Promotes the creation of diverse teams and raises awareness of this topic within the department.
	 ATTRACTING AND ENCOURAGING TALENT Focusing on spotting, attracting and developing talent.	• Creates an atmosphere (space, trust and attention) that encourages others to develop themselves. • Ensures that new colleagues have the information to do their job and makes them feel at home within the team. • Celebrates successes with others and acknowledges everyone's contribution.	• Creates opportunities and encourages colleagues to take full advantage of them. • Ensures that everyone's contribution is recognised. • Contributes to identifying and attracting talent. • Focuses on building diversity in own team.	• Gives talented employees the space to grow beyond their level, within or beyond the organisation. • Stimulates colleagues to be visible within and outside the organisation. • Is constantly scouting talent.
	 INITIATIVE AND COURAGE Taking responsibility, making decisions and instigating changes.	• Signals issues and shows initiative for improvement. • Takes the lead on new developments by initiating activities. • Takes responsibility in contributing to decisions within team.	• Recognises opportunities for improvement, innovates within own area of expertise and challenges the current situation. • Creates impact by contributing expertise. • Is decisive and gets things done.	• Is visible in the international academic or professional field. • Brings about improvements in the department/faculty/service. • Takes responsibility to increase impact in the broad context and helps others to do the same.
				• Explores and utilises new collaboration opportunities across the boundaries of faculties/services, inside and outside TU Delft. • Strengthens (new) collaboration opportunities by providing focus and priority. • Actively contributes to improving the university by strengthening (new) collaboration opportunities.

5. Guidance document on career paths with an accent on Education



5. Guidance document on career paths with an accent on Education

Note:
 The “Guidance on career paths with an accent on Education” **complements** the Development Guide where it concerns the result area of Education, and thus provides guidance on pursuing and building a career with an accent on education, with a focus on supervision, development and coordination. The examples were created together with the academic community and are described in global terms, in random order, and are in any case not exhaustive and/or prescriptive, i.e. they leave room for customisation. For a further explanation, see the section on the accent on education in [the reading guide](#).

5.1 Examples of indicators of personal impact (in no particular order)

- Is considered an expert in the field of education, innovation and/or organisation by colleagues within and outside TU Delft.
- Demonstrable impact of education activities on students, colleagues and/or society.
- Students recognise the impact of the education and/or supervision provided on their own development.
- Application of didactic skills, experiences and creativity in (own) education.
- Clear and constructive vision of education at the level of the learning line, degree programme and/or curriculum.
- Demonstrated leadership qualities in the field of education.
- Contributions to the development of education improvement initiatives.
- Development and innovation of education based on pedagogic principles.
- Demonstrated trans- or multidisciplinary cooperation and knowledge sharing, for example by participating in or organising educational events (such as the TU Delft Education Day) or conferences (such as SEFI or CDIO).

5.2 Examples of work activities for achieving personal impact (in no particular order)

Assistant Professor	Associate Professor	Full Professor
Relationship with Ruth Graham's Career Framework for University Teaching		
Is an effective teacher and is developing into a skilled & collegial teacher.	Is developing into an institutional leader in teaching & learning.	Is developing into a national/global leader in teaching and learning.

Conduct
There are no additions to the result area of Education under the heading 'Conduct'.

Assistant Professor	Associate Professor	Full Professor
Supervision		
Inspires, supports and advises PhD candidates, postdocs and teaching assistants within the learning line in the development, improvement and innovation of their education.	Inspires, supports and advises colleagues within the degree programme/curriculum in the development, improvement and innovation of their education.	Facilitates, supervises and coaches colleagues within the faculty/TU Delft in the development, improvement and innovation of their education.
Prepares students for a career in an ever-changing world by anticipating national and international societal developments and challenges (e.g. by bringing students and practice together through civic engagement).	Prepares students for a career in an ever-changing world by anticipating national and international societal developments and challenges (e.g. by bringing students and practice together through civic engagement).	Prepares students for a career in an ever-changing world by anticipating national and international societal developments and challenges (e.g. by bringing students and practice together through civic engagement).

Assistant Professor

Associate Professor

Full Professor

Supervision

Encourages and contributes to a socially safe and inclusive culture for students and colleagues.

Encourages and contributes to a socially safe and inclusive culture for students and colleagues and **encourages cooperation and community-building between colleagues.**

Encourages and contributes to a socially safe and inclusive culture for students and colleagues and encourages cooperation and community-building between colleagues. **Contributes to the dialogue on this theme at the TU Delft level.**

Assistant Professor

Associate Professor

Full Professor

Development

Develops didactic skills and pedagogic knowledge and applies these to their own education.

Has an understanding of (subject-specific) didactics and pedagogic knowledge of their own field and **actively applies various teaching strategies to improve student learning outcomes. Achieves Senior University Teaching Qualification.**

Has an understanding of (subject-specific) didactics and pedagogic knowledge of their own field and actively applies various teaching strategies to improve student learning outcomes.

Identifies education improvement opportunities within the learning line and contributes to the design and implementation of adjustments and/or innovations based on pedagogic principles, and on trends in education, student feedback, pedagogic insights and the quality and effectiveness of colleagues' interventions.

Identifies education improvement opportunities within the **degree programme (or programme components)** and **initiates** or contributes to the design and implementation of adjustments and/or innovations based on pedagogic principles, and on trends in education, student feedback, pedagogic insights and the quality and effectiveness of colleagues' interventions.

Identifies education improvement opportunities within **TU Delft** and **leads** the design and implementation of adjustments and/or innovations based on pedagogic principles, and on trends in education, student feedback, pedagogic insights and the quality and effectiveness of colleagues' interventions, **for example by initiating a review of a degree programme/ curriculum or establishing new degree programmes/ curricula.**

Continued on 'Development' on the next page

Assistant Professor	Associate Professor	Full Professor
Development		
Is actively involved in designing, redesigning, implementing, (academic) monitoring and evaluating the education programme. Develops educational materials and methods and makes them freely accessible according to Open Education principles.	Initiates and is actively involved in designing, redesigning, implementing, (academic) monitoring and evaluating the education programme. Develops educational materials and methods and makes them freely accessible according to Open Education principles.	Takes a leadership role in designing, redesigning, implementing, (academic) monitoring and evaluating the education programme. Develops educational materials and methods and makes them freely accessible according to Open Education principles.
Links current and relevant research in the field to their own education and educational materials.	Integrates current and relevant research in the field in their own education and educational materials.	As an expert in their field, takes a leadership role in translating current and relevant research in the field to their own education and educational materials and continuously seeks relationships with societal developments and challenges.
Develops ideas for, contributes to, or initiates proposals to acquire funding for education.	Initiates proposals to acquire funding for education.	Takes the lead in proposals to acquire funding for education. Encourages and supports employees in applying for scholarships and funding.
Explores and experiments with cooperation opportunities (including trans- or multidisciplinary cooperation) to increase their impact beyond the scope of their own department and faculty.	Explores and experiments with cooperation opportunities to increase their impact beyond the scope of their own faculty and the university.	Contributes to or takes a leadership role in the national and international dialogue on education and encourages (or intensifies) cooperation with partners outside TU Delft and between institutes.

Assistant Professor	Associate Professor	Full Professor
Coordination		
Develops and uses specialist knowledge and has a helicopter view that helps them to identify and/or make connections between subjects, education and research within the learning pathway.	Uses specialist knowledge and has a helicopter view that helps them to make connections between subjects, education and research within a curriculum. Is able to translate this knowledge into an interdisciplinary context.	Uses specialist knowledge and has a helicopter view that helps them to make connections between various disciplines and translates these into degree programmes. Is able to translate this knowledge into an interdisciplinary context.
Contributes to committees, working groups, boards and/or advisory bodies that contribute to the development and implementation of education policy at the faculty and/or TU Delft level.	Is actively involved in committees, working groups, boards and/or advisory bodies that contribute to the development and implementation of education policy at the TU Delft and/or national level.	Sets the agenda of or leads committees, working groups, boards and/or advisory bodies that contribute to the development and implementation of education policy at the national and international level.
Cooperates with colleagues in relevant educational innovation projects (e.g. through IDEE, the Teaching Academy Panel, TUnder, LDE, Convergence, etc.).	Participates in or initiates relevant educational innovation projects within the faculty and cooperates with internal and external colleagues (e.g. through IDEE, the Teaching Academy Panel, TUnder, LDE, Convergence, etc.).	Participates in or leads relevant educational innovation projects within and outside the faculty and cooperates with internal and external colleagues (e.g. through IDEE, the Teaching Academy Panel, TUnder, LDE, Convergence, etc.).
Actively shares knowledge on education, educational innovation and experiments with colleagues (e.g. in the Teaching Lab).	Actively shares knowledge on education, educational innovation and experiments with colleagues (e.g. in the Teaching Lab) and encourages knowledge sharing within and outside the faculty.	Actively shares knowledge on education, educational innovation and experiments with colleagues (e.g. in the Teaching Lab) and encourages knowledge sharing within and outside TU Delft.

Continued on 'Coordination' on the next page

Assistant Professor	Associate Professor	Full Professor
Coordination		
Contributes to creating a culture of cooperation with colleagues within their own learning pathway.	Contributes to creating a culture of cooperation between departments. Connects and motivates colleagues with shared goals within the faculty.	Applies leadership qualities to foster cooperation within TU Delft and between the institute and societal partners.
Contributes to the evaluation process and audit committees and/or accreditation inspections (or pilots). Is responsible for the quality of education within the learning pathway.	Is responsible for sharing results of the evaluation process and audit committees and/or accreditation inspections (or pilots). Is responsible for the quality of education within the degree programme and/or faculty.	Is responsible for the evaluation process and audit committees and/or accreditation inspections (or pilots). Is responsible for the quality of education within the faculty and/or TU Delft. Participates in or takes a leadership role in the national and international inspection committees of other institutions.
Plays an active role in the Board of Studies of a degree programme, the Board of Examiners and/of similar education-related committee.	Plays an active role in and chairs the Board of Studies of a degree programme, the Board of Examiners and/of similar education-related committee..	Plays an active role in and chairs the Board of Studies of a degree programme, the Board of Examiners and/of similar education-related committee.

6. Interviews



6. Interviews

This chapter contains a number of inspirational interviews with academics who have placed an accent on the result area of Education, Societal Impact & Innovation, or Leadership & Organisation. They talk about their career, how they divide their time across the four result areas, and how placing an accent on one or more of these areas has enriched their career and their personal development.



Özge Okur – Accent on Education

[Özge](#) is currently an assistant professor of Systems Engineering at the Faculty of Technology, Policy and Management. She received her PhD from TU Delft and her Master's degree in Electrical Engineering from Aalto University in Finland. Her research is focussed on factors that encourage people to adopt sustainable energy behaviour. She also wants to better understand how various interventions can promote sustainable energy behaviour. Özge has placed an accent on education in her career. [Click here](#) for the interview with Özge.



Timon Idema - Accent on Education

[Timon](#) is an associate professor at the Faculty of Applied Sciences' Department of Bionanoscience and specialises in theoretical biophysics. After studying Physics and Mathematics, Timon obtained his PhD in theoretical physics at Leiden University and went on to do a postdoc in Pennsylvania. Timon came to Delft in 2012 to study membrane-mediated interactions between proteins and collections of cells in tissues and colonies. Back then, it was still common to spend as much time as possible on research. However, Timon's own academic career came to focus much more on Education. [Click here](#) for the interview with Timon.



Zac Taylor - Accent on Societal Impact & Innovation

[Zac](#) is assistant professor of Architecture in the Department of Urban Development Management. Zac also plays an active role within Convergence as a leader in Resilient Delta, whereby he creates impact in the areas of climate adaptation and finance. Zac has a 'can-do' mentality that he developed as an urban planner, which is combined with an academic vision and skills. He has placed an accent on Societal Impact & Innovation in his career. [Click here](#) for the interview with Zac.



Cynthia Liem - Accent on Societal Impact & Innovation

[Cynthia](#) is an associate professor at the Faculty of EWI's Multimedia Computing Group and has an interdisciplinary background in computer science & engineering and music. She focuses on responsible and reliable AI. She actively includes this research theme in her education, but also disseminates it outside the university, for example in schools and community initiatives. Cynthia is also a core team member of TU Delft | Campus The Hague and is member of The Young Academy for the 2021-2026 period. Her work naturally links diversity and inclusiveness to the development and deployment of technology. Partly because of her role as a public figure in this field, she won the 2024 de [Women in AI Diversity Leader award](#) the [Harper's Bazaar Women of the year Dyson Pioneer Award](#). Cynthia has placed an accent on Societal Impact & Innovation in her career. [Click here](#) for the interview with Cynthia.



Niek Mouter – Accent on Societal Impact & Innovation in Research

[Niek Mouter](#) is associate professor at the Faculty of TBM. He received his PhD from TU Delft on the theme of “Social cost-benefit analysis in practice”. Following his PhD research, Niek developed a new methodology to evaluate public policy: the Participatory Value Evaluation (PVE). His method was much in demand by the professional field, so Niek joined forces with Shannon Spruit and Shira Hollanders to found Populytics, a TU Delft spin-off in which the PVE method is further developed and applied in practice. Niek has placed an accent on Societal Impact & Innovation in his career. [Click here](#) for the interview with Niek.



Ibo van de Poel - Accent on Leadership & Organisation

[Ibo van de Poel](#) is Antoni van Leeuwenhoek Professor of Ethics and Technology at the Faculty of TBM. He did a Master's degree in Philosophy of Science, Technology and Society (and a first-year course in Mechanical Engineering) and a received a PhD in Science and Technology Studies from the University of Twente before coming to Delft in 1998. He is a member of the Royal Netherlands Academy of Arts and Sciences (KNAW) and has placed an accent on Leadership & Organisation in his career. [Click here](#) for the interview with Ibo.



Annemiek van Boeijen – Accent on Leadership & Organisation

[Annemiek van Boeijen](#) is an assistant professor at the Faculty of IDE's Society, Culture & Critique section. She graduated with a design of a carbon-fibre racing wheelchair and then became involved in international development and other social projects where design labels such as ecodesign, design for sustainability, and social design are applied. In 2015, she defended her PhD thesis entitled Crossing Cultural Chasms - towards a culture-conscious approach to design. Her research focuses on the role of culture in design processes. She recently was appointed section manager in the MT of the Department of Human Centered Design, and as a result is increasingly placing an accent on Leadership & Organisation. [Click here](#) for the interview with Annemiek.

Colofon

TU Delft Academic Development Guide

Developed by:

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Design:

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Version:

November 2025

Version 1.0