

# **FEB Career Tracks**

**Research Profile & Education Profile**

**Assistant professor 2 -> Associate Professor 2**

**May 2023**

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## Introduction

The Faculty of Economics and Business (FEB) of the University of Groningen (UG) considers the quality of its academic staff as very important. Initially (as of 2008), the faculty only had a track focused on research and teaching (Tenure Track=TT). In 2021, a track was developed based primarily on teaching excellence (Academic Education Track=AET).

In March 2023, the faculty decided to advance the granting of tenure to 18 months. This decision leads to the conversion of TT and AET to Career tracks (CT) policies because tenure is no longer part of the promotion process. In the conversion from tenure tracks to career tracks, the main substantive change is that tenure is given at an earlier stage. The promotion criteria, deadlines of promotions, facilities (such as research time, personal budget etc.) **do not change**.

Because the policy documents Tenure track and Academic Education track need to be updated as a result, the decision was made to merge both career tracks into one document "FEB Career Tracks". The criteria for the *Research Profile* (RP) and *Education Profile* (EP) differ.

Both CT tracks start with an appointment as an Assistant Professor 2 and end with promotion to Associate Professor 2. The goal of the FEB CT policy is to offer young academics a career path, with clear procedures and criteria, towards an Associate Professor 2 position.

This document describes the FEB CT policy in more detail.

## 1 Principles of the Career Track policies

### 1.1 General

Being employed on FEB's Career Track provides talented young scholars with a number of advantages that are detailed in Appendix 1. The FEB CT Policy describes the phases, criteria and procedures associated with promotions from Assistant Professor through to an Associate Professor (UHD2)<sup>1</sup>.

### 1.2 Career opportunities for new staff

FEB aims to attract talented young scholars to join its Career tracks at the level of Assistant Professor. The appointment is untenured for a period of no more than 18 months<sup>2</sup>. An evaluation after 6 months will take place. An R&O+ interview takes place after approx. 12 months. A mid-term review will take place after three years and a final review at the end of the fifth year (see Appendix 5 for details about the assessment procedures).

If the final review is positive, the Assistant Professor 1 is promoted to Associate Professor 2. If the results of the review indicate that the Assistant Professor's performance is not satisfactory, the Assistant Professor will leave the career track. The Assistant Professor's changed future prospects will be discussed with Assistant Professor. The position as Assistant Professor will be maintained. The Assistant Professor - if desired- gets guidance to another position both within and outside the university.

On promotion to an Associate Professor 2 position, the staff member is no longer part of the CT scheme.

### 1.3 Contract Duration and Life Events

In the event that a life event, such as physical or mental health issues, maternity and/or parental leave or care leave, causes a long-term absence from work of at least eight weeks, the Assistant Professor may file a

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<sup>1</sup> UFO-profiles, see [https://vsnu.nl/en\\_GB/job\\_classification\\_ufo.html](https://vsnu.nl/en_GB/job_classification_ufo.html)

<sup>2</sup> The career path described in this policy document assumes an appointment on a full-time basis. However, a part-time appointment is possible. In the case of a part-time appointment (at least 0.8 fte), the timing of reviews is adjusted proportionally.

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request to the Faculty Board asking to postpone the next review. When a life event occurs, HR will inform the Assistant Professor about this procedure and will assist with filing this request (see Appendix 4). This request must be accompanied by advice from the supervisor and, in the case of illness, a report from the university's doctor. HR will advise the Faculty Board on whether a postponement should be granted, but the Faculty Board makes the ultimate decision. The length of a postponement of an evaluation is normally linked to the duration of the life event.

In case a candidate gets an extension to qualify for the RP-criteria, the six-year period for achieving two journal publications with AIP > .89 is extended with the granted time for extension<sup>3</sup>.

#### **1.4 Criteria**

The job requirements and competences for Assistant and Associate Professors are laid out in so-called UFO profiles<sup>1</sup>. To be considered for promotion from Assistant Professor to Associate Professor, Assistant Professors need to meet specific performance criteria. These criteria apply to all aspects of an Assistant Professor's performance, and are specified in Appendices 2 and 3.

#### **1.5 Role of the supervisor**

The Assistant Professor's immediate supervisor plays an important role throughout the CT period and is responsible for organising annual Result & Development (R&O) interviews with the Assistant Professor. During these R&O interviews, progress in the Career track, performance, and well-being are discussed and documented. In these annual R&O interviews, another senior staff member from the department will be involved (R&O+). Based on the information from these R&O interviews, the Assistant Professor, the supervisor and the involved senior staff member jointly judge whether the Assistant Professor has met the criteria to be promoted to either Assistant Professor Level 1 (after about 3 years), or Associate Professor Level 2 (at the end of the 5th year). If they agree that a promotion should be requested, the supervisor files a written request for promotion to the Faculty Board. Furthermore, even if the Assistant Professor's supervisor does not support this application, an Assistant Professor may submit a request for promotion to the Faculty Board. In such circumstances, the Faculty Board will collect the above-mentioned documents and will do everything in its power to make a well-informed decision.

#### **1.6 Support in the CareerTrack**

A good start to, and good support during, the CT period contributes to its successful completion. It is important that Assistant Professors feel at home in FEB and that their teaching and research are properly embedded in the organisation. Both generic and tailor-made training and support are available to this end. Examples of training and support activities offered include: master classes in funding, a Dutch language course, University Teaching Qualification (UTQ) and a buddy and/or mentor as sparring partners to support integration in the academic community.

#### **1.7 Diversity and inclusiveness**

Within FEB, we have identified the following important qualities for our staff members: engaged, ambitious, personal and down-to-earth. We emphasise that we aim to closely cooperate with each other within FEB in a diverse, inclusive and socially safe environment, in which we aim to build on mutual respect and social responsibility. FEB also aims for a diverse inflow of staff in its recruitment at the Assistant Professor level by using various policy instruments. FEB arranges support for both women and men in the event of childbirth and/or the adoption of children (see Appendix 1 for details).

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<sup>3</sup> To be specific the example below should clarify what is implied with this arrangement. If a candidate asks for an extension in year 5 of the CT in 2026, and an extension is granted for two years, the time window during which publications are considered for promotion to associate professor 2 would then be from 2020 to 2028 (8 year window). Please note that this rule implies that the time window before the event will not be affected, as it feels unfair that life events may change starting times before the event even took place.

## 2 FEB Career Tracks

### 2.1 General

Table 1 describes the steps in the FEB Career Track based on a full-time appointment.

Table 1: Steps in Career Tracks with position and duration

	Position	Duration
Step 1	Assistant Professor 2 (UD 2)	3 years
Step 2	Assistant Professor 1 (UD 1)	3 years
Step 3	Associate Professor 2 (UHD 2)	No maximum duration

### 2.2 Positions and promotion in the Career Tracks

Formal job descriptions (UFO profiles) of the positions along the CT are available on [https://vsnu.nl/en\\_GB/job\\_classification\\_ufo.html](https://vsnu.nl/en_GB/job_classification_ufo.html).

For the positions of Assistant Professor 2, Assistant Professor 1 and Associate Professor 2, additional FEB-specific CT criteria apply (see Appendices 2 and 3). The criteria for the Research Profile & Education Profile differ.

#### Step 1: Appointment as Assistant Professor 2

The specific criteria for appointment as Assistant Professor 2 at FEB are detailed in Appendix 2. Upon taking up the position, specific agreements about research focus and targeted publication outlets are made between the Assistant Professor, their supervisor and the research programme director.

#### Step 2: Assistant Professor 2 to Assistant Professor 1

Typically, three years after the appointment as Assistant Professor 2, a mid-term review will take place. Based on the UFO profile for an Assistant Professor 1, the performance criteria specified in Appendix 6 (RP) / Appendix 10 (EP) and the written advice provided by the Assistant Professor's direct supervisor and a senior staff member involved in the R&O, the Faculty Board will determine whether promotion from Assistant Professor 2 to Assistant Professor 1 should take place.

#### Step 3: Assistant Professor 1 to Associate Professor 2

Five years after the start of the CT, at the end of the fifth year, the Assistant Professor's performance is subject to a final assessment procedure by the Advisory Committee for Internal Promotions (ACIP). More information on the ACIP is included in Appendix 3. Based on the advice provided by the ACIP, the Faculty Board will decide whether a promotion from Assistant Professor 1 to Associate Professor 2 should take place. If the results of the review indicate that the Assistant Professor's performance does not meet the stated criteria in the involved career track, the UD will leave the career track and gets guidance to another position both within and outside the university.

### 2.3 Overview of promotion procedures

Table 2 describes the procedures associated with each career step.

Table 2: procedures

Promotion	Advice	Short Description of Procedure
Assistant Professor 2 (UD2) to Assistant Professor 1 (UD1)	HR	Typically, after three years, (in case of EP not earlier), the supervisor and another senior staff member involved in the R&O will write a promotion proposal and submit it- after consultation HR- together with an up-to-date CV, a self-assessment and the plans of the Assistant Professor to the Secretary of the Faculty Board. The Faculty Board decides on the promotion to Assistant Professor 1.
Assistant Professor 1 (UD1) to Associate Professor 2 (UHD2)	ACIP	At the end of the fifth year (in case of EP not earlier) after the start of the FEB CT, the Assistant Professor's application package is subject to a major review by the ACIP. Based on the ACIP's advice, the Faculty Board decides on promotion to Associate Professor 2.

Appendix 1 Arrangements for FEB CT Assistant Professors

<b>Standard allocation of research and education hours during the RP</b>	<b>Standard allocation of research and education hours during the EP</b>
The standard work allocation is 50% research and 50% teaching. After six years, (or as soon as one is promoted to Associate professor) research time will be based on research performance, in line with the applicable FEBRI criteria.	During the six years, a 70% (teaching and education management) /20% (research) / 10% (development time) division is used. This allows the employee to bring research up to standard. The amount of research time is fixed and will not change as a function of research output/FEBRI status. After six years, research time will be based on research performance, in line with the applicable FEBRI criteria.
The percentage of time allocated to research can be increased if the Assistant Professor has acquired external individual research funding (e.g., NWO or ERC grants).	For employees who fall under the Education Profile (EP) of the FEB Career tracks, a minimum of 0.56 fte (0.8x0.7 fte) must be teaching (teaching, teaching management and work resulting from any teaching grants awarded). An EP participating in externally funded research may do so in their research time (20% of appointment), possibly increased from project funds until the minimum of 0.56 FTE education is at stake.
<b>Teaching-free period after birth or adoption of a child</b>	<b>Teaching-free period after birth or adoption of a child</b>
<p>After the birth of a child, a female Assistant Professor will be exempted from teaching duties for a period of six months. After the birth of a child a male Assistant professor will be exempted for a period of two months (in the case of 100% appointment). This teaching-free period will be scheduled in consultation with the direct supervisor.</p> <p>In case of the adoption of a child, an Assistant Professor will be exempted from teaching duties for a period of three months.</p>	<p>After the birth of a child, a female Assistant Professor will be exempted from teaching duties for a period of three months. After the birth of a child a male Assistant professor will be exempted for a period of one month (in the case of 100% appointment). This teaching-free period will be scheduled in consultation with the direct supervisor.</p> <p>In case of the adoption of a child, an Assistant Professor will be exempted from teaching duties for a period of three months.</p>
<b>Career Track budget</b>	<b>Career Track budget</b>
Assistant Professors in the RP programme receive a budget of 5,000 Euros to spend on research (e.g., hiring student assistants, research costs, travelling, staying abroad, attending conferences). This amount is made available for a period of no longer than six years and is in addition to the travel budgets supplied by FEBRI for its members. FEBRI will administer and monitor the use of these budgets.	Assistant Professors in the EP programme receive a budget of 5,000 Euros (in total) to spend on e.g. hiring student assistants, travelling, staying abroad, following trainings and courses on teaching (e.g. case-based teaching, including diversity and inclusion in teaching, using gaming) and attending (educational) conferences. This amount is made available for a period of no longer than six years and is in addition to the travel budgets supplied by FEBRI for its members. FEBRI will administer and monitor the use of these budgets.
	<b>Community EP</b>
	FEB will develop a community of staff members in the EP. Within this community staff members can share their insights and learnings with regard to education and their other experiences in the education track. The University of Groningen has developed the Teaching Academy Groningen (TAG), in which employees in the Academic Education Track participate.

Appendix 2 Hiring of a FEB CT Assistant Professor 2

<b>Criteria for appointment as Assistant Professor 2 (UD2) RP</b>	<b>Criteria for appointment as Assistant Professor 2 (UD2) EP</b>
The candidate must hold a PhD degree.	The candidate must hold a PhD degree.
The candidate has the qualities for undertaking excellent academic research, preferably evidenced by one or more publications in recognised, international academic journals in a FEB-relevant field. The candidate should also have clear potential to acquire external funding for research projects.	The candidate has relevant teaching competences, as shown by excellent teaching evaluations in a relevant economics or business domain, (preferably) a higher education teaching qualification, an appealing education portfolio (demonstrating experience in teaching courses, successfully developing and implementing innovations, and engaging others in change processes) and positive references from program directors and educational experts . The candidate has teaching experience and demonstrated teaching competence in: <ul style="list-style-type: none"> <li>• Individual supervision</li> <li>• Small group teaching (seminars, workshops, interactive teaching formats)</li> <li>• Large group lecturing</li> </ul>
The candidate has a relevant international network.	The candidate has a relevant academic network.
The candidate has relevant teaching competences, as shown by good teaching evaluations and/or a higher education teaching qualification in a relevant economics or business domain.	The candidate has an appealing and inspiring vision (provided in a vision statement) of teaching and learning, that aligns with the faculty's strategic plan. The candidate has developed expertise in a specific education area that is relevant for Economics & Business (e.g., assessment, blended learning, RDE, active learning) and adds to the expertise within the faculty
The candidate has demonstrable organisational qualities and excellent communication skills. The candidate must be sufficiently fluent in English, both orally and written.	The candidate has demonstrable organizational qualities, collaborative skills and excellent communication skills. The candidate must be sufficiently fluent in English, both orally and written. In case the candidate will teach in a Dutch-speaking program, the command of Dutch must be at a high level. This is then made clear in the advertisement text.
The candidate must be able to contribute to an important sub-discipline within FEB and develop their own line of research	The candidate has the qualities for undertaking good academic research, preferably evidenced by one or more publications in recognized, international academic journals in a FEB-relevant field.

<b>Appointment Advisory Committee (BAC) for FEB RP vacancies</b>	<b>Appointment Advisory Committee (BAC) for FEB EP vacancies</b>
The Advisory Appointment Committee (BAC) is an advisory committee that will be established for each CT vacancy by the Faculty Board (FB). The BAC is responsible for the selection of candidates and is supported by an HR advisor. The BAC advises the Faculty Board on the appointment of a candidate. The Faculty Board decides on the appointment of a candidate.	
The BAC will consist of six members with diverse backgrounds, of which at least two are female and at least one has an international background. The BAC will consist of the following members:	The BAC will consist of five members with diverse backgrounds, of which at least two are female and at least one has an international background. The BAC will consist of the following members:
1. Director of the research programme concerned	
2. An education programme director	1. An education programme director
3. Department Chair	2. Department chair
4. One department member at Assistant or Associate Professor level	3. A faculty member at Assistant or Associate Professor level with a strong expertise on education
5. A student member	4. A student member
6. HR advisor	5. HR advisor
<b>Procedure<sup>4</sup></b>	<b>Procedure<sup>5</sup></b>
The Department Chair submits a profile report (1-2 pages) to the FB, detailing the teaching duties of the new Assistant Professor, the field of research and the composition of the BAC. In addition, in liaison with HR, a draft vacancy text is submitted to the FB.	The Department Chair submits a profile report (1-2 pages) to the FB, detailing the education expertise and duties of the new Assistant Professor and the composition of the BAC. In addition, in liaison with HR, a draft vacancy text is submitted to the FB.
After approval by the FB, an open recruitment procedure is started. The vacancy may be published in national media, vacancy sites, international networks and job markets, facilitated by HR advice.	
The BAC will interview multiple candidates and strive to achieve a gender balance in terms of the interviewed candidates.	
The BAC sends the documentary package of the preferred candidate to the FB. This package includes a CV with a list of publications and the candidate's research plan, external references, and an evaluation of the seminar and the interview held with the BAC. The report on the recruitment process should also elaborate on the efforts made to recruit minority members for the vacancy.	The BAC sends the documentary package of the preferred candidate to the FB. This package includes a CV, the candidate's education portfolio, a list of publications, and an evaluation of a given lecture and the interview held with the BAC. The report on the recruitment process should also elaborate on the efforts made to recruit minority members for the vacancy. An assessment may be part of the procedure.
After agreement by the FB, the candidate will be given a job offer. The appointment will be finalized with written agreements about research, teaching, evaluation times, and labour conditions in a labour agreement. The labour agreement will be signed by the candidate and filed by HR.	After agreement by the FB, the candidate will be given a job offer. The appointment will be finalized with written agreements about teaching and research evaluation times, and labor conditions in a labor agreement. The labor agreement will be signed by the candidate and filed by HR.

<sup>4</sup> See also: <https://www.rug.nl/about-ug/policy-and-strategy/room-for-talent/>

<sup>5</sup> See also: <https://www.rug.nl/about-ug/policy-and-strategy/room-for-talent/>



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## Appendix 3 Advisory Committee for Internal Promotions (ACIP)

### **Objective, tasks and composition**

The Advisory Committee for Internal Promotions (ACIP) is the permanent advisory committee of the Faculty Board (FB) regarding promotions for academic staff.

The ACIP is set up by the FB and composed of three permanent members complemented by two appropriate experts from a particular (sub-) discipline. The committee includes at least two female members and one international member.

The composition is as follows:

1. A permanent chairperson (full professor 1)
2. Two permanent members (full professor 1)
3. An HR advisor (advising member)
4. Two non-permanent members (full professors)
5. Dean (observer, non-advising)

The non-permanent members are selected by the FB prior to an ACIP meeting.

### **Additional rules:**

- One permanent member will be an external member not affiliated with FEB.
- The permanent chairperson and the permanent members are appointed for four years. This term can be renewed once.
- There is at least one permanent female member.
- If any of the permanent members has a conflict of interest (COI) with the staff member concerned, because they are colleagues within the department, co-authors or have any other close personal connection, the permanent member steps down and is replaced by a non-permanent member selected by the FB.
- Non-permanent members may similarly not have a COI with the staff member concerned (see above).
- Any COI should be reported to the Dean.
- A meeting between the ACIP and the staff member may be held to explain the staff member's candidacy if either of the parties desires this.

Appendix 4 Request for postponement of FEB Career Track assessment due to Life Event

<b>Date</b>	
<b>Name</b>	
<b>Current function / Department</b>	
<b>Contract: start and end dates</b>	
<b>Description of life event</b>	<input type="radio"/> Maternity <input type="radio"/> Physical Illness <input type="radio"/> Mental Illness <input type="radio"/> Care leave <input type="radio"/> Other: .....  Space for further description:
<b>Duration of life event in months</b>	
<b>Signature Assistant Professor</b>	
<b>Advice and signature supervisor</b>	
<b>Advice HR</b>	
<b>Decision Faculty Board</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Please complete and sign the form and send it to your HR advisor</li> <li>● HR will send the form to the Faculty Board including HR advice</li> <li>● The Faculty Board will decide while taking note of the HR advice and will inform you</li> </ul>

### Evaluation moments within 18 months

#### Step 1

An evaluation after 6 months that can only be done by the supervisor and another senior employee. A short report should be prepared and placed in the HR file.

#### Step 2

An R&O+ interview takes place after approx. 12 months. The following input is used for the interview: A **qualitative** assessment by the supervisor; is the candidate well on track (given the criteria management, teaching, research and teamwork, using as a guide line the MER and T components of the MERIT R&O model. In doing so, the supervisor seeks (written) input from the relevant programme director and research director. The employee himself also writes a **qualitative** reflection on the past period in all four areas. This information is discussed in the R&O+ interview and then (with proper motivation based on the documentation) a proposal is made by the department chair towards the FB about a permanent contract. Should there be a negative assessment of an employee, an exit interview follows with help for finding another job.

### What happens in the event of a negative performance review after a permanent position has been granted?

If one cannot be promoted from UD2 to UD1, there are the following options after 4<sup>6</sup> years:

- One remains UD2, but exits the Career track. Research time will be based on FEBRI-standards.
- Should UD2 not prove to be a suitable position, consultations take place between HR, the candidate and the manager. Reassignment as Lecturer 3 may be a solution, but if the results of the consultations indicate that the UD's overall performance is not satisfactory, the UD will have reasonable assistance in finding an alternative position both within and outside the university.

If one cannot be promoted from UD1 to UHD2, the following options are available:

- One remains UD1, but exits the Career track. Research time will be based on FEBRI-standards.
- Should UD1 not prove to be a suitable position, consultations take place between HR, the candidate and the manager. Reassignment as Lecturer 2 may be a solution, but if the results of the consultations indicate that the UD's overall performance is not satisfactory, the UD will have reasonable assistance in finding an alternative position both within and outside the university.

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<sup>6</sup> After 3 years of assessment, with another possibility of going up for promotion again a year later.

## Appendix 6 Criteria & Procedures for promotion RP

The first promotion decision in the FEB RP is the promotion from Assistant Professor 2 (UD2) to Assistant Professor 1 (UD1), and is based on competences and certain criteria from the UFO profile. The requirements with regard to research, education and citizenship are all equally important and strengths in one cannot compensate for weaknesses in another. The criteria and the procedure are described in more detail below.

The second and final promotion decision in the FEB RP is the promotion from Assistant Professor 1 to Associate Professor 2. The criteria and procedure are described below and in the UFO profile for the position of UH2. The requirements with regard to research, education and citizenship are all equally important and strengths in one cannot compensate for weaknesses in another.

### 6.1 Criteria

#### 6.1.1 Research

	Assistant professor 2- Assistant professor 1	Assistant professor 1- Associate professor 2
<b>Publications</b>	The Assistant Professor is developing a high quality line of research in a relevant economics or business domain. Papers have been submitted to international top-ranked journals and the Assistant Professor is working on new promising research projects.	The Assistant Professor must have developed a high quality, clear and productive line of research in a relevant economics or business domain. Publications in peer-reviewed journals and /or books are considered excellent from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed co-authors are considered an advantage.
Evidenced by	<ul style="list-style-type: none"> <li>- Publications, preferably in international and highly ranked journals.</li> <li>- A promising pipeline of papers under review.</li> <li>- A start on promising new research projects.</li> </ul>	<ul style="list-style-type: none"> <li>- FEBRI fellowship and</li> <li>- A sufficient number of top publications during the past 6 years<sup>7</sup> in the relevant economics or business domain, determined by meeting one of the following criteria (but see possible compensation based on funding acquisition below): <ul style="list-style-type: none"> <li>● At least two peer-reviewed publications in a journal having an AIP<sup>8</sup> ≥ 90, or</li> <li>● Three peer-reviewed publications with an average AIP ≥ 90.</li> <li>● One of these top publications can be replaced by a published monograph for an A-ranked publisher according to the FEBRI list of publishers (for such a monograph an AIP of 90 can be assumed for meeting the above rules).</li> </ul> </li> <li>- A promising pipeline of working papers and papers under review.</li> <li>- A clear research line distinct from other staff members</li> </ul>
<b>Funding</b>		The Assistant Professor has acquired significant financial means for research projects or has made efforts to acquire significant external funding with at

<sup>7</sup> This period will be extended in case of extension of the contract due to life-events.

<sup>8</sup> If applicable, the candidate can refer to other journal rankings to demonstrate research quality.

	Assistant professor 2- Assistant professor 1	Assistant professor 1- Associate professor 2
		least one positively evaluated grant proposal during the assessment period.
Evidenced by		The proposal having passed at least one evaluation round with positive evaluations.
<b>Compensation for publications by funding</b>		The acquisition of €200K or more as principal investigator (PI; or taking the role of PI) is regarded as equivalent to 1 top publication (with an AIP of 90), on the condition that the grant is acquired for FEB.
<b>Scientific Impact</b>		The Assistant Professor must contribute to the international scholarly reputation of FEB.
Evidenced by		For example: <ul style="list-style-type: none"> <li>- Citations of publications</li> <li>- Invitations for presentations and/or seminars</li> <li>- A good international network</li> <li>- Organisation of conferences or workshops</li> </ul> Reviewing activities for academic journals and/or Editorial Review Board memberships
<b>Societal Impact</b>		The Associate Professor's work contributes to the societal impact of FEB.
Evidenced by		For example: <ul style="list-style-type: none"> <li>- Participation in policy debates, media and conferences</li> <li>- Active participation in and contribution to a Centre of Expertise and/or FEB-wide research themes</li> <li>- Publications in policy and practice-oriented journals and newspapers</li> <li>- Coverage of research in the popular press and/or social media</li> </ul>

### 6.1.2 Education

	Assistant professor 2- Assistant professor 1	Assistant professor 1- Associate professor 2
<b>Education</b>	The Assistant Professor is executing education duties in a good manner and has developed the necessary capabilities to provide sound academic education.	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained the University Teaching Qualification (UTQ).</li> <li>- Good execution of teaching duties (BA &amp; MA), evidenced by a letter from an education programme director and good student evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained the University Teaching Qualification.</li> <li>- The Assistant Professor has preferably a balanced teaching portfolio (lectures at multiple levels, lectures different group sizes and used several teaching methods), has lectured on several courses and is involved in supervising bachelor or master theses.</li> <li>- Provision of good quality teaching (for bachelor, and master, and/or executive education), as evaluated by students and education director and input from colleagues (e.g., through peer reviews).</li> </ul>
<b>Curriculum development</b>		The Assistant Professor is able to effectively design courses and programmes.

	Assistant professor 2- Assistant professor 1	Assistant professor 1- Associate professor 2
Evidenced by		For example: <ul style="list-style-type: none"> <li>- Design of new courses in the programme</li> <li>- Re-design of existing courses in the programme</li> <li>- Contributing to design or re-design of education programmes</li> </ul>

### 6.1.3 Citizenship and Service to the Faculty

	Assistant professor 2- Assistant professor 1	Assistant professor 1- Associate professor 2
<b>Citizenship</b>	The Assistant Professor actively and positively contributes to the Department and/or Faculty.	The Assistant Professor actively contributes to a positive education and research climate within the Department and/or Faculty.
Evidenced by	For example: <ul style="list-style-type: none"> <li>- Contribution to a positive education and research climate within the department, for example, by helping out colleagues, organising brown bag seminars and being involved in department-level education meetings.</li> <li>- Contributions to mentoring activities for students requiring support.</li> </ul>	For example: <ul style="list-style-type: none"> <li>- by helping out colleagues</li> <li>- organising brown bag seminars</li> <li>- being involved in department-level education meetings and initiatives</li> <li>- contributing to mentoring activities for students requiring support</li> <li>- mentoring activities of junior staff to foster inclusion in the Department and Faculty</li> </ul>
<b>Service to the Faculty</b>		The Assistant Professor contributes effectively to the Department's and/or Faculty's governance and administration
Evidenced by		For example: <ul style="list-style-type: none"> <li>- Participation in professionalisation activities (workshops, seminars, education days)</li> <li>- Service in departmental administration, including course administration</li> <li>- Service in interdisciplinary programmes, institutes, or Centres of Expertise</li> <li>- Service on faculty-wide committees or in other governance roles</li> <li>- Contributions to faculty projects and agendas, and public engagement</li> </ul>

## 6.2 Procedures

### 6.2.1 Assistant Professor 2 to Assistant Professor 1

Normally, an Assistant Professor 2 will be put forward for promotion to Assistant Professor 1 after three years of the initial appointment.

1. During a formal R&O interview, the Assistant Professor, the supervisor, and another senior staff member jointly determine whether a promotion to Assistant Professor 1 is warranted. In this R&O meeting, the supervisor and senior staff member assess the Assistant Professor's performance based on the expected competences (i.e., conceptual capacity, environmental orientation, presentation skills, result orientation) and criteria for Assistant Professor 1 laid out in the UFO document and the RP policy document.
2. The supervisor – supported by the senior staff member and in consultation with HR– will then write a letter to the Faculty Board to propose the promotion to Assistant Professor 1. In this letter, the

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supervisor also reports on the results of the competence assessment. This letter is accompanied by:

- Pro-forma letters from the Research Programme Director on progress with research, from the Director of an education programme on which the RP Assistant Professor gives a course of lectures on the education quality, and from the Department Chair on the service to the department (Appendix 9, templates 1, 2 and 3).
  - A self-assessment by the Assistant Professor (Appendix 9, template 4) in which they reflect on their own performance over the past three years in terms of the relevant criteria, as well as a short statement on what she/he wants to achieve in the next three years. The self-assessment, the short statement, and an updated CV are part of the package sent to the Faculty Board<sup>9</sup>.
3. All the above documents are sent to the Secretary of the Faculty Board.
  4. Based on all the documents, the Faculty Board decides on promotion to Assistant Professor 1.
  5. The Secretary of the Board informs the direct supervisor and the Department Chair of the promotion decision.

If promotion to Assistant Professor 1 is not granted, the Assistant Professor can continue as an Assistant Professor 2. They should then work to further develop the stated criteria and can then re-seek promotion on one further occasion that should not be within one year of the first unsuccessful request.

If the promotion application is rejected a second time, the Assistant Professor will leave the TT, and gets guidance to another position both within and outside the university.

### **6.2.2 Assistant Professor 1 to Associate Professor 2**

In the fifth year of the FEB RP, the Assistant Professor is expected to submit a RP package.

1. Based on the outcome of an R&O+ interview, the supervisor, in consultation with another senior staff member of the department involved in the R&O+ interview, proposes to the Secretary of the Faculty Board that the Assistant Professor should be put forward for promotion. After receiving all the necessary information, the Secretary handling the ACIP advice<sup>10</sup> will send the proposal for promotion for advice to the Advisory Committee of Internal Promotions<sup>11</sup>.
2. The Assistant Professor will submit a RP package to the office of the Faculty Board, consisting of:
  - a letter from the supervisor, written in consultation with another senior staff member of the department
  - the Assistant Professor's CV, including a list of publications during the past 6 years (including relevant indicators of the quality of each publication), an overview of working papers and the status of submitted papers
3. These documents are sent to the Secretary of the Faculty Board.
4. The Faculty Board determines whether to pass the candidate's dossier to the ACIP.
5. The Secretary handling advice to the ACIP from the Faculty Board ensures the delivery of the complete dossier (including the following) to the ACIP members:
  - a letter by the supervisor, in consultation with another senior staff member of the department
  - an overview by FEBRI of the achieved publications over the past six years

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<sup>9</sup> An Assistant Professor may submit a request for promotion to the Faculty Board even if their supervisor does not support this. In such circumstances, the Faculty Board will collect the above-mentioned documents and will do everything to make a well-informed decision.

<sup>10</sup> Louise Schuring-de Jonge is currently the secretary responsible: [l.i.de.jonge@rug.nl](mailto:l.i.de.jonge@rug.nl)

<sup>11</sup> An Assistant Professor may submit a request for promotion to the Faculty Board even if the supervisor does not support this. In such circumstances, the Faculty Board will collect the above-mentioned documents and will do everything in its power to make a well-informed decision.

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- the Assistant Professor's CV, including a list of publications during the past 6 years (including relevant indicators of the quality of each publication), an overview of working papers and the status of submitted papers
  - two core publications during the past 6 years
  - an overview of the teaching evaluations of the past three years
  - written advice from a research programme director focusing on an evaluation of the Assistant Professor's research quality during the past 6 years (Appendix 9, Template 5)
  - written advice by the education programme director focusing on an evaluation of the Assistant Professor's education quality (Appendix 9, Template 6)
  - written advice by the Chair of the department focusing on the service to the Faculty (Appendix 9, Template 7)
  - a self-assessment by the Assistant Professor (Appendix 9, Template 8)
  - a vision document by the Assistant Professor regarding future teaching, research, citizenship and service to the Faculty.
6. The ACIP will discuss the complete dossier and provide the Faculty Board with its advice on the promotion decision (see Template 9).
  7. Based on the advice of the ACIP, the Faculty Board makes the promotion decision.
  8. The Dean informs the Assistant Professor and the supervisor about the outcome.



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Appendix 7 Templates RP

**Template 1 RP: Advice of Research Programme Director over Promotion to Assistant Professor 1**

Name RP Assistant Professor	
Name Research Programme Director & Research Programme	
Publications	The Assistant Professor is developing a high-quality line of research in a relevant economics or business domain. Papers have been submitted to international top-ranked journals and the Assistant Professor is working on new promising research projects.
Evidenced by	<ul style="list-style-type: none"><li>- Publications, preferably in international and highly ranked journals</li><li>- A promising pipeline of publications under review</li><li>- A start on promising new research projects</li></ul>
Opinion Research Programme Director	What is your opinion of the performance of the RP Assistant Professor based on the above criteria (max. 100 words):
Recommendation	Would you recommend the Faculty Board promote the RP Assistant Professor 2 to Assistant Professor 1 based on the research performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	

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**Template 2 RP: Advice of Education Programme Director over Promotion to Assistant Professor 1**

Name RP Assistant Professor	
Name Education Director & Education Programme	
<b>Education</b>	The Assistant Professor is executing education duties in a good manner and has developed the necessary capabilities for academic education.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained the University Teaching Qualification (UTQ)</li> <li>- Good execution of teaching duties (BA and MA), as evidenced by a letter from an education programme director and good student evaluations.</li> </ul>
Opinion Education Programme Director	What is your opinion of the performance of the RP Assistant Professor on the above criteria (max 100 words):
Recommendation	<p>Would you recommend the Faculty Board promote the RP Assistant Professor 2 to Assistant Professor 1 based on their education performance:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
Date	
Signature	

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**Template 3 RP: Advice of Department Chair over Promotion to Assistant Professor 1**

Name RP Assistant Professor	
Name Department Chair	
<b>Citizenship</b>	The Assistant Professor actively and positively contributes to the Department and/or Faculty.
Evidenced by for example	<ul style="list-style-type: none"> <li>- Contribution to a positive education and research climate within the department, for example, by helping out colleagues, organising brown bag seminars and being involved in department-level education meetings.</li> <li>- Contributions to mentoring activities for students requiring support.</li> </ul>
Opinion Department Chair	What is your opinion of the performance of the RP Assistant Professor on the above criteria (max 100 words):
Recommendation	<p>Would you recommend the Faculty Board promote the RP Assistant Professor to Assistant Professor 1 based on their citizenship performance:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
Date	
Signature	

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**Template 4 RP: Self-assessment by Assistant Professor for promotion to Assistant Professor 1**

Name RP Assistant Professor	
Department	
Date	
Signature	

**Below you should reflect on your performance in each of the three stated areas:**

**1 Research**

<b>Publications</b>	The Assistant Professor is developing a high quality line of research in a relevant economics or business domain. Papers have been submitted to international top-ranked journals and the Assistant Professor is working on new promising research projects.
Evidenced by	<ul style="list-style-type: none"> <li>- Publications, preferably in international and highly ranked journals</li> <li>- A promising pipeline of papers under review</li> <li>- A start on new promising research projects</li> </ul>
Personal Reflection	

**2 Education**

<b>Education</b>	The Assistant Professor is executing education duties in a good manner and has developed the necessary capabilities for academic education.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained the University Teaching Qualification (UTQ)</li> <li>- Good execution of teaching duties, as evidenced by a letter from an education programme director and good student evaluations.</li> </ul>
Personal Reflection	

**3 Citizenship**

<b>Citizenship</b>	The Assistant Professor actively and positively contributes to the Department and/or Faculty.
Evidenced by	<p>For example:</p> <ul style="list-style-type: none"> <li>- Contribution to a positive education and research climate within the department, for example, by helping out colleagues, organising brown bag seminars and being involved in department-level education meetings.</li> <li>- Contributions to mentoring activities for students requiring support.</li> </ul>
Personal Reflection	

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**Template 5 RP: Advice of Research Programme Director for Promotion to Associate Professor 2**

Name RP Assistant Professor	
<b>Publications</b>	The Assistant Professor must have developed a high quality, clear and productive line of research in ta relevant economics or business domain. Publications in peer-reviewed journals and /or books are excellent from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed (international) co-authors are considered an advantage.
Opinion of Research Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the research of the RP Assistant Professor	
<b>Funding</b>	The Assistant Professor has acquired significant financial means for research projects or has made efforts to acquire significant external funding with at least one positively evaluated grant proposal during the assessment period.
Opinion of Research Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the research of the RP Assistant Professor	
<b>Scientific Impact</b>	The Assistant Professor must contribute to the international scholarly reputation of FEB.
Opinion Research Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the research impact.	
<b>Societal Impact</b>	The Assistant Professor’s work contributes to the societal impact of FEB.
Opinion Research Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the quality of the research impact.	

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**Final Recommendation and Remarks:**

Recommendation	Would you recommend the ACIP promote the RP Assistant Professor 1 to Associate Professor 2 based on their research performance: <input type="radio"/> Yes <input type="radio"/> No
Additional Remarks if relevant	
Name Research Programme Director	
Date	
Signature	

**Template 6 RP: Advice of Education Programme Director for Promotion to Associate Professor 2**

<b>Education</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Opinion Education Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the RP Assistant Professor's execution of education activities	
<b>Curriculum development</b>	The Assistant Professor is able to effectively design courses and programmes.
Opinion Education Programme Director: Focus on the <u>criteria</u> (see Appendix 6) and an evaluation of the education design activities by the RP Assistant Professor	

**Final Recommendation and Remarks:**

Recommendation	Would you recommend the ACIP promote the RP Assistant Professor 1 to Associate Professor 2 based on their education performance: <input type="radio"/> Yes <input type="radio"/> No
Additional Remarks if relevant	
Name Education Programme Director	
Date	
Signature	

**Template 7 RP: Advice of Department Chair over Promotion to Associate Professor 2**

Name RP Assistant Professor	
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<b>Citizenship</b>	The Assistant Professor actively contributes to a positive climate within the Department and/or Faculty.
Opinion of Department Chair based on criteria (see Appendix 6) and an evaluation of citizenship behaviour	
<b>Service to the Faculty</b>	The RP Assistant Professor contributes effectively to Department and/or Faculty governance and administration
Opinion of Department Chair based on criteria (see Appendix 6) and an evaluation of citizenship behaviour	

**Final Recommendation and Remarks:**

Recommendation	Would you recommend the ACIP promote the RP Assistant Professor 1 to Associate Professor 2 based on their service performance to the faculty and citizenship: <input type="radio"/> Yes <input type="radio"/> No
Additional Remarks if relevant	
Name Department Chair	
Date	
Signature	



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**Template 8 RP: Self-assessment of Assistant Professor 1 for Promotion to Associate Professor 2**

Name RP Assistant Professor	
Department	
Date	
Signature	

**Below you can reflect on your performance in each of the three stated areas:**

**1 Research**

<b>Publications</b>	The Assistant Professor must have developed a high quality, clear and productive line of research in ta relevant economics or business domain. Publications in peer-reviewed journals and /or books are excellent from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed (international) co-authors are considered an advantage.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of your own performance.	
<b>Funding</b>	The Assistant Professor has acquired significant financial means for research projects or has made efforts to acquire significant external funding with at least one positively evaluated grant proposal during the assessment period.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of your own performance.	
<b>Scientific Impact</b>	The Assistant Professor must contribute to the international scholarly reputation of FEB.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of the quality of your funding applications.	

<b>Societal Impact</b>	The Assistant Professor 's work contributes to the societal impact of FEB.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of the quality of your funding applications.	

<b>Overall Evaluation of own Research</b>	
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## 2 Education

<b>Education</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of the quality of the execution of your education using input from students and colleagues.	

<b>Curriculum development</b>	The Assistant Professor is able to effectively design courses and programmes.
Focus in your reflection on the <u>criteria</u> (see Appendix 6) and an evaluation of the quality of the design of your education	

<b>Own Overall Evaluation Education</b>	
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## 3 Service to the Faculty and Citizenship

<b>Citizenship</b>	The Assistant Professor actively contributes to a positive climate within the Department and/or Faculty`.
Focus in your reflection on the relevant criteria (see Appendix 6) and an	

evaluation of your citizenship behaviour	
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<b>Service to the Faculty</b>	The RP Assistant Professor contributes effectively to the governance and administration of the Department and/or Faculty
Focus in your reflection on the criteria (see Appendix 6) and an evaluation of your service to the faculty	

<b>Overall Evaluation of own service to the Faculty</b>	
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**Additional Remarks/Information Relevant for ACIP**

Please provide additional information that may be relevant for the ACIP in its promotion decision.	
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Template 9 RP: ACIP Advice to Faculty Board on Promotion to Associate Professor 2

Name RP Assistant Professor	
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**Research**

<b>Publications</b>	The Assistant Professor must have developed a high quality, clear and productive line of research in a relevant economics or business domain. Publications in peer-reviewed journals and /or books are excellent from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed (international) co-authors are considered an advantage.
Evaluation ACIP	
<b>Funding</b>	The Assistant Professor has acquired significant financial means for research projects or has made efforts to acquire significant external funding with at least one positively evaluated grant proposal during the assessment period.
Evaluation ACIP (Note: Funding can compensate for one top publication)	
<b>Scientific Impact</b>	The Assistant Professor must contribute to the international scholarly reputation of FEB
Evaluation ACIP	
<b>Societal Impact</b>	The Assistant Professor ‘s work contributes to the societal impact of FEB.
Evaluation ACIP	

<b>Overall Evaluation Research</b>	
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**Education**

<b>Education</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evaluation ACIP	
<b>Curriculum Development</b>	The Assistant Professor is able to effectively design courses and programmes.
Evaluation ACIP	

<b>Overall Evaluation Education</b>	
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**Service to the Faculty/Citizenship**

<b>Citizenship</b>	The Assistant Professor actively contributes to a positive climate within the Department and/or Faculty.
Evaluation ACIP	
<b>Service to the Faculty</b>	The Assistant Professor contributes effectively to the Department and/or Faculty governance and administration
Evaluation ACIP	

<b>Overall Evaluation Service to Faculty/ Citizenship</b>	
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**Final Recommendation and Remarks:**

Recommendation	<p>Would the ACIP recommend the Faculty Board to promote the RP Assistant Professor 1 to Associate Professor 2 based on the overall performance across the three job areas:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
Explanation of recommendation	
Career development recommendation to RP Assistant Professor (if deemed necessary)	

## Appendix 8 Criteria & Procedures for promotion EP

### 8.1 Criteria

#### 8.1.1 Education

	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
<b>Teaching</b>	The Assistant Professor executes education duties in an excellent manner and has developed the necessary capabilities to provide sound academic education.	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a University Teaching Qualification (UTQ).</li> <li>- The Assistant Professor has a balanced teaching portfolio (lectures at multiple levels, lectures for different group sizes and several teaching methods), has lectured on several courses</li> <li>- The Assistant Professor provides high quality of supervision in bachelor and master theses.</li> <li>- The education performance is excellent as evaluated by:               <ul style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review<sup>12</sup>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a Senior Teaching Qualification.</li> <li>- The Assistant Professor uses state-of-the-art and varied teaching materials.</li> <li>- Provision of excellent quality teaching (for bachelor, master, and/or executive education, bachelor and master theses), as evaluated by:               <ul style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review</li> </ul> </li> </ul>
<b>Course and curriculum development</b>	The Assistant Professor is able to effectively (re-)design courses, and to reflect on the quality of education and to implement improvements at the course level.	The Assistant professor is able to effectively (re-)design courses, and to reflect on the quality of education and to contribute to the implementation of improvements at the program level.
Evidenced by	<ul style="list-style-type: none"> <li>- Systematically monitors teaching quality and implements improvements in own courses.</li> <li>- Successful design or re-design of courses.</li> <li>- Successful improvements in teaching materials and/or working methods.</li> </ul>	<ul style="list-style-type: none"> <li>- Contributes to curriculum evaluations and accreditations and or contributes to design or re-design of education programs.</li> <li>- Contributes to activities at the program level, for example in renewal projects, and extra-curricular activities.</li> <li>- Developing new teaching materials, such as contributing to textbooks, developing teaching cases.</li> </ul>
<b>Teaching innovation</b>	The assistant professor is able to implement teaching innovation at the course level	The assistant professor is able to contribute to the implementation of teaching innovation at the course and program level
Evidenced by	<ul style="list-style-type: none"> <li>- Successfully implements teaching innovations in own courses.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in discussions about teaching innovation at the program level.</li> <li>- Contributes to the implementation of teaching innovation at the program level.</li> </ul>

<sup>12</sup> A detailed document about this peer review will be available as of summer 2023

	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
	<ul style="list-style-type: none"> <li>- Participates in discussions about teaching innovation at the course level.</li> </ul>	<ul style="list-style-type: none"> <li>- Bringing in Innovation / Education grants, independent of size.</li> </ul>
<b>Education Expertise Development</b>	The assistant professor is developing education expertise on a specific education topic or area (i.e. assessment, blended education) relevant for Economics & Business	The assistant professor has developed education expertise on a specific education area (i.e. assessment, blended education ) relevant for Economics & Business and is sharing this expertise within the Faculty of Economics and Business and/or University of Groningen
Evidenced by	<ul style="list-style-type: none"> <li>- Active participation in conferences, seminars, or workshops in the education area (e.g. presenting research findings, leading a discussion).</li> <li>- Active participation in learning communities in an education area (e.g. setting up a learning community, providing input)</li> </ul>	<ul style="list-style-type: none"> <li>- Vision development on an education topic or area as proven in successful education plans, and/or education research.</li> <li>- Sharing of this expertise in education communities within FEB and/or RUG</li> <li>- Consulted within FEB and/or RUG as expert in an education area</li> </ul>
<b>Management</b>	The assistant professor is able to contribute to education management at the course or programme level	The assistant professor is able to contribute to education management at the program level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Course coordinator</li> <li>- Member or chair of program committee</li> <li>- Member of exam committee</li> </ul>	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Member of faculty-wide or university wide education-related project teams, with sufficient time invested (&gt; 0,05 fte)</li> </ul>

### 8.1.2 Research

	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
<b>Publications</b>	The Assistant Professor is developing a good quality line of research in a relevant economics, business or education domain. Papers have been submitted to international ranked journals and the Assistant Professor is working on new promising research projects.	The Assistant Professor must have developed a good quality line of research in a relevant economics, business or education domain. Publications in peer-reviewed journals and /or books are considered good from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed co-authors are considered an advantage.
Evidenced by	<ul style="list-style-type: none"> <li>- One publication international in good international peer reviewed journals (AIP &gt; .50).</li> <li>- A pipeline of research projects &amp; papers under review.</li> </ul>	<ul style="list-style-type: none"> <li>- FEBRI associate fellowship</li> <li>- Two publications in good international peer reviewed journals during the last 6 years.</li> </ul>
<b>Impact</b>	The Assistant Professor must start contributing to the international, national or regional scholarly reputation of FEB.	The Assistant Professor must contribute to the international, national or regional scholarly reputation of FEB.
Evidenced by	for example <ul style="list-style-type: none"> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> </ul>	for example <ul style="list-style-type: none"> <li>- Invitations for teaching and/or research related presentations and/or seminars.</li> <li>- A good (international, national or regional) network</li> </ul>



	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
	<ul style="list-style-type: none"> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Reviewing activities for academic journals</li> <li>- Participation in policy debates, media and conferences about teaching-related issues</li> <li>- Active participation in and contribution to a Centre of (teaching) Expertise and/or FEB-wide educational and/or research themes</li> <li>- Publications in policy and practice-oriented journals and newspapers</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>

### 8.1.3 Academic Citizenship

	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	<p>For example:</p> <ul style="list-style-type: none"> <li>- Contribution to a positive educational culture within the faculty, for example, by helping out colleagues, exchanging teaching ideas and experiences and being involved in education meetings.</li> <li>- Contributions to mentoring activities for students requiring support</li> </ul>	<p>For example</p> <ul style="list-style-type: none"> <li>- Contribution to a positive and collaborative educational culture across departmental/faculty teaching staff, for example, through leadership of peer support activities or support for curricular reform activities</li> <li>- Being involved in faculty-level education meetings and initiatives</li> <li>- Contributing to mentoring activities for students requiring support</li> <li>- Mentoring activities of junior teaching staff to an inclusive and supportive culture of teaching and learning in the Department and Faculty</li> </ul>
<b>Service to the Faculty</b>	The staff member is involved in multiple activities that positively contribute to the education and learning climate in the Faculty and/or Department	The staff member is involved in multiple activities that positively contribute to the education and learning climate in the Faculty
Evidenced by	<ul style="list-style-type: none"> <li>- Participation in professionalization activities (workshops, seminars, education days)</li> <li>- Service in departmental administration, including course administration</li> </ul>	<ul style="list-style-type: none"> <li>- The Assistant Professor contributes effectively and efficiently to the smooth running of teaching processes.</li> <li>- The Assistant Professor actively organizes education seminars.</li> <li>- Service on faculty-wide committees or in other governance roles</li> <li>- Contributions to faculty-wide innovation projects and agendas, and public engagement</li> </ul>
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities	The Assistant Professor is developing leadership capabilities with respect to advancing an inclusive and supportive culture

	Assistant Professor 2 to Assistant Professor 1	Assistant Professor 1 to Associate Professor 2
		of excellence in teaching and learning across the institution
Evidenced by	– Mentoring PhD students in teaching	<ul style="list-style-type: none"> <li>– Involving and encouraging other staff members to be active in the (re)design of education and assessment and in the implementation of education</li> <li>– Mentoring starting staff members (i.e. junior lecturers, PhD. students) in teaching</li> <li>– Contributes to activities supporting an inclusive and diverse culture at FEB</li> </ul>

## 8.2 Procedures

### 8.2.1 Assistant Professor 2 - Assistant professor 1

An Assistant Professor 2 will be put forward for promotion to Assistant Professor 1 after three years (and not earlier) of the initial appointment.

1. During a formal R&O interview, the Assistant Professor, the supervisor, and another senior staff member jointly determine whether a promotion to Assistant Professor 1 is warranted. In this R&O meeting, the supervisor and senior staff member assess the Assistant Professor's performance based on the expected competences (i.e., conceptual capacity, environmental orientation, presentation skills, and result orientation) and criteria for Assistant Professor 1 laid out in the UFO document and the EP policy document.
2. The supervisor – supported by the senior staff member and in consultation of HR – will then write a letter to the Faculty Board to propose the promotion to Assistant Professor 1. In this letter, the supervisor also reports on the results of the competence assessment. This letter is accompanied by:
  - Pro-forma letters from the Director of an education programme on which the EP Assistant Professor gives a course of lectures on the education quality, from the Research Programme Director on progress with research and from the Department Chair on the service to the department (Appendix 9 templates 1, 2 and 3).
  - A self-assessment by the Assistant Professor (Appendix 9 5, template 4) in which they reflect on their own performance over the past three years in terms of the relevant criteria, as well as a short statement on what she/he wants to achieve in the next three years. The self-assessment, the short statement, and an updated CV are part of the package sent to the Faculty Board<sup>13</sup>.
  - An education portfolio including an education statement stating the candidate's vision on education on course level, an example of a course document, and a lecture (video-taped).
  - An overview of the teaching evaluations of the past three years and a peer review report of education by colleagues and educational experts.
3. All the above documents are sent to the Secretary of the Faculty Board.
4. Based on all the documents the Faculty Board decides on promotion to Assistant Professor 1.
5. The Secretary of the Board informs the direct supervisor and the Department Chair of the promotion decision.

<sup>13</sup> An Assistant Professor may submit a request for promotion to the Faculty Board even if their supervisor does not support this. In such circumstances, the Faculty Board will collect the above-mentioned documents and will do everything to make a well-informed decision.

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If promotion to Assistant Professor 1 is not granted, the Assistant Professor can continue as an Assistant Professor 2. The Assistant Professor 2 should then work to further fulfil the stated criteria and can re-seek promotion on one further occasion at least one year after the first unsuccessful request. If the promotion application is rejected a second time, the employer and employee will have a conversation in which they come to an agreement concerning the early termination of the employment. The starting point in this discussion is to set a generous term that allows for approximately one year's time to find other employment, either inside or outside the UG. The institution will provide support for this.

### **8.2.2 Assistant Professor 1 - Associate professor 2**

In the fifth year of the FEB EP (and not earlier), the Assistant Professor is expected to submit an EP package.

1. Based on the outcome of an R&O interview, the supervisor, in consultation with another senior staff member of the department involved in the R&O interview, proposes to the Secretary of the Faculty Board that the Assistant Professor should be put forward for promotion. After receiving all the necessary information, the Secretary handling the ACIP advice<sup>14</sup> will send the proposal for promotion for advice to the Advisory Committee of Internal Promotions<sup>15</sup>.
2. The Assistant Professor will submit an EP package to the office of the Faculty Board, consisting of:
  - a letter from the supervisor, written in consultation with another senior staff member of the department and in consultation of HR
  - an education portfolio including an education statement stating the candidate's vision on education on course level and program level
  - the Assistant Professor's CV, including a list of publications (including relevant indicators of the quality of each publication), an overview of working papers and the status of submitted papers
3. These documents are sent to the Secretary of the Faculty Board.
4. The Faculty Board determines whether to pass the candidate's dossier to the ACIP.
5. The Secretary handling advice from the ACIP to the Faculty Board ensures the delivery of the complete dossier (including the following) to the ACIP members:
  - a letter from the supervisor, written in consultation with another senior staff member of the department and in consultation of HR
  - an education portfolio including an education statement stating the candidate's vision on education on course level and program level, an example of a course document, and a lecture (video-taped). This material should reflect the specific expertise of the assistant profession in an education area.
  - an overview of the teaching evaluations of the past three years and peer review report of education by colleagues and educational experts
  - the Assistant Professor's CV, including a list of publications (including relevant indicators of the quality of each publication), an overview of working papers and the status of submitted papers
  - one core publication
  - written advice by the education programme director focusing on an evaluation of the Assistant Professor's education quality (Appendix 9, Template 5)
  - written advice from a research programme director focusing on an evaluation of the Assistant Professor's research quality (Appendix 9, Template 6)
  - written advice by the Chair of the department focusing on the service to the Faculty (Appendix 9, Template 7)
  - a self-assessment by the Assistant Professor (Appendix 9, Template 8)
  - a vision document by the Assistant Professor regarding future teaching, research, citizenship and service to the Faculty.

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<sup>14</sup> Louise Schuring-de Jonge is currently the secretary responsible: [l.i.de.jonge@rug.nl](mailto:l.i.de.jonge@rug.nl)

<sup>15</sup> An Assistant Professor may submit a request for promotion to the Faculty Board even if the supervisor does not support this. In such circumstances, the Faculty Board will collect the necessary documents and will do everything in its power to make a well-informed decision.

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6. The ACIP will discuss the complete dossier and provide the Faculty Board with its advice on the promotion decision (see Template 9).
  7. Based on the advice of the ACIP, the Faculty Board makes the promotion decision.
  8. The Dean informs the Assistant Professor and the supervisor about the outcome

If the results of the review indicate that the Assistant Professor's performance is not satisfactory, the Assistant Professor will leave the career track and gets guidance to another position both within and outside the university.

Appendix 9 Templates EP

Template 1 EP: Advice of Education Programme Director over Promotion to Assistant Professor 1

Name Assistant Professor	
Name Education Director & Education Programme	
<b>Teaching</b>	The Assistant Professor executes education duties in an excellent manner and has developed the necessary capabilities to provide sound academic education.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a University Teaching Qualification (UTQ).</li> <li>- The Assistant Professor has a balanced teaching portfolio (lectures at multiple levels, lectures for different group sizes and several teaching methods), has lectured on several courses</li> <li>- The Assistant Professor provides high quality of supervision in bachelor and master theses.</li> <li>- The education performance is excellent as evaluated by:             <ol style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review.</li> </ol> </li> </ul>
<b>Course and curriculum development</b>	The Assistant Professor is able to effectively (re-)design courses, and to reflect on the quality of education and to implement improvements at the course level.
Evidenced by	<ul style="list-style-type: none"> <li>- Systematically monitors teaching quality and implements improvements in own courses.</li> <li>- Successful design or re-design of courses.</li> <li>- Successful improvements in teaching materials and/or working methods.</li> </ul>
<b>Teaching innovation</b>	The Assistant Professor is able to implement teaching innovation at the course level
Evidenced by	<ul style="list-style-type: none"> <li>- Successfully implements teaching innovations in own courses.</li> <li>- Participates in discussions about teaching innovation at the course level.</li> </ul>
<b>Education Expertise Development</b>	The Assistant Professor is developing education expertise on a specific education topic or area (i.e. assessment, blended education) relevant for Economics & Business
Evidenced by	<ul style="list-style-type: none"> <li>- Active participation in conferences, seminars, or workshops in the education area (e.g. presenting research findings, leading a discussion).</li> <li>- Active participation in learning communities in an education area (e.g. setting up a learning community, providing input)</li> </ul>
<b>Management</b>	The Assistant Professor is able to contribute to education management at the course or programme level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Course coordinator</li> <li>- Member or chair of program committee</li> <li>- Member of exam committee</li> </ul>
Opinion Education Programme Director	What is your opinion of the performance of the Assistant Professor on the above criteria (max 100 words):

Recommendation	Would you recommend the Faculty Board promote the Assistant Professor 2 to Assistant Professor 1 based on their education performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	

Template 2 EP: Advice of Research Programme Director over Promotion to Assistant Professor 1

Name Assistant Professor	
Name Research Programme Director & Research Programme	
<b>Publications</b>	The Assistant Professor is developing a good quality line of research in a relevant economics, business or education domain. Papers have been submitted to international ranked journals and the Assistant Professor is working on new promising research projects.
Evidenced by	<ul style="list-style-type: none"> <li>– One publication international in good international peer reviewed journals (AIP &gt; .50).</li> <li>– A pipeline of research projects &amp; papers under review.</li> </ul>
<b>Impact</b>	The Assistant Professor must start contributing to the international, national or regional scholarly reputation of FEB.
Evidenced by for example	<ul style="list-style-type: none"> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>
Opinion Research Programme Director	What is your opinion of the performance of the Assistant Professor based on the above criteria (max. 100 words):
Recommendation	<p>Would you recommend the Faculty Board promote the Assistant Professor 2 to Assistant Professor 1 based on the research performance:</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
Date	
Signature	

**Template 3 EP: Advice of Department Chair over Promotion to Assistant Professor 1**

Name Assistant Professor	
Name Department Chair	
<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	For example: <ul style="list-style-type: none"> <li>- Contribution to a positive educational culture within the faculty, for example, by helping out colleagues, exchanging teaching ideas and experiences and being involved in education meetings.</li> <li>- Contributions to mentoring activities for students requiring support</li> </ul>
<b>Service to the Faculty</b>	The staff member is involved in multiple activities that positively contribute to the education and learning climate in the Faculty and/or Department
Evidenced by	<ul style="list-style-type: none"> <li>- Participation in professionalization activities (workshops, seminars, education days)</li> <li>- Service in departmental administration, including course administration</li> </ul>
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities
Evidenced by	Mentoring PhD students in teaching
Opinion Department Chair	What is your opinion of the performance of the Assistant Professor on the above criteria (max 100 words):
Recommendation	Would you recommend the Faculty Board promote the Assistant Professor 2 to Assistant Professor 1 based on their citizenship performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	



**Template 4 EP: Self-assessment by Assistant Professor for promotion to Assistant Professor 1**

Name Assistant Professor	
Department	
Date	
Signature	

**Below you should reflect on your performance in each of the three stated areas:**

**Education**

<b>Teaching</b>	The Assistant Professor executes education duties in an excellent manner and has developed the necessary capabilities to provide sound academic education.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a University Teaching Qualification (UTQ).</li> <li>- The Assistant Professor has a balanced teaching portfolio (lectures at multiple levels, lectures for different group sizes and several teaching methods), has lectured on several courses</li> <li>- The Assistant Professor provides high quality of supervision in bachelor and master theses.</li> <li>- The education performance is excellent as evaluated by:             <ul style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review.</li> </ul> </li> </ul>
<b>Course and curriculum development</b>	The Assistant Professor is able to effectively (re-)design courses, and to reflect on the quality of education and to implement improvements at the course level.
Evidenced by	<ul style="list-style-type: none"> <li>- Systematically monitors teaching quality and implements improvements in own courses.</li> <li>- Successful design or re-design of courses.</li> <li>- Successful improvements in teaching materials and/or working methods.</li> </ul>
<b>Teaching innovation</b>	The Assistant Professor is able to implement teaching innovation at the course level
Evidenced by	<ul style="list-style-type: none"> <li>- Successfully implements teaching innovations in own courses.</li> <li>- Participates in discussions about teaching innovation at the course level.</li> </ul>
<b>Education Expertise Development</b>	The Assistant Professor is developing education expertise on a specific education topic or area (i.e. assessment, blended education) relevant for Economics & Business
Evidenced by	<ul style="list-style-type: none"> <li>- Active participation in conferences, seminars, or workshops in the education area (e.g. presenting research findings, leading a discussion).</li> <li>- Active participation in learning communities in an education area (e.g. setting up a learning community, providing input)</li> </ul>
<b>Management</b>	The Assistant Professor is able to contribute to education management at the course or programme level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Course coordinator</li> <li>- Member or chair of program committee</li> <li>- Member of exam committee</li> </ul>
Personal Reflection	

## Research

<b>Publications</b>	The Assistant Professor is developing a good quality line of research in a relevant economics, business or education domain. Papers have been submitted to international ranked journals and the Assistant Professor is working on new promising research projects.
Evidenced by	<ul style="list-style-type: none"> <li>– One publication international in good international peer reviewed journals (AIP &gt; .50).</li> <li>– A pipeline of research projects &amp; papers under review.</li> </ul>
<b>Impact</b>	The Assistant Professor must start contributing to the international, national or regional scholarly reputation of FEB.
Evidenced by for example	<ul style="list-style-type: none"> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>
Personal Reflection	

## Academic Citizenship

<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	<p>For example:</p> <ul style="list-style-type: none"> <li>- Contribution to a positive educational culture within the faculty, for example, by helping out colleagues, exchanging teaching ideas and experiences and being involved in education meetings.</li> <li>- Contributions to mentoring activities for students requiring support</li> </ul>
<b>Service to the Faculty</b>	The Assistant Professor is involved in multiple activities that positively contribute to the education and learning climate in the Faculty and/or Department
Evidenced by	<ul style="list-style-type: none"> <li>- Participation in professionalization activities (workshops, seminars, education days)</li> <li>- Service in departmental administration, including course administration</li> </ul>
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities
Evidenced by	Mentoring PhD students in teaching
Personal Reflection	

Template 5 EP: Advice of Education Programme Director for Promotion to Associate Professor 2

Name Assistant Professor	
Name Education Director & Education Programme	
<b>Teaching</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a Senior Teaching Qualification.</li> <li>- The Assistant Professor uses state-of-the-art and varied teaching materials.</li> <li>- Provision of excellent quality teaching (for bachelor, master, and/or executive education, bachelor and master theses), as evaluated by:               <ol style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review</li> </ol> </li> </ul>
<b>Course and curriculum development</b>	The Assistant professor is able to effectively (re-)design courses, and to reflect on the quality of education and to contribute to the implementation of improvements at the program level.
Evidenced by	<ul style="list-style-type: none"> <li>- Contributes to curriculum evaluations and accreditations and or contributes to design or re-design of education programs.</li> <li>- Contributes to activities at the program level, for example in renewal projects, and extra-curricular activities.</li> <li>- Developing new teaching materials, such as contributing to textbooks, developing teaching cases.</li> </ul>
<b>Teaching innovation</b>	The Assistant Professor is able to contribute to the implementation of teaching innovation at the course and program level
Evidenced by	<ul style="list-style-type: none"> <li>- Participates in discussions about teaching innovation at the program level.</li> <li>- Contributes to the implementation of teaching innovation at the program level.</li> <li>- Bringing in Innovation / Education grants, independent of size.</li> </ul>
<b>Education Expertise Development</b>	The Assistant Professor has developed education expertise on a specific education area (i.e. assessment, blended education ) relevant for Economics & Business and is sharing this expertise within the Faculty of Economics and Business and/or University of Groningen
Evidenced by	<ul style="list-style-type: none"> <li>- Vision development on an education topic or area as proven in successful education plans, and/or education research.</li> <li>- Sharing of this expertise in education communities within FEB and/or RUG</li> <li>- Consulted within FEB and/or RUG as expert in an education area</li> </ul>
<b>Management</b>	The Assistant Professor is able to contribute to education management at the program level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Member of faculty-wide or university wide education-related project teams, with sufficient time invested (&gt; 0,05 fte)</li> </ul>
Opinion Education Programme Director	What is your opinion of the performance of the Assistant Professor on the above criteria (max 100 words):

Recommendation	Would you recommend the ACIP promote the Assistant Professor 1 to to Associate Professor 2 based on their education performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	

Template 6 EP: Advice of Research Programme Director for Promotion to Associate Professor 2

Name Assistant Professor	
Name Research Programme Director & Research Programme	
<b>Publications</b>	The Assistant Professor must have developed a good quality line of research in a relevant economics, business or education domain. Publications in peer-reviewed journals and /or books are considered good from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed co-authors are considered an advantage.
Evidenced by	<ul style="list-style-type: none"> <li>- FEBRI associate fellowship</li> <li>- Two publications in good international peer reviewed journals during the last 6 years.</li> </ul>
<b>Impact</b>	The Assistant Professor must contribute to the international, national or regional scholarly reputation of FEB.
Evidenced by for example	<ul style="list-style-type: none"> <li>- Invitations for teaching and/or research related presentations and/or seminars.</li> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Reviewing activities for academic journals</li> <li>- Participation in policy debates, media and conferences about teaching-related issues</li> <li>- Active participation in and contribution to a Centre of (teaching) Expertise and/or FEB-wide educational and/or research themes</li> <li>- Publications in policy and practice-oriented journals and newspapers</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>
Opinion Research Programme Director	What is your opinion of the performance of the Assistant Professor based on the above criteria (max. 100 words):
Recommendation	Would you recommend the ACIP promote the Assistant Professor 1 to to Associate Professor 2 based on the research performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	

Template 7 EP: Advice of Department Chair over Promotion to Associate Professor 2

Name Assistant Professor	
Name Department Chair	
<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	For example <ul style="list-style-type: none"> <li>– Contribution to a positive and collaborative educational culture across departmental/faculty teaching staff, for example, through leadership of peer support activities or support for curricular reform activities</li> <li>– Being involved in faculty-level education meetings and initiatives</li> <li>– Contributing to mentoring activities for students requiring support</li> <li>– Mentoring activities of junior teaching staff to an inclusive and supportive culture of teaching and learning in the Department and Faculty</li> </ul>
<b>Service to the Faculty</b>	The staff member is involved in multiple activities that positively contribute to the education and learning climate in the Faculty
Evidenced by	<ul style="list-style-type: none"> <li>– The Assistant Professor contributes effectively and efficiently to the smooth running of teaching processes.</li> <li>– The Assistant Professor actively organizes education seminars.</li> <li>– Service on faculty-wide committees or in other governance roles</li> <li>– Contributions to faculty-wide innovation projects and agendas, and public engagement</li> </ul>
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the institution
Evidenced by	<ul style="list-style-type: none"> <li>– Involving and encouraging other staff members to be active in the (re)design of education and assessment and in the implementation of education</li> <li>– Mentoring starting staff members (i.e. junior lecturers, PhD. students) in teaching</li> <li>– Contributes to activities supporting an inclusive and diverse culture at FEB</li> </ul>
Opinion Department Chair	What is your opinion of the performance of the Assistant Professor on the above criteria (max 100 words):
Recommendation	Would you recommend the ACIP promote the Assistant Professor 1 to Associate Professor 2 based on their citizenship performance: <input type="radio"/> Yes <input type="radio"/> No
Date	
Signature	

Template 8 EP: Self-assessment of Assistant Professor for Promotion to Associate Professor 2

Name Assistant Professor	
Department	
Date	
Signature	

Below you should reflect on your performance in each of the three stated areas:

**Education**

<b>Teaching</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a Senior Teaching Qualification.</li> <li>- The Assistant Professor uses state-of-the-art and varied teaching materials.</li> <li>- Provision of excellent quality teaching (for bachelor, master, and/or executive education, bachelor and master theses), as evaluated by:               <ol style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review</li> </ol> </li> </ul>
<b>Course and curriculum development</b>	The Assistant professor is able to effectively (re-)design courses, and to reflect on the quality of education and to contribute to the implementation of improvements at the program level.
Evidenced by	<ul style="list-style-type: none"> <li>- Contributes to curriculum evaluations and accreditations and or contributes to design or re-design of education programs.</li> <li>- Contributes to activities at the program level, for example in renewal projects, and extra-curricular activities.</li> <li>- Developing new teaching materials, such as contributing to textbooks, developing teaching cases.</li> </ul>
<b>Teaching innovation</b>	The Assistant Professor is able to contribute to the implementation of teaching innovation at the course and program level
Evidenced by	<ul style="list-style-type: none"> <li>- Participates in discussions about teaching innovation at the program level.</li> <li>- Contributes to the implementation of teaching innovation at the program level.</li> <li>- Bringing in Innovation / Education grants, independent of size.</li> </ul>
<b>Education Expertise Development</b>	The Assistant Professor has developed education expertise on a specific education area (i.e. assessment, blended education ) relevant for Economics & Business and is sharing this expertise within the Faculty of Economics and Business and/or University of Groningen
Evidenced by	<ul style="list-style-type: none"> <li>- Vision development on an education topic or area as proven in successful education plans, and/or education research.</li> <li>- Sharing of this expertise in education communities within FEB and/or RUG</li> <li>- Consulted within FEB and/or RUG as expert in an education area</li> </ul>
<b>Management</b>	The Assistant Professor is able to contribute to education management at the program level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Member of faculty-wide or university wide education-related project teams, with sufficient time invested (&gt; 0,05 fte)</li> </ul>
Personal Reflection	

## Research

<b>Publications</b>	The Assistant Professor must have developed a good quality line of research in a relevant economics, business or education domain. Publications in peer-reviewed journals and /or books are considered good from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed co-authors are considered an advantage.
Evidenced by	<ul style="list-style-type: none"> <li>- FEBRI associate fellowship</li> <li>- Two publications in good international peer reviewed journals during the last 6 years.</li> </ul>
<b>Impact</b>	The Assistant Professor must contribute to the international, national or regional scholarly reputation of FEB.
Evidenced by for example	<ul style="list-style-type: none"> <li>- Invitations for teaching and/or research related presentations and/or seminars.</li> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Reviewing activities for academic journals</li> <li>- Participation in policy debates, media and conferences about teaching-related issues</li> <li>- Active participation in and contribution to a Centre of (teaching) Expertise and/or FEB-wide educational and/or research themes</li> <li>- Publications in policy and practice-oriented journals and newspapers</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>
Personal Reflection	

## Academic Citizenship

<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	<p>For example</p> <ul style="list-style-type: none"> <li>– Contribution to a positive and collaborative educational culture across departmental/faculty teaching staff, for example, through leadership of peer support activities or support for curricular reform activities</li> <li>– Being involved in faculty-level education meetings and initiatives</li> <li>– Contributing to mentoring activities for students requiring support</li> <li>– Mentoring activities of junior teaching staff to an inclusive and supportive culture of teaching and learning in the Department and Faculty</li> </ul>
<b>Service to the Faculty</b>	The Assistant Professor is involved in multiple activities that positively contribute to the education and learning climate in the Faculty
Evidenced by	<ul style="list-style-type: none"> <li>– The Assistant Professor contributes effectively and efficiently to the smooth running of teaching processes.</li> <li>– The Assistant Professor actively organizes education seminars.</li> <li>– Service on faculty-wide committees or in other governance roles</li> <li>– Contributions to faculty-wide innovation projects and agendas, and public engagement</li> </ul>
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the institution



Evidenced by	<ul style="list-style-type: none"> <li>– Involving and encouraging other staff members to be active in the (re)design of education and assessment and in the implementation of education</li> <li>– Mentoring starting staff members (i.e. junior lecturers, PhD. students) in teaching</li> <li>– Contributes to activities supporting an inclusive and diverse culture at FEB</li> </ul>
Personal Reflection	

Template 9 EP: ACIP Advice to Faculty Board on Promotion to Associate Professor 2

Name Assistant Professor	
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**Education**

<b>Teaching</b>	The Assistant Professor prepares and executes high quality education in various forms (e.g., lectures, tutorials, thesis supervision) for various target groups and on different topics within FEB's education programmes.
Evidenced by	<ul style="list-style-type: none"> <li>- The Assistant Professor has obtained a Senior Teaching Qualification.</li> <li>- The Assistant Professor uses state-of-the-art and varied teaching materials.</li> <li>- Provision of excellent quality teaching (for bachelor, master, and/or executive education, bachelor and master theses), as evaluated by:               <ol style="list-style-type: none"> <li>a) student evaluations</li> <li>b) the program director and colleagues</li> <li>c) teaching experts through a systematic peer review</li> </ol> </li> </ul>
Evaluation ACIP	
<b>Course and curriculum development</b>	The Assistant professor is able to effectively (re-)design courses, and to reflect on the quality of education and to contribute to the implementation of improvements at the program level.
Evidenced by	<ul style="list-style-type: none"> <li>- Contributes to curriculum evaluations and accreditations and or contributes to design or re-design of education programs.</li> <li>- Contributes to activities at the program level, for example in renewal projects, and extra-curricular activities.</li> <li>- Developing new teaching materials, such as contributing to textbooks, developing teaching cases.</li> </ul>
Evaluation ACIP	
<b>Teaching innovation</b>	The Assistant Professor is able to contribute to the implementation of teaching innovation at the course and program level
Evidenced by	<ul style="list-style-type: none"> <li>- Participates in discussions about teaching innovation at the program level.</li> <li>- Contributes to the implementation of teaching innovation at the program level.</li> <li>- Bringing in Innovation / Education grants, independent of size.</li> </ul>
Evaluation ACIP	
<b>Education Expertise Development</b>	The Assistant Professor has developed education expertise on a specific education area (i.e. assessment, blended education ) relevant for Economics & Business and is sharing this expertise within the Faculty of Economics and Business and/or University of Groningen
Evidenced by	<ul style="list-style-type: none"> <li>- Vision development on an education topic or area as proven in successful education plans, and/or education research.</li> <li>- Sharing of this expertise in education communities within FEB and/or RUG</li> <li>- Consulted within FEB and/or RUG as expert in an education area</li> </ul>
Evaluation ACIP	

<b>Management</b>	The Assistant Professor is able to contribute to education management at the program level
Evidenced by for example	<ul style="list-style-type: none"> <li>- Program coordinator</li> <li>- Member of faculty-wide or university wide education-related project teams, with sufficient time invested (&gt; 0,05 fte)</li> </ul>
Evaluation ACIP	

<b>Overall Evaluation Education ACIP</b>	
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### Research

<b>Publications</b>	The Assistant Professor must have developed a good quality line of research in a relevant economics, business or education domain. Publications in peer-reviewed journals and /or books are considered good from an international perspective in terms of originality, significance and rigor. Publications showing the ability to work together with reputed co-authors are considered an advantage.
Evidenced by	<ul style="list-style-type: none"> <li>- FEBRI associate fellowship</li> <li>- Two publications in good international peer reviewed journals during the last 6 years.</li> </ul>
Evaluation ACIP	
<b>Impact</b>	The Assistant Professor must contribute to the international, national or regional scholarly reputation of FEB.
Evidenced by for example	<ul style="list-style-type: none"> <li>- Invitations for teaching and/or research related presentations and/or seminars.</li> <li>- A good (international, national or regional) network</li> <li>- Organization of teaching and/or research related conferences or workshops.</li> <li>- Reviewing activities for academic journals</li> <li>- Participation in policy debates, media and conferences about teaching-related issues</li> <li>- Active participation in and contribution to a Centre of (teaching) Expertise and/or FEB-wide educational and/or research themes</li> <li>- Publications in policy and practice-oriented journals and newspapers</li> <li>- Coverage of best practices of university teaching and/or research in the popular press and/or social media</li> </ul>
Evaluation ACIP	

<b>Overall Evaluation Research ACIP</b>	
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## Academic Citizenship

<b>Academic Citizenship</b>	The Assistant Professor actively and positively contributes to the Faculty and/or Department
Evidenced by	<p>For example</p> <ul style="list-style-type: none"> <li>– Contribution to a positive and collaborative educational culture across departmental/faculty teaching staff, for example, through leadership of peer support activities or support for curricular reform activities</li> <li>– Being involved in faculty-level education meetings and initiatives</li> <li>– Contributing to mentoring activities for students requiring support</li> <li>– Mentoring activities of junior teaching staff to an inclusive and supportive culture of teaching and learning in the Department and Faculty</li> </ul>
Evaluation ACIP	
<b>Service to the Faculty</b>	The staff member is involved in multiple activities that positively contribute to the education and learning climate in the Faculty
Evidenced by	<ul style="list-style-type: none"> <li>– The Assistant Professor contributes effectively and efficiently to the smooth running of teaching processes.</li> <li>– The Assistant Professor actively organizes education seminars.</li> <li>– Service on faculty-wide committees or in other governance roles</li> <li>– Contributions to faculty-wide innovation projects and agendas, and public engagement</li> </ul>
Evaluation ACIP	
<b>Leadership and Mentoring</b>	The Assistant Professor is developing leadership capabilities with respect to advancing an inclusive and supportive culture of excellence in teaching and learning across the institution
Evidenced by	<ul style="list-style-type: none"> <li>– Involving and encouraging other staff members to be active in the (re)design of education and assessment and in the implementation of education</li> <li>– Mentoring starting staff members (i.e. junior lecturers, PhD. students) in teaching</li> <li>– Contributes to activities supporting an inclusive and diverse culture at FEB</li> </ul>
Evaluation ACIP	
<b>Overall Evaluation Academic Citizenship ACIP</b>	

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**Final Recommendation and Remarks:**

Recommendation	Would the ACIP recommend the Faculty Board promote the Assistant Professor 1 to Associate Professor 2 based on the overall performance across the three job areas: <input type="radio"/> Yes <input type="radio"/> No
Explanation of recommendation	
Career development recommendation to Assistant Professor (if deemed necessary)	