Excellent People
Attract
eXcellent People
the next generation
Personnel policy for academic staff
The Eindhoven University of Technology (TU/e) is a research-driven university of international standing, where excellent research and education are inextricably linked.

TU/e is a source of talent, which can flourish best if we are part of high-level international research. A leading position attracts talented students and researchers and stimulates collaboration with the best private and public parties. Having and maintaining a strong position in the global knowledge economy requires excellent achievements. Innovation does not start with technology, but with people. They make TU/e into the place ‘Where innovation starts’.

At TU/e, we enable our academic staff to provide quality education and do research at an internationally renowned level. TU/e offers an inspiring working environment among peers, with excellent facilities for research. Our small scale is the basic principle of our educational vision - a master-apprentice approach that allows students to develop quickly. In recent years, TU/e has seen an increasing growth in student numbers, resulting in an increasing need to attract excellent researchers. At the same time, international competition for good academic staff is increasing.

TU/e is working from the principle of ‘excellent people attract excellent people, the next generation’, to shape this new version of our personnel policy for academic staff. The policy is dedicated to attracting talented individuals and giving them plenty of space to work. TU/e emphatically wants to be an attractive employer for men and women, and for employees with different cultures and nationalities.

The main principle of this new policy is continuous attention for the professional and personal development of academic staff, by facilitating individual career tracks based on personal ambitions and achievements. The policy clearly describes potential career steps and possibilities for development.

I have complete faith that being an attractive employer and offering personal attention and growth prospects to our academic staff will allow us to hire and retain the people we need to solidify our prominent position in international education and research. People who are open, driven, curious, competent and collaborative, and who strive for excellence.

Prof.dr.ir. Frank Baaijens, rector magnificus
Eindhoven, July 2016
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July 2016
1. Excellent people attract excellent people

1.1 Introduction
TU/e distinguishes itself as an internationally leading university that specializes in engineering science and technology, whose stimulating education, high-quality research and effective technology transfer contribute to the advancement of technical sciences, the development of technical innovations and thereby the development and well-being of its own environment (technology & innovation hotspot Eindhoven) as well as that of its surrounding environments.

Having and keeping a strong position in these areas requires excellent performance both from TU/e staff and the university as a whole. Through the notion of ‘excellent people attract excellent people’, TU/e shapes its personnel policy for academic staff. Internationalization and diversity are key aspects of this. Moreover, TU/e offers considerable scope for top talent, shaped by attractive employership, and giving academic talent prospects to develop in terms of individual and collective excellence.

The personnel policy of “excellent people attract excellent people, the next generation” gives TU/e the frameworks for optimum development possibilities for academic staff, with a focus on the four domains of performance and development: research, education, valorization and organization & management.

This policy makes it clear how the development tracks TU/e offers its faculty work. These development tracks give TU/e personnel a clear and attractive prospect for their academic careers.

1.2 TU/e as a place to work
TU/e is a relatively young university and therefore quite modern. The university fosters academic traditions, but in a rather contemporary form. The TU/e is a mid-sized university. It is not focused on growth, but rather on continuing to reinforce its competitive edge in the world. Quality exceeds quantity, also in the rising demand for research and/or education from within our environment. Both students and faculty members who perform well in the TU/e receive as much freedom and scope as possible. An ambitious and enterprising attitude is highly valued. Top performance is the norm, for both individual performance and team performance. TU/e has a strong drive to be the best and mutual competition is encouraged. The following typifies the TU/e: any person who is ambitious and performs excellently is given all the scope and facilities for self-development and for shaping an interesting career.

TU/e enables its academic personnel to do research at an internationally prominent level and to undertake top-level teaching. Linking fundamental research with education and societal issues is a key ingredient for success. They develop new scientific knowledge and help use this to develop technological innovations. The job of the faculty is to mould young people into independent and critical problem solvers and innovators. They maintain inspiring contacts in international academic circles and in their own high-tech environment. All this enables them to contribute to the development of technical knowledge and to contribute to the development of technological innovations and the sustainable growth of prosperity and well-being.

TU/e has a small-scale, open, informal working atmosphere where people have personal attention for each other. The communication lines are short. Interdisciplinary collaboration between research groups from different departments contributes to an inspiring working setting. For many research groups the collaboration between and within the departments is an important basis for strengthening the quality of the research and link with societal issues.
2. Personnel policy for academic staff

2.1 Principles of personnel policy for academic staff
The personnel policy of TU/e is centered around attracting top talent and providing them with ample opportunities on the job. TU/e aims at ongoing development among its employees, also in the longer term. The following applies to TU/e: any person who is ambitious and performs excellently is given all the scope for self-development and for shaping an interesting career.

The basic principles of the personnel policy for the academic staff:

1. Academic talent get all the scope at TU/e to develop themselves. There is a systematic approach towards the professional and personal development of the academic staff.
2. In defining the career tracks for tenured faculty members, TU/e employs a development instead of a staff capacity principle; the organization facilitates an individual career path that is also shaped on the basis of the development of individual talent, ambition and performance.
3. Successful academic careers at TU/e also have an international component.
4. Successful academic careers at TU/e are built via jobs that combine education, research, valorization and organization & management.
5. TU/e is an engaging employer for both men and women, and for employees from diverse cultures and nationalities.
6. TU/e is always interested in attracting top academic talent.
7. TU/e is transparent with regard to career stages, criteria and promotion & assessment procedures.
8. In the event that a position does not offer adequate prospects for a successful academic career, searching for other opportunities is the mutual responsibility of the employees and TU/e.

2.2 Career stages within an academic career
An academic career in the TU/e is defined by the following basic positions:

- PhD student (Doctoral candidate /PhD)
- Post-doctoral
- Assistant professor
- Associate professor
- Professor

The figure below illustrates the normal academic career track. The functions defined can be filled at TU/e as well as at other academic institutions. Sequential positions will rarely be realized exclusively at TU/e. After all, expanding one's horizons, also at other universities/organizations abroad, is crucial for an academic career.
2.3 An explanation of the academic career stages

After completing a Master program, an academic begins a career track as a PhD student. After 4 years the doctoral track is completed with a dissertation and the conferral of a doctorate. Many of the PhD students continue their career outside of academia, for example in industry. Some of the graduates continue their careers in academic fields. Of those that want to develop themselves further in academic fields, most will opt for a post-doctoral period, often in a different country and/or in a different university. This consists of a period of several years in which the academic can expand and enrich his/her research skills, can contribute to the research domain and have the opportunity to build up a track record.

The first tenure position is that of an assistant professor. TU/e wants to attract and develop top talents with international experience by offering clear prospects. This is why assistant professors in the TU/e are appointed by means of a development track. The basic premise is that every new assistant professor is appointed with the aim of becoming an associate professor within a period of 6 to 8 years. Highly successful associate professors then gain a professorship in the years thereafter at TU/e and/or another university.

How each individual runs through this career track depends on the knowledge, experience and competencies of the individual at the time of joining the university and on how this individual develops during the track.

TU/e wants to make a structural commitment to get the new assistant professor into a contractual development track as early as possible. So a permanent appointment will be granted in the first half of the development track, i.e., within four years at most, on the basis of an evaluation and potential assessment. The same prospect applies for associate professors towards a professorship.

This policy plan subsequently deals with the TU/e frameworks per job in the academic career.
3. The PhD student

3.1 Purpose of the function
Carrying out and publishing academic and scientific research for the purpose of contributing to the development of academic knowledge and insight in specific fields of research, ending with a doctorate within a predetermined period.

The function of the PhD student within the career track is to acquire the basic education for becoming an academic researcher.

3.2 Intake and selection
The intake of PhD students in the TU/e consists of graduates from its own programs and mainly from other education institutes.

The TU/e strives towards a diversified workforce at all function levels. For the job of PhD student TU/e is keen to welcome talented women and expats.

Recruitment and selection is the responsibility of the research groups. The department management or an authorized member of the department management approves the proposed nomination/appointment.

3.3 Continuation and development

3.3.1 Appointment
The PhD student is appointed according to the University Job Classification (UFO) profile for PhD students. The duration of the appointment is the same length as the PhD program; normally four years. Within one year a review of the candidate's suitability takes place, and thereafter an appointment will be made for the entire PhD program. The method and assessment will be established by the departmental board. In the event of a negative assessment, the employment contract is terminated after one year.

If the PhD student is on maternity leave during the course of appointment, then the appointment is extended by the duration of maternity leave.

3.3.2 Development
Within 3 months of starting, each PhD student formulates a study program and guidance plan and discusses this with his/her counselor and/or doctoral supervisor. The departmental board sees to it that this plan is formulated.

The development of intrinsic knowledge and general professional competencies will be safeguarded by the TU/e Graduate school (see: www.tue.nl/graduateschool). TU/e offers every PhD student the possibility to participate in the in-company program, which is geared to the development of general competencies; the “Proof” program (see intranet.tue.nl/proof). In the individual education and supervision plan agreements will be made on the professionalization activities in which the PhD student will participate during the appointment.

A PhD student appointment ends after 4 years. Some of the students that obtained their doctorates aspire to an academic career. During the third year of the doctorate, the professor and/or direct supervisor will discuss with the PhD student the academic ambitions and prospects for the respective PhD student and/or career prospects in other sectors. In the third year the PhD student may also take advantage of supervision/training relating to his/her employment orientation.
4. The postdoctoral function

4.1 Purpose of the function
Just as with the PhD student, the purpose of a post-doctoral position is to acquire, carry out and publish academic research for the purpose of contributing to the development of academic and scientific knowledge and insight in parts of a specific field of research. However, a person holding a post-doctoral position rather than being a doctoral candidate is also expected to undertake independent research, play a role in research coordination and in coaching graduates and PhD students. Also, it is possible to contribute to acquiring secondary and tertiary funding for research work.

As part of the academic career, the post-doctoral function contributes to staff member’s ongoing development of research qualities, expanding his/her research skills and research domain. The post-doctoral period also offers the opportunity to build up a publishing profile.

International experience is essential in an academic career. The post-doctoral period is a good time for Dutch doctorate holders to accumulate international experience. For foreign doctorate holders it is a good time for acquiring experience in the Dutch culture.

4.2 Intake and selection
The intake of post-doctoral students at TU/e consists of doctorate holders, mainly from other countries. Dutch post-doctoral graduates use this period for adding international experience to their profile. In terms of career consideration, it is not wise for a doctorate holder to take a post-doctoral position in the same research team where the doctorate was conferred.

TU/e strives towards a diversified workforce at all function levels. For the position of postdoc TU/e is keen to welcome talented women and expats.

In the TU/e vision it makes sense in building a solid foundation in the academic career of TU/e PhD graduate to take on a postdoc position outside TU/e in a different research group to that where the PhD was gained.

Recruitment and selection is the responsibility of the research groups. The department management or an authorized member of the departmental board approves the nomination/appointment.

4.3 Continuation and development
A post-doctoral candidate is appointed according to the University Job Classification (UFO) profile for an academic researcher, level 4 or 3 (salary scale 10 or 11). Level 3 is applicable only if an actual contribution is made to the acquisition of secondary and tertiary funding for projects.

A post-doctoral position is an important function for the organization, but certainly for the young academic person. However, ‘stacking’ post-doctoral contracts should be avoided. After around 2 years at TU/e, the Professor will clearly enlighten the post-doctoral staff member about his/her prospects in the academic world. In the university sector in the Netherlands the options for a number of successive temporary contracts at one and the same employer are also contractually very limited.
In the vision of TU/e it is ill-advised for the career of the PhD graduate to take on a post-doc job in the same research group as where the PhD was gained. TU/e will appoint a postdoc for a maximum of four years (normally via two contracts of two years each). In the final year of the postdoc period the academic/scientist is encouraged and supported to take the next step in his/her career elsewhere within or outside the academic community.

4.4 Exit
TU/e wants to prevent multiple ‘stacking’ of postdoc contracts. After no more than four years, the member of staff must seek a different job, whether academic or not. TU/e will support this, such as offering the option of an appointment for every postdoc of at least two years to follow a career orientation track to make clear to the employee what the future prospects are and boost his/her employment prospects.

The academic core tasks of the TU/e assistant professor, associate professor and professor are subsequently dealt with together:

- in chapter 5: the four domains of excellence in these jobs;
- in chapter 6: the general characteristics of personnel policy/the development paths for core staff personnel.
5. The four domains of excellence: Research, Education, Valorization and Organization & Management

5.1 Goal of the four domains
To enable a variety of career development options, among other things, TU/e applies the principle that all assistant professor, associate professor and professor jobs will be addressed by the four domains Education, Research, Valorization and Organization & Management (OOVO).

In each of the four domains basic qualifications job-level qualifications have been formulated (see appended faculty matrix) according to which individual agreements will be made concerning the particular specification of the individual performance and development relating to these four domains in the various phases of an individual career of members of the faculty. These agreements will contain the organization requirements (output) on the one hand and the individual performance, talents and ambitions on the other hand.

5.2 Content of the four domains
For every university inspiring education and leading research are, of course, at the core of good performance. In addition, for TU/e valorization is unmistakably a distinctive feature of its DNA and comprises the process of value creation from knowledge, the development of the related competencies, knowledge that is suitable or made available for economic and/or societal utilization, and/or the translation of knowledge into competitive products, services, processes and new business.

Compared with the other domains, Organization & Management may be less (academically) intrinsic but is, nonetheless, essential to the development of the department, its personnel and the output of faculty. Good organization and management foster excellence in research, education and valorization, both individually and collectively, along with coherence between the three domains.

TU/e-wide performance criteria per domain have also been elaborated to the assistant professor, associate professor and professor job levels and also concretized per department and subject discipline. The TU/e-wide criteria are shown in the faculty matrix (see: appendix 1).

The figure below presents the abbreviated version of the faculty matrix.
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<thead>
<tr>
<th>Scope for individual profiles</th>
<th>Prof. 1</th>
<th>Prof. 2</th>
<th>Assoc. prof. 1</th>
<th>Assoc. prof. 2</th>
<th>Asst. prof. 1</th>
<th>Asst. prof. 2</th>
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<td>Authority/environment</td>
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<td>Develop, coordinate and organize research and research programs</td>
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<td>Leadership of (inter)national committees and working groups</td>
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<td>Research</td>
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<td>International authority</td>
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<td>Output and impact</td>
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5.3 Proportioning the four domains in the employee profile
The four domains – Research, Education, Valorization, Organization & Management – are not similar in type but are of the same value. A faculty member makes a commitment to develop in all four domains, although this does not mean that every faculty member has to excel in all four. Excellence in one of the four domains may lead to a professorship provided the basic qualifications are demonstrable in the other domains.
Diagrammatically a job profile in the faculty appears as follows:

Each year in the interview, planning and budget cycle, every faculty member from assistant professor level makes a proposal concerning his/her projected performance and development ambitions in each of the four domains. At these moments agreements are made with the supervising professor that may lead to the creation of different OOVO profiles per person. These agreements may, via the annual adjustment, lead to changes in an individual profile over the years whereby accents/weighting may shift over time. The annual adjustment of agreements on the basis of mutual commitment is a must for the optimum alignment of personal ambitions, performance and ongoing development, on the one hand, and organization needs and available provisions for staff, on the other.

At assistant professor and associate professor level faculty are expected to develop in all four domains, with flexibility and scope for personal qualities and ambitions. At professor level there is even more scope for determining the key elements of the profile specification.

Profiles without a research component and/or education component are, in principle, only possible for faculty in exceptional situations.
6. TU/e development tracks

6.1 Goal of the development tracks
New university teachers at TU/e are appointed to a development track, the purpose of which is to attract and develop academic talent by offering clear prospects for people who are academically talented. The basic premise is that every assistant professor in the development track is appointed with the aim of ultimately becoming an associate professor. How each individual runs through this track depends on the knowledge, experience and competencies of the individual at the time of joining the university and on how this individual develops.

Where other universities use tenure tracks, TU/e employs development tracks. The crucial difference is that in a tenure track it is only at the end of the track that it becomes clear whether a permanent appointment will be granted. The TU/e development paths comprise two parts of around four years whereby a permanent appointment is offered once the first part has been successfully completed.

TU/e makes a similar proposition to new, talented associate professors it wants to attract whereby customized individual agreements are made concerning the duration, contents and final attainment levels of the development track. Such a development track may lead to a permanent associate professor 1 position or a professorship.

Also for personnel who are members of the core staff on the basis if a permanent appointment, the development track equally offers the possibility to follow an individually agreed long-term growth track on the basis of mutual commitment towards the next career step.

With the development tracks as the core of the Academic Staff policy, TU/e shows its commitment to attracting and developing academic talent. Ambitious academics that perform with excellence gain security and scope to further develop themselves and shape an interesting career.

6.2 Principles of the development paths
The career based on an assistant professors -associate professor development track can be illustrated as follows:

From temporary employment to permanent employment + Assistant professor 1
The TU/e system of development tracks employs the following principles:

- Each newly appointed assistant professor within TU/e will enter a development track aimed at reaching the position of associate professor in time.
- Experience teaches that a faculty member requires an average of eight years to reach associate professor level. The development track comprises nominally two parts of four years: four to become assistant professor 1 and another four to become associate professor.
- The promotion right is granted as of the level of associate professor1.
- Exceptional situations apart, the assistant professor position is, in principle, a position whereby the logical potential development is to associate professor.
- To optimize mobility within TU/e we use the up or else system for the newly appointed assistant professor. This means that in those cases where the journey in the development track no longer has any prospect of reaching the final goal, efforts will be made promptly and jointly to enable the career of the respective employee to continue outside the academic sphere or TU/e.
- Within an individual development track exemptions may be made for parts of the intrinsic assignments in the four domains, for instance on the basis of experience gained or demonstrable qualities shown earlier in the career.
- An employee who, upon commencement of the appointment, reveals demonstrably specific experience or competencies may be eligible for a shorter development track.
- To secure a good balance between workload and capacity, agreements can be made concerning long-term absence, part-time work and pregnancy leave as based on the guidelines for the Netherlands Organization for Academic and Scientific Research (NWO).
- If required, the development track may be preceded by an assessment. It is also possible to take a preparatory year to firm up/extend the start situation for a development track, for instance, to gain more experience in education and its structure, to strengthen the relationship between the employee and the university or to (further) develop any specific competencies.

6.3 Recruitment and selection
Recruitment of candidates for development tracks is carried out by means of open recruitment. Each department defines the specifics of its appointment criteria, but given the importance of international experience in an academic career, having this experience (or prospects thereof) will be a vital criterion. Apart from the qualities of individual candidates, account will be taken in recruitment and selection of the fact that diversity (including gender and nationality) is a key component in fostering excellence at group level. In view of the long-term perspective of a development track, the required developments in and connections with related intrinsic fields will be incorporated where necessary in drawing up the profile.

Selection for an assistant professor position/development track to associate professor will be through the selection committee instigated by the department for the respective position.

The selection committee comprises at least three professors, including one from a different department, the program director as advising member and the HR advisor as advising member and/or secretary of the committee. Two of the faculty members of the committee will be female.

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1 The imminent change to national law and legislation, on whose basis TU/e will be able to realize its policy intention to also award the Ius promovendi to associate professors, is expected to be ready in mid 2016
The committee considers not only the qualities of the candidate but also the expected developments in a long-term perspective in the subject field concerned and, if need be, in related fields, in its recommendation. How the committee works is determined by the departmental board. An assessment, a trial lecture and/or other selection methods will be employed to establish the competence and/or potential of a candidate as part of the selection program.

The selection committee will make a recommendation to the departmental board concerning the candidate's inclusion in a development track along with the development aspects of a candidate, geared to an appointment as professor within a few years.

The departmental board decides on the appointment of the candidate in the development track and thereby stipulates the moment when a decision will be made on making the employment permanent. A candidate for a development track from assistant professor to associate professor will, in principle, be appointed as assistant professor 2.

6.4 Continuation and development

6.4.1 Personal development plan (PDP)
Once placed in the development track the candidate drafts a personal development plan (PDP) in consultation with the professor. This plan includes devoting attention to the development points as suggested by the selection committee and to the development of other competencies, research agreements, work distribution and personal development. TU/e has opted for the PDP to encourage its staff to take an enterprising approach towards shaping their careers.

The departmental board makes facilities available to be able to achieve the necessary development. In undertaking the plan the candidate takes part in various learning activities including the “TU/e training program academic leadership for assistant professors” or “TU/e training program academic leadership for associate professors learning track”. It is also possible to participate in a development assessment which identifies the development goals that are important for the respective assistant professor in terms of further academic development.

The PDP will be evaluated in annual interviews and can be modified in consultation between and with mutual approval from employee and manager. An agreement applies until such time as a new agreement is reached. Compensatory arrangements are also possible, provided these are agreed beforehand. Changes will be put in writing and made known to the departmental board.

An interdepartmental panel, comprised of senior representation from interrelated fields of work, is available to provide feedback and advice to both the employee and the organization in respect of the development and career of the respective employee. (See 6.4.3.)
6.4.1.1 Elements in a PDP
A PDP comprises at least the following five elements:

1. Agreements on performance in the area of the four performance domains (OOVO), and how to shape the balance of work between these domains.
2. Agreements on personal development based on a development assessment. This component specifies the personal and professional competencies the employee has to develop to reach the agreements made on this part of the development track, including project management, personal branding, acquisition for professionals, personal leadership, written/verbal presentation, writing research proposals, etc. The employee is responsible himself/herself for being proactive and ambitious about his/her personal development.
3. The supervision and support the employee may expect.
4. The formal progress and assessment moments. Frequent feedback geared to development boost effectiveness.
5. The planning of work and development steps.

6.4.1.2 Features of a PDP
Making a PDP demands customization and creativity. Features of a PDP are:

- The employee is responsible for his or her own development.
- The (four-year) plan is an aid to shaping one's own future.
- The PDP is a contract with mutual obligations and pledges.
- The PDP is the guideline for individual development.
- In making the PDP the employees enters a dialogue with the supervisor, and possibly others, in order to make well considered choices.

6.4.2 Mentoring
In addition to the regular contacts in the daily work setting, TU/e offers faculty the opportunity to take advantage of mentoring. Within the collegial basis of trust between mentee and mentor, the mentee finds extra inspiration, support and advice for his or her own considerations and approach in the desired personal development as well as academic career.

6.4.3 Interdepartmental panel advice
At three moments during a development track an interdepartmental panel advises on the following step in the career of an assistant professor in a development track, with the responsibility for providing key intrinsic feedback to the candidate. An interim evaluation will take place after two years. On the basis of the second evaluation from the interdepartmental panel, the departmental board decides whether the temporary appointment may become permanent and at what point the respective person can be appointed assistant professor 1. The second advice from the interdepartmental panel forms the basis for a nomination as associate professor. The departmental board can also be consulted for interim feedback to colleagues in a development track. (see 7.1 for more details on the assignment, composition and approach of the interdepartmental panel.)
6.4.4 Roundabout interview

The decision on whether or not to make a temporary appointment permanent (within the first four years of the development track) and the decision on whether to not (yet) promote the employee in a development track to an associate professor position (after ca. 6 to 8 years after the start of the track) will both be based, therefore, on the advice of an interdepartmental panel which, together with the associated employment decision, will provide the basis for the next annual interview in which the focus lies on the career development in a long-term perspective; a ‘roundabout interview’.

If the employee is appointed/promoted, he/she goes straight over the roundabout and agreements are made in the interview on subsequent steps. In the event of a negative decision, the roundabout interview will look at the alternative consequences. If the original goal still appears feasible, additional requirements will be made of the PDP. If it appears that the goal of associate professors is not realistic or feasible, a plan B will be developed. In other words, the ‘or else’ condition (in ‘up or else’) will then be investigated. The roundabout interview will thus focus on mutual efforts to establish different/new future prospects. To detail and realize a new career perspective, a period of one year is available within the appointment.
Examples of alternative development directions for university teachers who, contrary to initial agreements, do not proceed in their development track to associate professor

Broadening and deepening the research terrain through a sabbatical
The most prevalent PDP substantiation for an assistant professor will be geared to broadening and deepening his or her own research terrain, or a slight shift in research terrain. The implementation of this development track will mainly be by way of a sabbatical, whereby the employee is temporarily detached to a different research institute or university and gets the time and scope to probe deeper into a specific subject, work on this with other academics and so further develop his or her own knowledge. Some departments and most research groups invest in a network of partner universities to make such exchanges a workable option.

Broadening and deepening through exchange with companies
TU/e is in an especially interesting environment in terms of high-tech companies with whom it also has a good network. A sabbatical or exchange of personnel with the research laboratories of these companies is therefore a workable option. The assistant professor goes to work at the research laboratory for a specific period and the research laboratory employee works at the university for the same period in the field of research and education.

Broadening and deepening in 3TU connection
The three universities of technology have good cooperation expressed organizationally in the 3TU Federation. The three TU's have defined five centers of excellence, where there is intensive collaboration. Both within these centers of excellence and within the 3TU graduate school plenty of collaboration and exchange are possible. The barriers to this are very low. The 3TU Federation offers a wide spectrum of development possibilities.

Broadening and deepening in ‘EU-league’ connection
TU/e has taken the initiative to begin a partnership with a number of renowned universities within the EU, such as TU München and the Denmark Technical University. One of the goals of the partnership is the exchange of academic talent. Within this partnership plenty of collaboration and exchange are possible, also by way of sabbaticals.

Development track to teacher
An academic career towards associate professor and professor requires functions that combine education and research. However, there are also assistant professors that notice after a few years that what sets their hearts beating faster is education rather than research. For those assistant professors with a very strong affinity with education and somewhat limited career prospects, a development track geared towards teaching at a different educational establishment is a good option. For young academics a development track in this direction could be a good step up to a further career such as a lecturer at a higher education institution.
Development track to consultant
An assistant professor with a strong affinity for knowledge valorization can opt to build on this affinity outside of TU/e rather than focus on an academic career by specializing in acquiring secondary/tertiary funded projects, or by increasingly concentrating on undertaking projects funded by industry. A few departments also have a laboratory and unit set up for such activities. The transfer to a position as a consultant in business and industry appears to be a supple one.

6.5 Exit from assistant professor position
After no more than eight years the candidate in the development track is appointed to the position of associate professor if he/she meets the set criteria.

In the near future, the associate professor position at TU/e will, in specific circumstances, also enable a right to promotion. In line with the international employment market, secondary funding requirements and the sectoral developments in the Netherlands the first half of 2016 will detail how this will be implemented. The interdepartmental panels will have an advisory role in respect of awarding the Ius promovendi to associate professors.

Up or else: If the original expectations about the development of a faculty member cannot be realized during the development track, TU/e will offer to support him or her internally or externally to find new work. Below are a few possibilities.

- Employment market and career advice and interviews regarding prospects to help the employee make a good estimate of his or her employment value
- Coaching on personal branding and network development to position himself or herself in the employment market
- Internal and external mobility center, such as already organized by Euflex, with:
  - View of possible vacancies, internal and external
  - From-work-to-work supervision
  - Research and facilitation of detachment options
  - Possible arrangement of a course
- Support entrepreneurship for those who wish to continue on a self-employed basis.

6.6 The faculty matrix and development tracks for permanent employees
For all members of the faculty, the TU/e personnel policy for academic staff strengthens the TU/e-wide transparency regarding its personnel policy and offers at the same time scope for individual customization in talent development on the basis of individual qualities, wishes and ambitions. It provides constant clarity on expectations and strengthens the mutual commitment concerning performance output, development options, and the relevant facilities provided by TU/e in a long-term perspective.
The faculty matrix offers, also to employees who are members of the core staff by virtue of permanent employment, a handle to arrive at good, balanced agreements concerning the ambitions, performance and development of the individual employee in relation to the output required by the organization and available provisions on the employer side. In annual interviews the agreements made for the future can be followed up in a good mutual consultation whereby the faculty matrix framework is created for the agreements to be made on performance and development for the domains of research, education, valorization and organization & management. The academic staff policy also offers a handle for good management of workload, dealing with a sabbatical period, temporarily less work and/or longer leave, etc.

For the members of the permanent faculty, too, a long-term development track can be agreed that leads to the next career move; for instance, from associate professor to professor.

In such a development track the same rules of play and provisions apply as for newly recruited colleagues, with the exception, of course, of the decision moment for the transition to permanent employment.

NB. From the second half of 2016 TU/e will enable the Ius promovendi for all members of the faculty from job level associate professor 1. The faculty matrix includes the relevant criteria regarding the qualifications in the research domain and specifically the qualifications regarding the supervision of PhD students principle.

6.7 The faculty matrix & policy for part-time professors
By tradition the part-time professor has a key position at TU/e, in part through adding important insights from and in connection with industry.

The mutual relationship in the triumvirate “person to be appointed –TU/e – company (or other external partner(s))” will be examined per specific situation and translated into agreements on aspects like the intrinsic field of work and contribution of the respective person to the 4 domains in the faculty matrix.

A part-time professorship tends in practice to represent a smaller part-time factor (0.2 – 0.4 fte). As a working definition for the part-time professorship time commitment, the maximum is 0.7 fte. If a part-time professor is employed at TU/e, the Collective Labor agreement (CAO) of Dutch universities applies.

The appointment term of a part-time professor is 5 years in principle and will only extend to a second term in exceptional circumstances.
7. Interdepartmental panels

On the basis of their mutual relationship, all the scientific fields worked on at TU/e are represented in four interdepartmental panels;

- Engineering
- Basic Sciences
- Design
- Humanities /Social Sciences & Technology

These panels are intended to strengthen the mutual intrinsic interrelationship and foster far-reaching shared knowledge development and commitment regarding the strategic development of the faculty of TU/e.

The assignment for each interdepartmental panel comprises:

- From a cross-disciplinary perspective to advise departmental boards and promotions board in matters relating to career decisions for the faculty e jobs (assistant professor, associate professor, professor);
- Feedback to individual career candidates also partly on the basis of a cross-disciplinary perspective;
- Systematic and specific focus on diversity (gender, internationals, generations, etc.) in cases of individual appointments and a policy sense;
- Sharing knowledge and ongoing development of knowledge for TU/e-wide well balanced policymaking in career and succession planning, further interdisciplinary collaboration, diversity and decision-making processes;

The composition and approach of the interdepartmental panel can be characterized as follows:

- The panel contains 10 to 15 renowned members of the TU/e core staff who together represent the whole intrinsic terrain of the panel;
- For advising on a specific vacant position or on a specific career candidate in a development track, a committee will be selected from the panel comprising 3 to 5 members of the panel.
- The approach of these interdepartmental panels builds on the best practices of the current departmental panels.
- The chair of an interdepartmental panel that reviews a specific (career) candidate comes from the same department as the career candidate.
- If necessary, 1 or 2 external professional experts may be added to the panel.
- The HR advisor of the department to which the vacancy/career candidate belongs will make an intrinsic contribution to the assessment of the interdepartmental panel;
- Secretarial duties of the panels/committees will be charged to a dedicated HR expert who will also provide the requisite support in collaboration with the panels and other TU/e bodies like the Talent to the Top steering group;
- The interdepartmental panels meet on a limited number of set days per year;
- Twice a year the interdepartmental panel will discuss the findings and developments in their field with the rector or the Doctorate Board and/or the Talent to the Top steering group.
Appendix 1: The faculty matrix

The various job levels in the development track for faculty each have their own performance criteria in the four domains of Research, Education, Valorization and Organization & management. These criteria will be tangibly detailed in the faculty matrix below. It is apparent that at TU/e the bar is raised high. The faculty matrix invites faculty to push their limits when it comes to personal development. It gives a picture of what TU/e wants to see in the field of interdepartmental, interdisciplinary, interuniversity and international profiling.

The set of criteria can be applied TU/e-wide and departments have the scope to operationalize the general criteria with their own departmental and subject accent. The criteria are formulated cumulatively. If a particular criterion applies at a specific level, this also automatically applies at the levels above. The criterion is therefore stated once only.

## Research

<table>
<thead>
<tr>
<th>TU/e-wide</th>
<th>Specific implementation per department / subject area</th>
</tr>
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</table>
| **Prof.** | • Review, initiate and cluster research lines and programs and (inter)national projects  
• Appoint, supervise and assess PhD students as supervisors  
• Profile as acknowledged authority in subject area  
• Generate and continue secondary and tertiary funding to finance research group |
| **Assoc. Prof.** | • Initiate, coordinate and undertake (own) research programs and (inter)national projects  
• Have (inter)national reputation and international network in own field  
• Member of program committees or juries and/or editor of international refereed journal  
• Generate and continue secondary and tertiary funding for own research (assessed on the basis of awarded proposals)  
• Supervise PhD students as co-supervisor and supervise and coach postdocs and assistant professors |
| **Asst. Prof.** | • Have relevant sizable foreign experience  
• Undertake own original research and contribute to (inter)national projects  
• Intrinsic supervision of PhD students, PDEng students and Bachelor or Master students  
• External acknowledgement on the basis of academic output, apparent from invitations for articles and lectures, etc.  
• Initiate an acquire substantial secondary and tertiary subsidies or individually related grant |

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### Education

<table>
<thead>
<tr>
<th>TU/e-wide</th>
<th>Specific implementation per department / subject area</th>
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| **Prof.** | • (Co-)develop and disseminate a clear, attractive vision of education and education development geared to innovating the departmental program of studies and optimization of study success  
• International authority on education whereby TU/e can position itself |
| **Assoc. Prof.** | • Intrinsic innovation of curriculum in own subject  
• A clear education vision of own subject  
• Asked to teach at foreign universities/ academic and institutions  
• Promote coherence of education program in terms of content and form in relation to other curricula, disciplines and departments  
• Provide intrinsic management to education project teams |
| **Prof.** | • Teach and contribute to curriculum development  
• Supervise final-year students and interns  
• Profile in teaching  
• Inspire students and colleagues  
• Comply with standards for basic teaching qualification (UTQ), on the basis of agreements in PDP |

### Valorization

<table>
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<tr>
<th>TU/e-wide</th>
<th>Specific implementation per department / subject area</th>
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</table>
| **Prof.** | • Develop vision and valorization policy and create a climate whereby valorization is acknowledged and promoted  
• Promote sustainable (international) cooperation with industry and government |
| **Assoc. Prof.** | • Disseminate the relevance of science and the representation of TU/e in this  
• Promote and support spin-offs  
• Acquire contract education  
• Make science accessible to a wider audience  
• Actively participate in and influence societal discussions |
| **Asst. Prof.** | • Initiate and acquire patents, trademarks, etc.  
• Initiate and acquire valorization grants  
• Actively network and manage relations  
• Help make science accessible to a wider audience |
## Organization

<table>
<thead>
<tr>
<th>TU/e-wide</th>
<th>Specific implementation per department / subject area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof.</strong></td>
<td>• Develop a vision on organization and management</td>
</tr>
<tr>
<td></td>
<td>• Help shape structure and work processes of the department and TU/e</td>
</tr>
<tr>
<td></td>
<td>• Ensure adequate operation, decision-making and prioritization</td>
</tr>
<tr>
<td></td>
<td>• Manage a capacity group</td>
</tr>
<tr>
<td></td>
<td>• Shape structure and work processes of own group</td>
</tr>
<tr>
<td></td>
<td>• Show leadership on systematic advancement of the development and performance of employees</td>
</tr>
<tr>
<td></td>
<td>• Follow third part of management learning path in first year of new job</td>
</tr>
<tr>
<td><strong>Assoc. Prof.</strong></td>
<td>• Ensure employees can develop themselves</td>
</tr>
<tr>
<td><strong>Prof.</strong></td>
<td>• Stimulate and motivate employees, promote collaboration</td>
</tr>
<tr>
<td></td>
<td>• Manage projects, working groups and committees within and outside the department and/or parts of the capacity group</td>
</tr>
<tr>
<td></td>
<td>• Act as role model and make a visible contribution to the performance and development of the department</td>
</tr>
<tr>
<td></td>
<td>• Follow the second part of management learning path in first year of new job</td>
</tr>
<tr>
<td><strong>Asst. Prof.</strong></td>
<td>• Be seen as a representative of TU/e ambitions</td>
</tr>
<tr>
<td><strong>Prof.</strong></td>
<td>• Participate in projects, working groups and committees</td>
</tr>
<tr>
<td></td>
<td>• Supervise and coach group members</td>
</tr>
<tr>
<td></td>
<td>• Follow the first part of management learning path in first year of new job</td>
</tr>
</tbody>
</table>
Excellent People
Attract
Excellent People
the next generation

Personnel policy for academic staff

TU/e
Technische Universiteit
Eindhoven
University of Technology

Where innovation starts