

## Tenure Trackers with an emphasis on teaching at TPM

In view of international discussions on differentiation in academic career paths (e.g., Graham 2019) and the recently adopted [position paper](#) from the Association of Dutch Universities on ways to recognize and reward academic staff (VSNU 2019), the faculty of Technology, Policy and Management (TPM) has the explicit wish to allow also for more diversity in tenure track agreements. In February 2019, the university's Executive Board has adopted a guidance document that sets out the career paths for Associate Professors and Full Professors with an emphasis on teaching. It was developed in association with a TU Delft-wide sounding board group which included representatives of academic staff from every faculty. Building on these developments, TPM will recruit several tenure trackers with an emphasis on teaching.

### What is expected of a Tenure Tracker with an emphasis on teaching?

The four main areas of Teaching, Research, Valorisation and Organisation/Leadership continue to form the basis of your academic career. Of these, the emphasis is obviously on teaching, which includes also educational innovation, evaluation of courses and course programs, the development of teaching materials, setting up new courses and curricula, and coordination and management of teaching. In addition, you are still expected to do research, but research features less prominently as an evaluation criterion than for conventional tenure trackers. So, initiating a full-fledged research programme, combined with securing external research funding is not expected since your main focus is on having impact and showing leadership in education. The acquisition of funding still features as a criterion, but now with a focus on education related grants. You are expected to obtain significant supervisory experience and the department/section will allow for possibilities to obtain this experience, for example via co-supervision of PhD-candidates.

As a guideline, you will spend 60% of your time on teaching, 20% on research, and 20% on management in order to develop a strong educational profile. In the first year, the 20% management will primarily be devoted to obtaining the UTQ/BKO certificate and getting to know the faculty. In the second year, or as quickly as reasonably possible, you will be expected to coordinate for instance, modules or a track within a teaching program or get a role in one of the faculty's education-related management bodies. This way you will gain experience in education-related management early on and will be well-positioned to take a substantive education-related management role towards or after the end of the tenure track.

### What is the career path?

The TU Delft guidance document on career paths for Associate Professors and Full Professors with an emphasis on teaching (see page 2/3) provides a clear perspective to continue the academic career beyond the level of Assistant Professor. Staff can be promoted with the emphasis on teaching to the position of Associate Professor/Full Professor on the grounds of exceptional teaching achievements, innovation, impact and leadership. Excellent teaching, however valuable, is in itself not a sufficient reason for promotion to Associate Professor. To allow for the development of leadership skills in education, the tenure trackers with this profile will be prepared for strong management roles in education, for example the role of program director, chair of the board of studies or of the examination committee.

### References:

VSNU (2019). Position paper on *Recognition and Reward of Academics*. English information available at: <https://www.nwo.nl/en/policies/statement+recognition+and+reward+of+academics>

Graham, Ruth (2019). *Roadmap Improving University Reward for Teaching*. Available at: <https://www.4tu.nl/cee/en/publications/roadmap-for-change-web-version.pdf>

**Guidance document on career paths with the emphasis on teaching in the position of Associate Professor (UHD) and Full Professor (HL)**

This guidance document sets out the career paths for Associate Professors and Full Professors with an emphasis on teaching. It was developed in association with a TU Delft-wide sounding board group which included representatives of academic staff from every faculty, holding different positions (Associate Professors, Full Professors, Deans) and working in various roles (Departmental Director, Director of Education, Director of Studies, Chair of Career Development Committee). The remaining academic positions, such as PhD candidate, Postdoc, lecturer, researcher and Assistant Professor, are not covered by this guidance document but warrant attention through a different channel. The guidance document is not intended to be used as a check list. It is an opportunity to **identify and discuss staff with a teaching profile, and stimulate a development path with the emphasis on teaching**. The 4 main areas of **Teaching, Research, Valorisation and Organisation/Leadership continue to form the basis** of an academic career. A new aspect is that a tool is now available to help **differentiate more clearly**, after the level of Assistant Professor, with an emphasis on teaching, which also takes the main areas of research, valorisation and organisation into account. Staff can be promoted with the emphasis on teaching to the position of Associate Professor/Full Professor on the grounds of exceptional teaching achievements; innovation, impact and leadership. Investing time in teaching and the impact this has probably makes the job of initiating a research programme, combined with applying for funding, less feasible for these academics (temporarily at least). This guidance document can be worked out in more detail in the faculty context and be used alongside the existing Academic Staff/Performance Criteria.

*Drawn up: February 2019. Status "Definitive Decision Executive board 2019-04-09"*

**Career path with an emphasis on teaching translated into the sub-areas of Education, Research, Valorisation and Organisation/Leadership for the positions Associate Professor and Full Professor**

Associate Professor 2	Associate Professor 1	Full Professor 2	Full Professor 1
<p><i>The activities described and the degree of professionalism are of a cumulative nature. This means that the activities described at a lower level are also considered to apply at the current level of the academic staff member in question. This does not mean that all activities are displayed. It is possible that someone mastered an activity in the past and has meanwhile developed beyond that stage, or that the activity is no longer relevant due to different time priorities.</i></p> <p><i>In the development from Associate Professor to Full Professor, the scope, leadership qualities, responsibilities and impact (on students, colleagues, society and the national/global education community), become increasingly important.</i></p>			

**International alignment with the 'Career framework for University Teaching' devised by Ruth Graham\***

*\*Ruth Graham has a background in mechanical engineering. She works at the Royal Academy of Engineering (UK), where she specialises in fostering a culture that has a higher regard for, and appreciation of, teaching. On completing her research, she devised the Career Framework for University Teaching. Ruth Graham worked together with the University of Twente, Imperial College London, MIT, Denmark Technical University and many other educational institutions to develop this framework. As the Ruth Graham framework forms the basis of this guidance document, we are linking the positions of Associate Professor (2,1) and Full Professor (2,1) to the terminology that she uses to ensure international alignment.*

<b>Ruth Graham</b>	<p><b>Associate Professor 2 in relation to the Career Framework by Ruth Graham</b>                      Besides being an 'Effective teacher' (The effective teacher takes a conscientious and reflective approach, creating positive conditions for student learning and demonstrating effective teaching delivery that develops over time), the Associate Professor 2 is also a 'Skilled &amp; Collegial teacher'. The skilled and collegial teacher takes an evidence-informed approach to their development as a teacher, providing mentorship to their peers to support a collegial and collaborative educational environment.</p>	<p><b>Associate Professor 1 in relation to the Career Framework by Ruth Graham</b>                      Besides being an 'Effective teacher' and a 'Skilled &amp; Collegial teacher' the Associate Professor 1 is also 'becoming an Institutional Leader'. In becoming an institutional leader in teaching and earning the Associate Professor 1 contributes to enhancing the environment for inclusion and excellence in teaching and learning within the faculty.</p>	<p><b>Full Professor 2 in relation to the Career Framework by Ruth Graham</b>                      Besides being an 'Effective teacher' and a 'Skilled &amp; Collegial teacher' the Full Professor 2 is also an 'Institutional leader in teaching and learning'.                      The institutional leader in teaching and learning makes a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within and beyond their institution. The communities influenced are staff and students across their university as well as other connected stakeholders in higher education, such as schools, prospective students, graduate employers and strategic institutional partners.</p>	<p><b>Full Professor 1 in relation to the Career Framework by Ruth Graham</b>                      Besides being an 'Effective teacher', a 'Skilled &amp; Collegial teacher' and an 'Institutional leader in teaching and learning' the Full Professor 1 is also a 'National and global leader in teaching and learning'. The national and global leader in teaching and learning makes exceptional contributions to teaching and learning in higher education through national and global influence and leadership in educational practice. Their sphere of impact encompasses the national/global education community.</p>
	<p><b>Associate Professor - Personal development</b>                      Reflects on own actions and works on personal and professional development (including developing leadership skills). Is also able to focus attention on other people's opportunities and their opportunities for development, and acts accordingly.  <i>Examples of activities relating to development:</i></p> <p><b>Associate Professor 2</b></p> <ul style="list-style-type: none"> <li>• Has a BTQ/UTQ certificate.</li> <li>• Continuing Professional Development.</li> </ul>	<p><b>Associate Professor 1</b></p> <ul style="list-style-type: none"> <li>• Continuing Professional Development.</li> <li>• Didactic leadership course.</li> </ul>	<p><b>Full Professor 2</b></p> <ul style="list-style-type: none"> <li>• Didactic leadership course.</li> <li>• Academic Leadership Course.</li> <li>• Continuing Professional Development.</li> </ul>	<p><b>Full Professor 1</b></p> <ul style="list-style-type: none"> <li>• Didactic leadership course.</li> <li>• Academic Leadership Course.</li> <li>• Continuing Professional Development.</li> </ul>
<b>Teaching, Development and Innovation</b>	<p><b>Associate Professor - Teaching, development and innovation</b>                      Is a <b>highly experienced</b> lecturer with excellent lecturing, innovation and organisational skills. Is aware of (subject-specific) didactics and can apply different didactic strategies to boost learning outcomes among his students. Is able to incorporate topical, relevant research into teaching within the relevant field.                      Outstanding ability to <b>initiate and contribute to</b> educational renewal <b>at the programme and faculty levels</b> to benefit the effectiveness and efficiency of teaching <b>and</b> to heighten the impact on students, lecturers and society.                      Displays helicopter vision so that links between <b>courses &amp;</b> between teaching and research become visible and are made <b>within a curriculum</b>. Is <b>actively involved</b> in designing (and redesigning) education, testing and teaching. Is knowledgeable about trends in teaching and pedagogical insights, and has the skills needed to examine the quality and effectiveness of teaching interventions and translate them into <b>innovations in the way the programme is taught</b>.</p> <p><i>Examples include:</i></p>	<p><b>Associate Professor 1</b></p> <ul style="list-style-type: none"> <li>• All teaching activities are of a high standard, <b>innovative and have an impact on the students at TU Delft</b>.</li> <li>• Has knowledge of the programme as a whole, specialist knowledge of his/her own area and the ability to put the knowledge into an interdisciplinary context.</li> <li>• Is able to see the proven effects of adaptations/innovation in teaching in a <b>wider context than his/her own department</b>.</li> </ul>	<p><b>Full Professor 2</b></p> <ul style="list-style-type: none"> <li>• Is an acknowledged expert <b>within TU Delft</b> in the field of educational development.</li> <li>• All teaching activities are of a high standard, <b>innovative and have an impact on TU Delft and society</b>.</li> <li>• Is able to see the proven effects of adaptations/innovation in teaching in a <b>wider context than his/her own faculty</b>.</li> <li>• <b>Leads</b> processes relating to change, testing, innovation and development within the teaching environment of TU Delft.</li> </ul>	<p><b>Full Professor 1</b></p> <ul style="list-style-type: none"> <li>• Is an acknowledged national and international expert in the field of educational development.</li> <li>• All teaching activities are of a high standard, <b>innovative and have an impact on national and international society</b>.</li> <li>• Is able to see the proven effects of adaptations/innovation in teaching in a <b>wider context than TU Delft</b>.</li> </ul>
	<p><b>Full Professor - Teaching, development and innovation</b>                      Is an expert and <b>highly experienced</b> lecturer with excellent lecturing, innovation and organisational skills. Is aware of (subject-specific) didactics and can apply different didactic strategies to boost learning outcomes among their students. As an expert, leads the way in translating topical, relevant research into teaching and constantly makes links with social developments and challenges. Is able to deploy his/her expertise to guide and coach colleagues in the field of educational innovation.                      Outstanding ability to <b>lead</b> educational renewal <b>at TU Delft and national &amp; international level</b> to benefit the effectiveness and efficiency of teaching <b>and</b> to heighten the impact on students, lecturers and society. Displays helicopter vision so that links between various <b>research disciplines</b> become visible and can be <b>translated into teaching programmes</b>. Leads the way in designing (and redesigning) education, testing and teaching.                      Is knowledgeable about trends in teaching and pedagogical insights, and has the skills needed to examine the quality and effectiveness of teaching interventions and translate them into <b>teaching innovations within and outside TU Delft</b>.</p> <p><i>Examples include:</i></p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Follow-on education Teaching, Development and Innovation</p>	<ul style="list-style-type: none"> <li>Knows how to translate research into own curriculum components.</li> <li>Has deep and broad professional knowledge and extensive teaching expertise in <b>his/her field within the context of the degree programme</b>.</li> <li><b>Provides self-developed curriculum components</b> for various types of degree programmes.</li> <li>Pro-actively monitors the achievements and experiences of students and teaching trends, responds promptly and in an evidence-based manner by <b>adapting/innovating his/her own teaching</b>.</li> <li>Successfully implements innovations within <b>own teaching</b> and shows involvement in the teaching programme as a whole.</li> <li>Devises and successfully supervises <b>BSc/Msc</b> thesis projects relating to ongoing research/social issues/social impact.</li> <li>Works together with <b>internal</b> peers on relevant teaching projects.</li> <li>Is visibly concerned with training students in an ever-changing world, anticipating national and international social developments and challenges.</li> </ul>	<ul style="list-style-type: none"> <li><b>Possibly develops a specialism</b> in his/her teaching field. This may be design teaching, laboratory teaching, teaching collaborations with industry, education concepts, interdisciplinary teaching.</li> <li>Is <b>actively involved</b> in processes relating to change, testing, innovation and development in <b>his/her own faculty</b>.</li> <li>Is able to <b>develop adequate analyses</b> of complex didactic problems;</li> <li>Successfully implements innovations within the <b>teaching programme</b>.</li> <li>Pro-actively monitors the achievements and experiences of students and teaching trends, responds promptly and in an evidence-based manner by <b>adapting/innovating parts of the teaching programme</b>.</li> <li>Devises and successfully supervises <b>BSc/Msc</b> thesis projects relating to ongoing research/social issues/social impact.</li> <li><b>Leads</b> educational innovation projects in the faculty and works together with <b>external</b> peers.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to use <b>analyses to design and implement solutions</b> to complex didactic issues by, for example, initiating a new programme/<b>curriculum revision</b>.</li> <li>Determines the nature of knowledge and policy development in the area of teaching <b>at faculty level</b>.</li> <li>Has an <b>active role</b> on committees/working groups/boards/ advisory councils, which contribute to the development or implementation of national education policy.</li> </ul>	<ul style="list-style-type: none"> <li>Determines the nature of knowledge, policy and strategy development in the area of teaching <b>at the institutional (and cross-institutional) level</b>.</li> <li>Plays a leading role in attracting funds for education.</li> <li>Plays a <b>leading role</b> on committees/working groups/boards/ advisory councils that contribute to the development or implementation of national education policy.</li> </ul>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation Leadership and Collaboration</p>	<p><b>Associate Professor - Organisation, Leadership and Collaboration</b></p> <p>Has a clear, constructive vision for good teaching. Helps to create a collaboration-driven teaching culture among departments. Is able to connect and motivate lecturers in matters concerning joint goals within his/her own faculty. Supervises and coaches colleagues to develop into good lecturers and designers of education. Is able to reflect on the quality of teaching at the faculty level, to put ideas into practice and to justify and motivate the choices he/she makes. Influences his/her direct surroundings in such a way that teaching within the faculty is improved. Enjoys a good reputation in the department/faculty/ university in terms of teaching performance and development, and explores and experiments with opportunities to boost the university's impact in the outside world. Promotes and supports an inclusive culture for all students and inspires students within the field.</p> <p><i>Examples include:</i></p> <table border="1" data-bbox="129 1198 764 1563"> <tr> <td data-bbox="129 1198 467 1563"> <p><b>Associate Professor 2</b></p> <ul style="list-style-type: none"> <li><b>Inspires and supports</b> colleagues in developing, innovating and improving their teaching</li> <li><b>Makes an active contribution</b> to accreditation inspections.</li> <li>Shares knowledge about results of <b>own teaching experiments</b> within the faculty.</li> <li><b>Has built</b> a relevant network inside (and perhaps outside) the faculty.</li> <li><b>Explores and experiments with</b> opportunities to increase impact outside own department/university setting.</li> </ul> </td> <td data-bbox="467 1198 764 1563"> <p><b>Associate Professor 1</b></p> <ul style="list-style-type: none"> <li><b>Successfully manages</b> colleagues in terms of teaching, and ensures successful development and mentoring for teaching staff.</li> <li><b>Is responsible for aspects of</b> accreditation inspections.</li> <li><b>Shares knowledge and boosts knowledge-sharing</b> in the faculty with regard to teaching, educational renewal and experiments.</li> <li>In addition to <b>'impact on the faculty'</b>, also focuses on <b>forming partnerships</b> to increase impact outside his/her own faculty/university setting.</li> <li><b>Has built a relevant network</b> within the faculty and is working on a relevant TU Delft/national network.</li> </ul> </td> </tr> </table>		<p><b>Associate Professor 2</b></p> <ul style="list-style-type: none"> <li><b>Inspires and supports</b> colleagues in developing, innovating and improving their teaching</li> <li><b>Makes an active contribution</b> to accreditation inspections.</li> <li>Shares knowledge about results of <b>own teaching experiments</b> within the faculty.</li> <li><b>Has built</b> a relevant network inside (and perhaps outside) the faculty.</li> <li><b>Explores and experiments with</b> opportunities to increase impact outside own department/university setting.</li> </ul>	<p><b>Associate Professor 1</b></p> <ul style="list-style-type: none"> <li><b>Successfully manages</b> colleagues in terms of teaching, and ensures successful development and mentoring for teaching staff.</li> <li><b>Is responsible for aspects of</b> accreditation inspections.</li> <li><b>Shares knowledge and boosts knowledge-sharing</b> in the faculty with regard to teaching, educational renewal and experiments.</li> <li>In addition to <b>'impact on the faculty'</b>, also focuses on <b>forming partnerships</b> to increase impact outside his/her own faculty/university setting.</li> <li><b>Has built a relevant network</b> within the faculty and is working on a relevant TU Delft/national network.</li> </ul>	<p><b>Full Professor - Organisation, Leadership and Collaboration</b></p> <p>Has a powerful vision, which he/she propagates, shows experienced leadership qualities and develops strategies relating to improving the teaching (knowledge development, educational innovation, evaluation and dissemination) with an impact on society. Shows leadership qualities in collaborations between the institution and partners in society with regard to teaching policy, culture, experience or products. Influences his/her direct surroundings in such a way that teaching at TU Delft is improved. Has teaching-related academic and/or managerial qualities that are noticed and acknowledged inside and outside the institution, is a successful, effective and inspirational organiser. Is held in high esteem both inside and outside the faculty for their teaching skills. Is a teaching authority inside and outside the faculty and outside the institution. Promotes teamwork and community-building among teaching staff. 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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Valorisation inc. Impact</p>	<p><b>Associate Professor - Valorisation (inc. Impact)</b></p> <p>Takes part in activities that have an impact on society, and works with partners in society to share teaching experiences and/or products. Is able to give these activities a permanent, sustainable place within the organisation. Is able to publish articles about teaching interventions and educational renewal. Promotes teaching outside the organisation, and designs outreach activities for the public, industry and online.</p>		<p><b>Full Professor - Valorisation (inc. Impact)</b></p> <p>Helps to expand knowledge in the field of academic teaching, (including didactics (specialist didactics) and educational science), and is an acknowledged expert in teaching and education both inside and outside his/her own institution. Is able to attract grants for educational renewal or generate other types of funding by marketing education (linked to research). Is acknowledged within society as an expert in academic and post-academic education and teaching.</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Research</p>	<p><b>Indication for research activities within career path with an emphasis on teaching</b></p> <p>Staff can be promoted to the position of Associate Professor/Full Professor on the grounds of exceptional teaching achievements; innovation, impact and leadership. Investing time in teaching probably makes the job of initiating a research programme, combined with applying for funding, less feasible for these academics. The link between research, valorisation, leadership and teaching remains essential.</p> <p>With regard to research, an Associate Professor/Full Professor who embarks on a career path focusing on teaching can be expected:</p> <ul style="list-style-type: none"> <li>to coordinate his/her teaching with research in the field</li> <li>to carry out research activities in the interests of educational innovation.</li> <li>to retain an active interest in research and research developments by attending conferences and taking part in ongoing research applications/project proposals.</li> <li>to be part of a teaching/research section or group, and take part in the discussions and plans, strategy meetings, conferences etc.</li> <li>to make connections between education and research in his/her teaching.</li> <li>to be an active Master's thesis supervisor, a co-supervisor of PhD students (if required) and to act as a promotor or co-promotor.</li> <li>to take the lead in generating own funding through the marketing of education, and to be involved in applying for research-associated grants.</li> </ul>							