

# Academic Career Paths

## A Design Workshop

### Who can primarily benefit from this tool?

This design workshop is developed for anyone who wants to organise or initiate a design workshop for developing new Academic Career Paths. Within the workshop preferably academics of all career stages are involved.

### In which context is this tool useful?

This tool should ideally be used when the School is in an early stage of developing new career paths. The bottom-up approach allows those responsible for implementing new career paths to ensure the paths reflect the needs and aspirations of academics.

Tip: This is an interactive document. Open it in Adobe Acrobat.

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# Introduction

## *Academic Career Paths: A Design Workshop*

### Why Academic Career Paths?

Diversified career paths is one of the key pillars of the Recognition & Rewards program. This initiative aims to make EUR a more attractive workplace for current and future academic staff by creating a modernized system of recognizing and rewarding academic work in your School. By providing space for diverse career trajectories and valuing unique talents, EUR aims to bring out the best in everyone.

### R&R toolbox & career path tools

Find tools within the diversified career paths pillar and other pillars developed by Recognition and Rewards within the R&R Toolbox page. Or directly find the Journey Diversified careers *a Journey from Planning to Evaluation* to learn more about the whole process of career paths.

### Why use this workshop format?

Developing diversified career paths can be a complex challenge, but involving academics in co-design sessions ensures that new Academic Paths reflect their needs and aspirations.

This workshop offers a hands-on approach to get started by exploring possibilities for diversified career paths in your School.

- By the end of this session, you will have several designed career path frameworks that serve as a foundation for the new profiles.
- Participants will explore career path frameworks in depth, discussing competencies and activities across various career stages.

### An instruction video

Click here to watch the instruction video to get to know the steps of this workshop format!

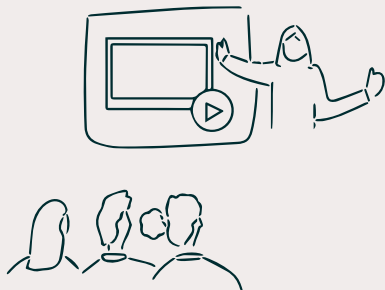


# How to play

## A stepwise explanation

### INTRODUCTION

🕒 15 minutes



1. Introduce the workshop with the video & slides
2. Share obstacles & opportunities

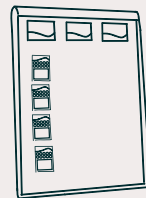
Introduction cards



### DESIGNING THE FRAMEWORKS

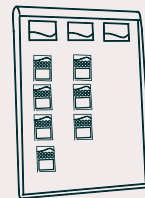
🕒 60 minutes

Assistant Prof  
Profiles



🕒 20 min

Associate Prof  
Profiles



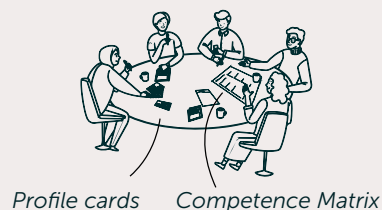
🕒 20 min

Full Prof  
Profiles



🕒 20 min

Framework!



Profile cards

Competence Matrix



3. Explore the Competence Matrix
4. Design profile cards per career stage
5. Fill the framework sheet
6. Note concerns on the parking spot card

### SHARE & REFLECT

🕒 20 minutes



7. The groups present their framework
8. Reflect on the frameworks designed & improve if desired

# Preparation

*What you will need to play...*

## Decide on the approach

### Facilitation & participants

- **Facilitation of Design Sessions:** Decide how to manage facilitation for each group. You might assign dedicated facilitators to focus on detailed discussions within groups or use a single moderator who rotates between them.
- **Participant Composition:** Carefully consider who to invite and the timing of their participation. You can organize sessions separated per career stage for lecturers, assistant, associate, and full professors or create mixed groups to include diverse perspectives across career stages during the session.
- **Adjust the workshop to your needs:** Tailor the workshop as such to make it fit the needs and goals. **Read more on page 7.**

### Session Boundaries

- **Competence Matrix:** Define the competences and tasks that align with your School's identity and academic roles. Adjust the matrix to reflect these priorities.
- **Profile Requirements:** Determine if there are minimum or maximum time commitments for specific portfolios.

## Print per group

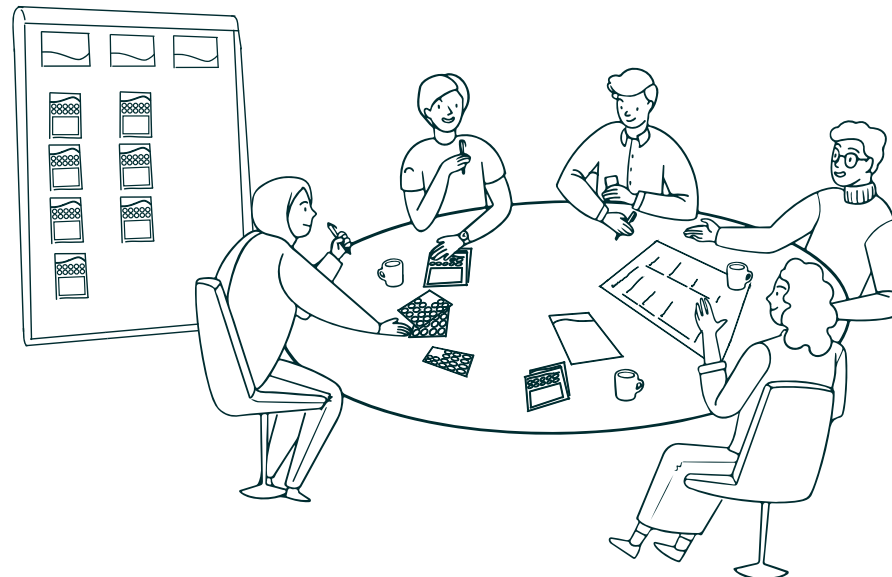
Download, print (preferably on thicker paper) and cut [the materials from the repository](#)

■ Introduction cards	<i>Per participant: 1</i> <i>02_A6_IntroductionCards.pdf</i>
■ Competence Matrix	<i>Per group: ~ 2</i> <i>03_A3_Competence_Matrix.pdf</i>
■ Profile cards	<i>Per group: ~ 1</i> <i>04_A6_Profile_Cards.pdf</i>
■ Career Stage cards	<i>Per group: 1</i> <i>05_A6_Career_Stage_Cards.pdf</i>
■ Parking spot	<i>Per group: 1</i> <i>06_A5_Parking_spot.pdf</i>

## Bring along

Collect the following materials and bring these to the design session:

■ Introduction slides & <a href="#">instruction video</a>	<i>01_introduction_slides.pptx</i>
■ Brown paper or a whiteboard	
■ Round 8 mm stickers, in colors matching the Competence Matrix domains	
■ Pens	
■ Dot voting stickers (optional)	





# Reflective questions

## To ask during the session

During the session it might be helpful for facilitators to have the following questions at hand to get the most out of the session. The questions aim to support the participants in designing their ideal profiles while trigger thinking outside the box.

### Designing the profile cards

STEP 4

- "Is this an **existing profile**?"
- "Is this a **new** kind of **profile**?"
- "**For whom** is this profile suitable?"
- "Do we know **employees** who **will not fit in any of these profiles**?"
- "Do we offer a **wide variety of profiles**?"
- "Does this combined set of profiles **include all competences and activities we perform**?"

### Reflect on new profile cards

STEP 5

- "What **new/innovative profiles** were designed?"
- "What are **differences and similarities** in the various profiles?"
- "What type of profile is **challenging** for the School to implement?"
- "Do these **profiles fulfill needs for all types of employees**?"
- "What is most **striking**?"
- "What is most **familiar**?"
- "What **improvements** are still **needed** for the framework?"

### Reflect on the frameworks

STEP 8

- "What is **good** about this framework?"
- "What **improvements** are needed for this framework?"
- "What **elements from other frameworks** could we **combine** to improve this framework?"
- "Does this framework **enable all academics**?"
- "Is this framework allowing for **recognition and rewards** for (transformative academics, engagement etc.)?"
- "Is this framework **innovative**?"

# Adjustments to the workshop

## For a top-down approach

This workshop outline remains a valuable tool for conducting a deep dive into career profiles, even when taking a more top-down approach. It is important to involve key stakeholders in the session, such as the management team, school council, promotion committee, the project lead and project manager, to ensure diverse perspectives and alignment. If working with a smaller group, it may be beneficial to adapt the approach during the session to enhance engagement and outcomes.

## For a quicker session

When doing the workshop in a quicker session consider the following tips to speed up the process while still retrieving valuable data.

- Divide career stages into separate sessions
- Assign career stages to different groups.
- Assign key areas (education, research, engagement and management) to different groups.
- Ask participants (in smaller, top-down groups) to prepare profile cards as homework (e.g., one profile per key area or career stage).
- Reduce plenary discussion; provide feedback via email.

## For a smaller group

When doing the workshop with a smaller group consider switching between individual and plenary work.

- Alternate between individual and plenary work during the workshop
- Example: Give participants 5 minutes to create one profile individually.
- Share the profiles one by one in the group.
- Map the profiles onto the framework.
- Adjust and expand profiles as needed
- Encourage preparation beforehand to avoid overly broad discussions.

# Final tips & tricks

## Set expectations

When involving academics, it is important to set expectations before the sessions. What you expect of them during the sessions, what you will do with their input and how you will process this into the final career paths. Be clear about the session boundaries, what requirements are there for designing the profiles?

## Highlight an open and exploratory mindset

Ensure to highlight that the workshop is exploratory, there is no right or wrong in developing profiles and frameworks. Keep an open mind and be curious about other opinions.

## Guidance during the session

Ensure that a facilitator guides the participants through the sessions, either choose for facilitation per table or a moderator.

Ensure equal contributions and a safe space, ask more silent participants their opinion.

Use follow up questions & reflective questions to stimulate open minded thinking and exploration.

## Next steps

After gathering input from participants it is time to translate the input into new career paths, eventually implement and even later evaluate the career paths. Take a closer look at the tool: Academic Career Paths: A Journey from Planning to Evaluation for next steps and more tips.





# Workshop timeline 2 hours

	Set materials ready - Printing & preparing the room	Session organizer
<b>20 min</b>	<b>Introduce the workshop</b>	<b>PLENARY</b>
5 min	Show the instruction video	<i>01_introduction slides.pptx</i>
5 min	Present the boundaries of the session	Session organizer
5 min	Fill out the obstacle & opportunity cards	Moderator collects cards <i>02_A6_IntroductionCards.pdf</i>
5 min	Q&A	
<b>70 min</b>	<b>Workshop</b>	<b>IN GROUPS</b>
5 min	Divide into groups	Facilitator joins groups
5 min	Explore the competence and tasks matrix. Colors of domains correspond to the color of the stickers.	Facilitators asks participants to read through the card. <i>03_A3_Compentence_Matrix.pdf</i>
20 min	Design the profiles for the first career stage using the profile cards. <ul style="list-style-type: none"> <li>Use colored stickers for profile distribution (10% each). Each color refers to key area: research, education, management, engagement, citizenship, leadership.</li> <li>Note the activities and competences down using the activity and competence cards.</li> <li>Stick the filled-out profile on the brown paper</li> </ul>	Facilitators hand out the profile cards, stickers and the parking spot. Aim: create profiles aside from those we know now; profiles we would wish to have in the future <i>04_A6_Profile_Cards.pdf</i> <i>05_A6_Career_Stage_Cards.pdf</i> <i>06_A5_Parking spot.pdf</i>
20 min	Design profiles for second career stage	
20 min	Design profiles for third career stage	
<b>30 min</b>	<b>Reflection &amp; wrap up</b>	<b>PLENARY</b>
10 min	Sharing plenary <ul style="list-style-type: none"> <li>Each group shares for 5 minutes the designed framework and profiles</li> </ul>	
10 min	Reflect on the designed frameworks and discuss possible improvements	Moderator leads
10 min	End the session; Share the next steps in order to maintain a transparent process	Session organiser

## Colophon

This tool is used when a School wants to develop new career paths. Academics are involved in order to gather bottom-up insights in what is needed for successful new career paths. Within this the R&R aim is taken into account.

## Contributors

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