

CAREER POLICY ACADEMIC STAFF – FACULTY OF SCIENCE

Framework for appointment and promotion policy

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AUTHOR **Barbara Regeer, Eelco Ruijter, Oscar Widerberg, Trynke Hoekstra, Erik van der Kouwe en Monique van de Raapkamp. Final editing: Aletta Kraneveld en Maaïke Verbree**

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Should there be any inconsistency or conflict between the English and Dutch versions of this document, the Dutch version shall prevail.

1. SUMMARY FOR RECRUITMENT, APPOINTMENT AND PROMOTION OF ACADEMIC STAFF

1.1 FLOWCHART CAREER ASSISTANT PROFESSOR (UD)

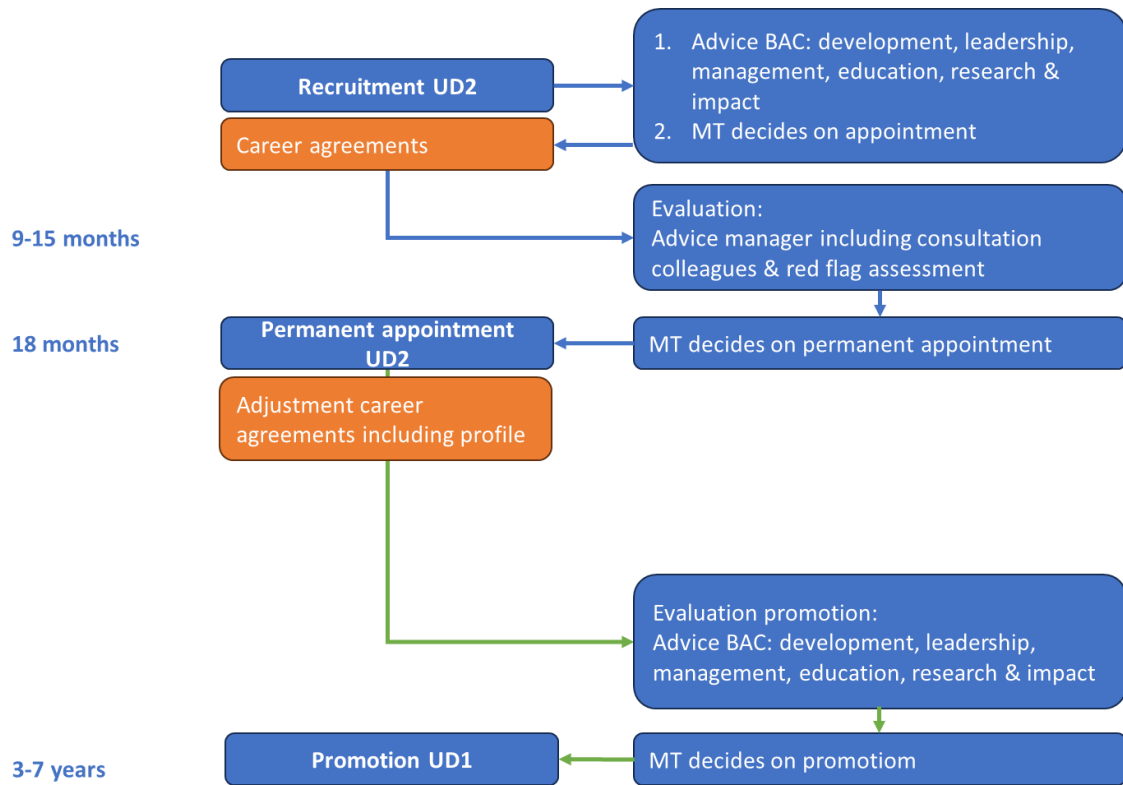


Figure 1: Career UD

1.2 STEP-BY-STEP CAREER PLAN ASSISTENT PROFESSOR (UD)

Step	Description
1	<p>Vacancy UD position</p> <ul style="list-style-type: none"> ▪ The department management decides - partly based on the SPP - on the vacancy of a UD (<i>Universitair Docent</i>) position.
2	<p>Recruitment and selection</p> <ul style="list-style-type: none"> ▪ Selection criteria and competences (see Annex 1, table 1) should be clear in advance. ▪ The starting point should be open recruitment, ensuring all potential candidates having a fair chance of securing the position. ▪ Closed recruitment for an open position should require a dispensation request from the faculty board and is granted only exceptionally.
3	<p>Composition of Appointment Advisory Committee (BAC) on recruitment</p> <ul style="list-style-type: none"> ▪ A BAC (<i>Benoemingsadviescommissie</i>) will be set up for the interviews. The composition of the BAC is set out in Annex 4.
4	<p>Submission of nomination dossier upon recruitment</p> <ul style="list-style-type: none"> ▪ The BAC issues a short (guideline 1- 1.5 A4) written advice to the departmental management by a BAC report. ▪ BAC report should include: <ul style="list-style-type: none"> a. Brief description of process b. Assessment of candidate on the domains of education, research, impact, and management/leadership c. Advice.
5	<p>Decision nomination and career appointments</p> <ul style="list-style-type: none"> ▪ MT decides on BAC's advice. ▪ The manager/supervisor, in consultation with HR, drafts an addendum setting out the criteria for the first 18 months. ▪ Terms of employment are also coordinated in advance with the HR adviser. ▪ An onboarding is started by the manager.
8	<p>Evaluation for permanent appointment at the same job level</p> <ul style="list-style-type: none"> ▪ An evaluation to determine whether a temporary contract ends or can be continued after 18 months should take place between 9 months and 15 months at the latest. ▪ The immediate manager/supervisor tests whether the candidate meets the criteria in a broad sense of the relevant result areas of the job to which the candidate has been hired. (For criteria, see annex 1.) ▪ The manager gets information from 2-4 colleagues who have had experience with the candidate from different perspectives. ▪ The evaluation by the manager/supervisor is submitted to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement. ▪ The supervisor's evaluation, along with the candidate's feedback, is presented to the departmental management, who make a formal decision on whether or not to grant the candidate permanent employment (advice of the manager/supervisor is generally leading in this regard).

9	<p>Career policy after permanent appointment</p> <ul style="list-style-type: none"> ▪ Following a positive evaluation for permanent employment, the employee and manager discuss career track agreements, documenting them in the annual appraisal form. A specific form of career agreements are career track agreements. A career track is a personal career path for a limited period (typically 3-5 years), see template Annex 6.
10	<p>Promotion evaluation</p> <ul style="list-style-type: none"> ▪ If an employee meets the criteria for a higher job level or profile, the candidate and/or supervisor can submit a written nomination to the department head/management. This may be after the career track agreements have been completed or evidenced by the annual appraisal. The entire procedure may take 6-10 weeks. ▪ The promotion evaluation(s) is done by a BAC, which in this case does not include the manager him/herself. ▪ The BAC delivers a written report to the head of department, who then makes the formal decision on the candidate's promotion in consultation with departmental management.

2 INTRODUCTION

This document sets out the frameworks for the hiring and promotion policy of assistant professors (UDs), associate professors (UHDs) and full professors (HLs) within the Faculty of Science, considering the rules of the Collective Labour Agreement of Dutch Universities (CAO NU) and the VU-wide regulations on recruitment, selection and promotion. Because of the variety of scientific disciplines housed within the faculty, general guidelines have been chosen.

The document is limited to career policy for academic staff (WP) with (prospect of) a permanent appointment with education and research tasks. For WP with a temporary appointment (junior lecturers, PhD students, postdocs/researchers), a separate policy will be formulated for development and career guidance. In time, career policy will also be formulated for support staff (OBP) and the current lecturer policy (for lecturers with a permanent appointment) will be revised.

2.1 FRAMEWORKS

The frameworks for the hiring and promotion policy are based on VU's core values (open, personal, responsible) and the [VU vision Recognition and rewards \(2021\)](#). This vision emerged from the *position paper 'Room for everyone's talent; towards a new balance in recognition and rewards for academics (VNSU, NFU, KNAW, NWO and ZonMw 2019)*, which describes how the work of scientific staff can be more broadly recognised and valued: less emphasis on quantifying research achievements, more emphasis on the other domains within which the scientist works, such as education and (academic) leadership. This broader form of recognition and rewards better suits the current core tasks of knowledge and educational institutions and what society demands of them. The VU-wide framework [Academic Career Paths \(2023\)](#) elaborates on what the different career paths for permanent academic staff in the line UD-UHD-HL might look like and what principles are used for this. This VU framework for Academic Career Paths guides this elaborated faculty career policy.

2.2 CAREER POLICY, CAREER AGREEMENTS AND CAREER TRACK AGREEMENTS

The principles of **career policy** within VU and the faculty vision of Recognition and Rewards are that a career path:

1. is appropriate to talents and personal circumstances,
2. contributes to the objectives of the team and the organisation, including contributions to an inclusive and (socially) safe working and learning environment,
3. may change over time with changes in focus on the domains of education, research and impact.

Agreements on the career path are reviewed at least annually in the annual appraisal between employee and manager(s). These **career agreements** may include:

- development needs in the areas of education, research, impact, (academic) leadership, teamwork and management,
- promotion to a higher job level (vertical career step) and what performance, development and support is needed to do so,
- shifting the focus to, for example, an education profile, an impact profile, research profile (horizontal career step),
- moving to another position within or outside the academic sector in, for example, policy, management/administration or otherwise.

A specific form of career agreements are the so-called **career track agreements**¹. Career track agreements (CT agreements) can be made for permanent employees. It is a personal career path for a limited period (typically 3-5 years). The CT agreements outline expectations regarding the performance to be achieved, gaining experience and/or developing skills at a certain level with the actions deemed necessary to achieve this, and agreements on the facilitation/guidance therein. The CT agreements are established in a document. CT agreements are a tool to career shaping, but do not guarantee promotion. Conversely, promotion is also possible without CT agreements if an employee meets the criteria.

2.3 PROFILES

The basis of academic careers remains the interconnectedness of education and research, complemented by commitment to a greater or lesser extent to impact. But whereas in the past it was expected that an academic staff member had to excel in everything, there are now more opportunities for specialisation within one of the three core domains: education, research *or* impact. This creates three different profiles. If a department is looking for a candidate with a specific profile, this can already be included in the vacancy text. If there is no preference, a standard profile can be used for recruitment. Throughout the career, profiles can (temporarily) shift/change, depending on the needs of the organisation and the employee.

The standard profile of an academic staff member is 50% education (including impact and organisational tasks) and 50% research (including impact and organisational tasks), see figure 1. Work in the field of organisation/management/administration is thereby explicitly seen as part of regular education and research tasks, and can be explicitly named and quantified in terms of time as part of these tasks.

Several variations on the standard profile are possible. The most far-reaching focus profiles for education, research or impact are expected to be rare. The lower limit for research or education is 20%. The most far-reaching education profile has 80% education and 20% research. Research can also focus on educational innovation within an education profile. The most far-reaching research profile has 80% research and 20% education. The most far-reaching impact profile has 60% impact, 20% education, 20% research. At departmental level, it is ensured that the ratio of education to research is 50-50. The conversation about what a department needs in relation to the qualities and wishes of staff must be held regularly and is enshrined annually in the Strategic Personnel Plan (SPP), including an overview of the focus profiles.

Criteria in relation to profiles for UD, UH and HL:

- Regardless of the profile, there are standard criteria for training/development, leadership and management,
- Regardless of the profile, there are minimum criteria for education, research and impact,
- on top of that, there are specific criteria, depending on the career arrangements, for education profile, or research profile, or impact profile, or a mixture of these.

¹ The former tenure track contract, in which an employee is offered a one-off, long-term temporary contract according to the *up or out principle*, no longer fits the faculty career policy. Under the current CAO, a newly recruited employee can be offered a tenure track contract for a career step to a higher job profile: UD -> UH or UH -> HL. In very exceptional cases, and only if a new employee wishes to do so, the departmental management can submit a [dispensation request](#) to the Faculty Board for this purpose.

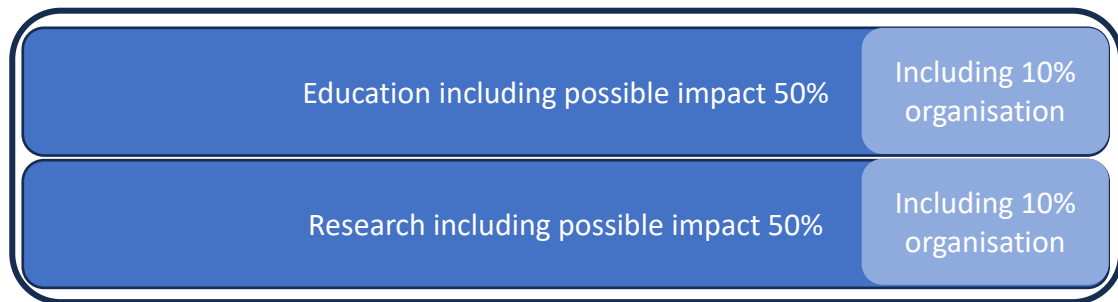


Figure 1: Standard academic profile

2.4 HOW TO USE THIS DOCUMENT

This document constitutes a framework of faculty guidelines for departments to implement recruitment and promotion policies that are uniform wherever possible. Where necessary, the guidelines can be elaborated more specifically at departmental level. According to the "*comply or explain*" principle, deviations from this policy should be substantiated in concrete terms.

Departments substantiate their choices in consultation with their HR adviser. The department ensures a balanced division between education and research at departmental level, allowing for individual differences in profiles that align with departmental ambitions.

3 CAREER POLICY REQUIRES APPROPRIATE SUPPORTIVE CONTEXT

In line with the philosophy of recognition and rewards, career policy is not only about criteria that the candidate must meet, but also about creating a pleasant and safe working environment in which the candidate can grow and develop. The development of the candidate and the working environment are thus intertwined. It is important for all involved that academics enter an environment that contributes as much as possible to their chances of success, paying attention to job satisfaction, work-life balance, mental health and life-course events. It requires efforts from the organisation, direct managers and colleagues to ensure that academics end up in an environment that offers them the support and other preconditions they need to do so. What organisational development is needed for this, as well as concrete criteria for candidates, will vary from one department to another.

3.1 ORGANISATIONAL DEVELOPMENT

In general, employees develop best in an open, learning environment. However, creating an open, learning culture does not happen automatically: for various reasons, signals may not be picked up, insufficient feedback is given, people choose to excel themselves instead of contributing to the bigger picture. So, to bring the principles of recognition and rewards into practice, departments need to actively engage in organisational and cultural development. This requires:

1. Leadership. Departmental management must become skilled in fulfilling role models for open communication, operating as a team, reflection and learning, propagating the importance of space for personal development, reflection through annual appraisals, pleasant and safe working atmosphere.
2. Supporting managers in their role as career counselors, through leadership courses for UDs, UHDs and HUs. Establish a consultation (with UDs, UHDs, HUs and departmental management) in which regular joint discussion about the desired culture and how to shape it in the leadership role takes place.
3. Deploy a wide range of feedback mechanisms for signals from the work environment, for example:
 - a. Setting up a UD council or peer review within the department
 - b. Doing a periodic work perception survey (*werkbelevingsonderzoek*), and based on that, setting up group discussions or other forms of dialogue that help interpret the results
4. Build in annual department-wide development moments that reinforce the idea of recognition and rewards, such as the Active bystander course, social safety, connective communication, giving feedback, Art of Engagement, emotional culture, etc.

In turn, the faculty can support departments in this by:

- Include activities for organisational/cultural development as an agenda item for the board consultations (*bestuurlijk overleg*).
- Organising dialogue or intervision for department heads on organisational culture development and leadership.

In addition to general organisational development towards a culture of openness and mutual learning, there are a number of specific points that contribute to a working environment in which employees can develop to their full potential.

3.2 CLARITY AND TRANSPARENCY

Managers are responsible for creating clarity among employees about expectations of career opportunities, facilitating open discussion and enshrine career agreements in the personnel file, possibly in personal career track agreements for a specific period of time. The general criteria for (permanent) appointment and promotion listed in the annexes to this document can be further specified per department on certain points (e.g. research output, acquisition). Departments are responsible for this customisation themselves. The Faculty Board takes care of the mutual comparison of department-specific criteria.

3.3 CAREER GUIDANCE AND MENTORING

The manager is responsible for the employee's career guidance. At least once a year, during the annual appraisal, the employee is given time to reflect formally on career progress together with the manager(s), to discuss the opportunities for development, how these goals can be achieved, and what resources (training, mentor, roles, etc.) are available to help. Here, on the one hand, there is an important role for the manager to facilitate this conversation and, on the other hand, an important role for the employee to make good use of this conversation and perhaps also initiate conversations in the interim if there is a need. In addition, it is important to consider that some employees would also like to discuss their career with a colleague with whom they do not have a hierarchical relationship. For this purpose, the VU offers a mentoring programme for academic staff to discuss career development and progress with an independent colleague.

3.4 SUPPORT FOR RESEARCH TASKS

- At least one period per year free of cursory education contributes to space for research and/or time for personal development.
- Staff with education profiles are enabled to participate in research on resources recruited by colleagues or are involved as co-applicants in research proposals.
- Departments should draw up a clear policy on conference attendance, including funding. As a general guideline, employees should be able to attend at least one conference a year where they have published a paper or had an abstract accepted, or have a role that requires their presence at a conference (e.g. session chair, programme committee member). This should take into account the VU-wide guidelines on sustainable (international) business travel.

3.5 SUPPORT WITH EDUCATION TASKS

- Departments offer employees the opportunity to contribute to regular education programmes. Ideally, attention is paid to a good balance in different education tasks, as far as possible, for example in terms of commitment to undergraduate (bachelor) and graduate (master) education, in education of general subjects and subjects in which the employee has specific expertise, and in supervising internships or final projects of undergraduate (bachelor) and graduate (master) students.
- Employees participate in one or more teacher teams in which they can discuss with fellow teachers on education didactics, innovation, quality assurance, etc.

3.6 LEADERSHIP SUPPORT AND ORGANISATIONAL AND MANAGEMENT TASKS

The department is expected to offer the employee a suitable committee membership or similar position so that they can develop themselves in leadership.

Employees are offered courses to develop leadership and management skills in areas such as

education, supervision of PhD students/academics, writing grant applications, project management. Care is taken by the department to ensure that employees have the time to take advantage of these and get help to make a phased plan to attend training courses. Some courses are mandatory, such as obtaining the University Teaching Qualification (UTQ = *Basiskwalificatie onderwijs, BKO*) for education and coordinating courses and taking the 'supervising PhD students' course for supervising PhD students. The faculty project management course is also mandatory when recruiting external project funds.

3.7 WORKLOAD SUPPORT

Workload is an ongoing concern for all academic staff, but affects new U(H)Ds in particular, for whom the organisation - and in the case of international staff, the country - is new. Departmental management ensures that tasks are shared fairly and transparently, and that new U(H)Ds are not disproportionately burdened. In addition, a concern is that it is more difficult for (new) U(H)Ds to say "no" to new tasks, as they may feel that this could affect their assessment. The manager/supervisor, in consultation with department management, has the responsibility to ensure that (new) U(H)Ds are not overloaded. A common guideline is that the average U(H)D is tasked with organisational/management tasks for a minimum of 10% and a maximum of 20% of working time. Note: in the new policy, these tasks fall under education and research (50-50%).

For employees, it can be helpful to keep track of their tasks and (development) wishes in the areas of education, research, impact and organisation in a portfolio to keep an overview and as a basis for discussion with the manager.

Dividing tasks fairly

Departments deal differently with the demand for transparency in terms of division of tasks.

For example:

In several departments, the distribution of management and organisational tasks is kept in a public department-wide spreadsheet. We also increasingly see that at the annual departmental fleet review (part of the SPP), an overview of the distribution of organisational/management tasks and education roles is also discussed.

Evenly distributing, and giving appropriate weight to, these roles and tasks requires customisation by department.

3.8 INTEGRATION IN THE DEPARTMENT

The intention of the career policy is that employees stay connected to the department for the long term. It is therefore important to actively involve them from the start in the choices made in the department and in the faculty, for example in areas such as education/curricula, research, finance, and human resources policy. It is desirable that they are heard in important decisions and have representation in the organisation. To this end, the department organises consultation on a regular basis, e.g. by setting up a UD council. Conversely, employees may be expected to actually attend important meetings whenever possible.

3.9 ONBOARDING

An important phase where new employees need help is onboarding. At the start, especially if U(H)D, there is often a lot of uncertainty about expectations, procedures, facilities, and other issues. While there is a lot of knowledge about this among others, this knowledge is often fragmented and poorly documented. Departments offer a streamlined onboarding process that

allows new employees to get to know the department as quickly as possible, for instance by offering a buddy. In addition, new employees are invited to two introductory meetings, one VU-wide and one at the Beta Faculty, during which a lot of practical and useful onboarding information is given and people are introduced to VU/faculty board members and new colleagues. New employees are made aware of the [Beta roadmap](#) (*Bèta wegwijzer*) where faculty information and policies can be found (not all information is translated in English, send an email to the contact person when needed).

Special attention is needed for international staff, who enter not only a new organisation but also a new country. Practical information on, for instance, education and assessing students in the Netherlands is important for this group. Furthermore, they will often have more difficulty arranging things like housing, a job for their partner, childcare, and language courses. Where possible, the departments offer support in this too, and referrals are made to VU immigration and the VU [relocation officer](#).

4 PROCESS OF RECRUITMENT, SELECTION, APPOINTMENT, EVALUATION AND PROMOTION

4.1 RECRUITMENT POLICY AND SELECTION OF ACADEMIC STAFF GENERAL

The guidelines in this document complement to and is an elaboration of existing recruitment policies. Furthermore they are in line with the principles of open recruitment and promotion of diversity pursued within our faculty. We briefly explain these principles below.

STANDARD IS OPEN RECRUITMENT

The faculty strongly adheres to the principle of *open recruitment* for academic positions with prospects of permanent employment as UD, UHD or HL. Permanent academic positions are scarce and in demand. A solid diversity policy (see 3.1.2) also benefits from an open recruitment process, where all potential candidates have a fair chance of securing the position. The [Recruitment and Selection Manual for selection committees and managers](#) can be used in the recruitment process. *Open recruitment* can be combined with *scouting*, where talented candidates are alerted to the vacancy by VU-/Beta recruiters.

Closed recruitment for an open position requires a [dispensation request](#) from the Faculty Board and is only granted in exceptional cases. Dispensation is only granted if it is substantiated that this will implement HR policy that demonstrably cannot be realised in any other way. Quality of the candidate alone is an insufficient reason for dispensation (if it is the best candidate, this will become apparent in the open procedure).

CAREER PRINCIPLE

In the science faculty, we have used the career principle for a number of years. The career principle means that promotion of an employee depends on the employee's performance and not on the release of an available position at a certain job level (UHD or HL) as is the case with the formation principle. The total permanent formation of faculty staff (UD-UHD-HL staff) of a department is defined in the strategic personnel plan (SPP) and is limited by the available finances. To use the career principle, a balanced composition of mid-career (UD) and senior staff (UHD and HL) should be ensured in which each staff member can be promoted once the criteria have been met. Therefore, the condition applies that when a position becomes available, recruitment is always at UD level. If a department wishes to deviate from this, the faculty board have to grant dispensation (see [Dispensation options](#)). The departmental management decides on the opening of a position and on the conversion to permanent employment. The departmental management determines, based on the SPP, whether preference is given to a specific profile (education, research, impact). This profile is explicitly mentioned in the recruitment text.

DIVERSITY AND INCLUSIVENESS

Diversity in staffing can be promoted in several ways. The wording of the vacancy text, the images used and the specification of criteria can have a lot of impact on inclusive recruitment. It is highly recommended to consult with the HR adviser on how to achieve an inclusive vacancy. It is also important to ensure a diverse committee composition and have committee members undergo so-called bias training beforehand.

4.2 PROCESS OF RECRUITMENT, SELECTION AND APPOINTMENT ACADEMIC STAFF

4.2.1 TEMPORARY APPOINTMENT WITH PROSPECT OF PERMANENT EMPLOYMENT

Initially, the new employee recruited from outside the VU is offered a temporary appointment (including a statutory probationary period of two months) for a maximum of 18 months with the prospect of a permanent appointment by good performance. Performance is formally evaluated between nine and no later than 15 months. The criteria for permanent employment must already have been clearly discussed and established at the start of employment (see criteria annex 1). The collective labour agreement (CAO) does not explicitly allow us to extend temporary employment in order to better assess the person concerned. Even when suitability cannot be established due to illness, maternity leave or incapacity, it is risky to extend the temporary employment once more. Where appropriate, consult with your department's HR adviser in a timely matter.

CAREER TRACK AGREEMENTS

In addition to the evaluation criteria for permanent employment, the employee can establish and enshrine personal career *track* agreements with the manager in a document defining the career path in content and guidance.

APPOINTMENT ADVISORY COMMITTEE

The department management decides on the opening of a position partly based on the SPP. The vacancy holder and at least one senior colleague from the Appointment Advisory Committee (BAC) to be set up select the applications received after open recruitment, taking into account the following criteria, among others: training, (career) development, achievements in the areas of education, research, impact, and administrative and leadership experience. The listed requirements from the published vacancy text are used by the committee.

A BAC is set up for the job interviews. The composition of the BAC is given in Annex 4. This BAC advises the departmental management on the appointment of the candidate.

4.2.2 EVALUATION FOR PERMANENT APPOINTMENT AT THE SAME JOB LEVEL

Under the CAO NU, temporary employment is possible for a maximum of 18 months with the prospect of permanent employment if the employee performs well. Naturally, an employee should hear well in advance of the 18-month moment whether the employment will end or continue. This effectively means that between 9 months (or earlier at the wish of the employee, supervisor, departmental management) and no later than after 15 months, an evaluation will take place as to whether the employee meets the requirements of the position in which the employee was hired and has shown sufficient growth potential to advance to at least the next job level in the coming years (i.e. depending on the starting level: UD2 > UD1 or UD1 > UHD2 etc.).

Nine to 15 months is a short period, so it is important to agree on very clear evaluation criteria at the beginning of the appointment for a permanent position. The six fields in which the global evaluation takes place are: Training and development, Leadership, Management, Education, Research and Impact. The criteria regarding the position to which the candidate is hired should be defined as clearly as possible and be realistic. The appendices indicate for each field which criteria can be used broadly. There may be differences in emphasis per department. For instance, the

possibilities for publication and acquisition are not the same everywhere. In order to be able to assess all fields, it is obvious not to distinguish between the different profiles yet and to use the basic criteria for the first appointment period. At the same time, it is possible that a candidate is recruited based on a specific profile. It is then obvious to include profile-specific criteria.

In principle, the aim is for someone hired for a position to receive a permanent contract after no more than 18 months - so the candidate is not 'on probation'. In the exceptional cases where no permanent contract follows, there are 'red flags' that question the candidate's suitability for the position. As a department, it is important to create clarity about what these 'red flags' are and be transparent about them to candidates. The following 'red flags' are among the reasons for not making a permanent appointment:

- Inappropriate behaviour towards colleagues or students
- Nonchalance/violation of scientific integrity
- Failure to (properly) conduct research or education
- Lack of willingness to participate in relevant (departmental) consultations
- Where problems are identified not open to advice for improvement
- Lack of willingness to take on management/organisational tasks or think constructively about their fair distribution

EVALUATION PROCESS PERMANENT EMPLOYMENT

The evaluation for conversion to permanent employment after, no later than, 18 months at the same job level is in principle done by the employee's immediate manager, who is informed by 2 to 4 colleagues who have gained experience with the candidate from different perspectives.

The manager assesses whether the candidate broadly meets the criteria in the relevant result areas of the position to which the candidate has been appointed, whether the candidate has shown sufficient growth potential to develop to a higher academic level in the coming years, and whether the candidate shows no *red flags* (see above). In the case of candidates who already have a clear profile at this stage, less relevant result areas may be given less weight or even disregarded altogether.

The list of criteria (Annex 1) is explicitly not meant to be a checklist. Instead, the written evaluation by the manager (including information from colleagues consulted) has a narrative form that focuses on the candidate's current development and future development opportunities. The evaluation ends with a clear conclusion containing a clear recommendation for permanent employment of the candidate or termination of the temporary contract.

The manager's evaluation is presented to the candidate, who is then given the opportunity to reflect on any areas for improvement. The manager's evaluation is then presented to the department management along with the candidate's reflection. The departmental management takes the formal decision on whether to grant the UD candidate a permanent appointment or not, or submits the decision to the faculty board in the case of appointment of a UHD candidate, in which the recommendation of the candidate's manager is generally leading.

4.3 CAREER POLICY AFTER PERMANENT APPOINTMENT

After the positive evaluation for permanent employment, the employee and manager discuss the

career agreements and, if desired, enshrine them in a multi-year career *track* agreements document.

A vertical growth trajectory, for example a career track from U(H)D2 to U(H)D1, will - depending on the starting level of employment and contract size (fte) - last between 3 and 5 years. If the candidate's personal situation (e.g. maternity, parental, adoption, or care leave) warrants it, the career *track* agreements can be adjusted or switched to regular annual career agreements.

In principle, employees are appointed for 0.6 to 1.0 FTE. If the employee's part-time factor changes at any time or there is long-term illness, this translates into a longer/shorter duration in the case of career *track* agreements. In cases where employees are appointed at several knowledge institutions, each with a small part-time factor, tailor-made arrangements will be made, whereby agreements will be made about taking performance at the other institution(s) into account.

4.4 PROMOTION EVALUATION

If an employee meets the criteria for a higher job level (e.g. UD2 > UD1, UHD2 > UHD1) or job profile (e.g. UD > UHD, UHD > HL), a request can be made for a promotion evaluation. This may be after the career *track* agreements have ended or be evident from the annual appraisal. The employee's promotion evaluation(s) will be made with a written nomination from the manager and/or the employee and submitted to the departmental management which may or may not decide to establish a BAC. The manager is not a member of the BAC. The BAC send a written report to the head of department who, in consultation with department management, makes the formal decision on whether or not to promote (in the case of UDs) the candidate to the higher position or to submit the promotion to the faculty board (in the case of UHDs/full professors). The manager is informed of the decision by the departmental management and/or chair BAC and provides feedback to the candidate.

4.5 DISPENSATION OPTIONS

If a department wishes to deviate from the faculty career policy, they can submit a substantiated dispensation request to the faculty board. Some possible topics (not exhaustive) for which dispensation should be requested:

- Closed recruitment, see [Standard is open recruitment](#).
- Recruitment of UHD or HL in case of vacancies: The faculty has not had a formation principle for years (i.e. there is a fixed formation per function category UD, UHD, HL) but uses the [career principle](#) whereby every employee can be promoted to a higher function level if the criteria are met. Therefore, a condition is that when positions become vacant in the department, recruitment takes place at UD level. If a department wishes to deviate from this, permission is required from the Faculty Board.
- [Tenure track contract](#): For good talent management and being a good employer, the faculty values offering a position with quick prospects (after 18 months at the latest) of a permanent appointment. The CAO does still offer the possibility of offering a tenure track contract to a higher job profile (UD > UHD, or UHD > HL). If a talented (international) candidate wishes a tenure track contract, the departmental management can request permission from the faculty board. A tenure track follows the *up or out principle*. An employee is offered a temporary position in which, within an agreed time frame (typically

5-6 years), the expectations are set out regarding the performance to be achieved, the gaining of experience and/or the development of skills at a certain level with the actions deemed necessary to achieve this and agreements on the facilitation/coaching therein. If these are met, promotion follows and if not, the career is continued elsewhere.

- Working time factor: As a rule, staff are appointed with a working time factor of 0.6 to 1.0 FTE, partly because of a good balance between education and research tasks and contribution to management/organisational tasks. If a department wishes to deviate from this, for instance due to double appointment at another institution or personal circumstances of the candidate, permission may be requested from the Faculty Board. See also '[Duration of career track after permanent appointment](#)'.

5 ANNEX 1: CRITERIA FOR ASSISTENT PROFESSOR

5.1 INTRODUCTION

This document defines the criteria for an assistant professor (UD) by phase, starting with:

- 1) recruitment and appointment to UD2
- 2) the transition phase to permanent employment after 18 months at the latest
- 3) promotion to UD1

The criteria are based on existing university and faculty policy documents, existing guidelines of departments within the Faculty of Science, and discussions with staff within the departments represented in the working group. In line with the VU vision 'Recognition and Rewards', the aim is to give candidates a chance to develop - and be promoted - in the field of education, research, impact or a mixture of these domains. Employees should be able to focus on areas they excel in without having to be 'jack-of-all-trades'. Furthermore, the aim is to give greater recognition to tasks and roles that were previously undervalued in academia, such as education (innovations), leadership, impact, contributions to team(s) and to the academic community. For a full description, see the Academic Career Policy of the Faculty of Science.

A distinction is made between basic criteria and profile criteria. The basic criteria are criteria that everyone, regardless of profile, must meet in the areas of training and development, leadership and management, education, research and impact. Once the basic criteria have been met, candidates can use the profile criteria for education, research or impact (or a mixture thereof) to emphasise one of the areas.

The criteria are quantitative and qualitative. The aim is to make the UD criteria comparable between departments, as far as possible, while also allowing customisation. Departments within the faculty are different when it comes to academic traditions and how performance is assessed. Therefore, departments have the opportunity to interpret some criteria according to their own context. The faculty board ensures comparability in criteria between departments. For this reason, department-specific criteria are coordinated with the HR adviser and shared with the faculty board. Finally, the criteria should not be seen as a checklist but used for an integral perspective on a candidate's performance.

5.2 BASIC CRITERIA FOR APPOINTMENT TO UD2

Table 1: criteria for appointment UD2	
At the start of the appointment (i.e. after selection of the candidate), at least the following criteria are met:	
Training/development	The candidate: <ul style="list-style-type: none"> • has a PhD in a relevant field of study. • shows motivation to attend relevant and mandatory courses.
Leadership	The candidate: <ul style="list-style-type: none"> • demonstrates personal leadership and possesses, or is able to develop, self-knowledge and reflective skills. • demonstrates motivation to contribute to team(s) and is motivated to ensure a healthy working environment, in line with the principles of the VU Art of Engagement. The candidate demonstrates that she/he can contribute to an open, safe, and inclusive work environment. • demonstrates academic leadership and has innovative ideas that fit into the department's line of research, education programme and/or impact activities.
Management	<ul style="list-style-type: none"> • The candidate shows motivation to contribute to organisational and managerial tasks within the department
Education	The candidate: <ul style="list-style-type: none"> • preferably has experience or demonstrable affinity with education at academic level. • has proven talent for academic education. • preferably has additional post-doctoral education experience.
Research	The candidate: <ul style="list-style-type: none"> • preferably has additional post-doctoral research experience. • possesses demonstrable quality in the relevant field of expertise, as evidenced by (international) peer-reviewed publications, participation in international conferences and an international network in the relevant field of expertise, among other things. • understands the national and international funding landscape and has concrete ideas for promising applications.
Impact	<ul style="list-style-type: none"> • The candidate has a vision of impact and has ideas on how to put this into practice.

5.3 BASIC CRITERIA FOR PERMANENT APPOINTMENT AS UD2

Effectively, between 9 months (or earlier if desired by the candidate, supervisor or department management) and 15 months at the latest, there will be an evaluation as to whether the UD employee meets the job requirements of the UD2 position to which the employee was hired and has shown sufficient growth potential to advance to UD1 in the coming years.

Table 3 shows the criteria for conversion of the temporary UD2 contract to a permanent contract after 18 months at the latest. The CAO Dutch Universities (CAO NU) does not explicitly allow for extension after 18 months. If there is illness, pregnancy or incapacity for work, another extension can be considered in consultation with HR, but such an extension has a risk of becoming permanent.

In the first 18 months, it is obvious not to distinguish between the different profiles yet and to assess the first appointment period on the basic criteria. At the same time, a candidate may have been recruited on the basis of a specific profile. It is then obvious to include profile-specific criteria or to give more weight to the criteria of the relevant domain (education, research, impact) (see table below).

Table 2: Schedule assessment UD2 by focus profile

Focus profile	Criteria			
	Education	Research	Impact	Training/development, Leadership, Management
UD2 standard	Basic UD2 criteria (table 3)	Basic UD2 criteria (table 3)	Basic UD2 criteria (table 3)	Basic UD2 criteria (table 3)
UD2 education profile	Table 3 plus choice criteria education (table 6)	Minus choice criteria research (table 3)	Minus choice criteria impact (table 3)	Basic UD2 criteria (table 3)
UD2 research profile	Minus choice criteria education (table 3)	Table 3 plus choice criteria research (table 7)	Minus choice criteria impact (table 3)	Basic UD2 criteria (table 3)
UD2 impact profile	Minus choice criteria education (table 3)	Minus choice criteria research (table 3)	Table 3 plus choice criteria impact (table 8)	Basic UD2 criteria (table 3)

For the evaluation of a permanent appointment, at least the following 'red flags' are assessed:

- Inappropriate behaviour towards colleagues or students
- Nonchalance/violation of scientific integrity
- Failure to (properly) conduct research or education
- Lack of willingness to participate in relevant (departmental) consultations
- Where problems are identified not open to advice for improvement
- Lack of willingness to take on management/organisational tasks or think constructively about their fair distribution

In addition, the following criteria will be assessed:

Table 3: UD2, criteria for conversion to permanent employment		Candidate can expect the following support from the department:
On conversion of the appointment to a permanent contract as UD2 after no later than 18 months, the following criteria are met. Criteria for education, research or impact that are not (yet) met can be compensated with criteria from table 6 criteria education profile, table 7 criteria research profile, or table 8 criteria impact profile:		
Training/development	<ul style="list-style-type: none"> The candidate has at least started (planning) the University Teaching Qualification (UTQ/BKO), where this was not possible due to scheduling conflicts this is well substantiated. 	<ul style="list-style-type: none"> The candidate is enabled to participate in BKO as soon as possible
Leadership	<p>The candidate:</p> <ul style="list-style-type: none"> Personal leadership: demonstrated self-knowledge and reflective ability. Contribution to team(s): ensures a healthy, inclusive working environment and shows respect towards colleagues and students (regardless of hierarchical relationships). Academic leadership: has innovative ideas that fit the department's line of research and education programme in line with the principles of open science and acts in accordance with the standards of academic integrity. 	<ul style="list-style-type: none"> Leader encourages reflective practice in conversations The department is actively working on how to create a more open, safe and inclusive working environment and actively involves UDs in this development Senior colleagues show exemplary behaviour in treating colleagues and students respectfully, respecting work-life balance and academic integrity A culture of calling each other to account on all these aspects is being developed
Management	<p>The candidate:</p> <ul style="list-style-type: none"> spends 10 - 20 % of time on smaller organisational tasks. actively participates in departmental consultations. has a plan for participation in a formal committee or working group (e.g. programme committee (OLC), examination committee, diversity committee, works council, etc.). 	<ul style="list-style-type: none"> Gets the opportunity to perform organisational tasks The candidate is enabled to participate in a formal committee or working group
Education	The candidate:	<ul style="list-style-type: none"> Faculty provides an information package

	<ul style="list-style-type: none"> actively contributes as a lecturer in at least one bachelor or master course. successfully supervise bachelor and/or master theses. is aware of the characteristics for a "reflective education professional" in the VU Education Framework. Has knowledge and understanding of the education system, including: <ul style="list-style-type: none"> The Dutch numeral system; The role of programme director and coordinator, programme committee, and Examination Committee in programmes; The education platform Canvas. actively contributes in cross-course education activities, e.g. presence in teacher meetings. 	<p>and a short course for beginning UDs on the Dutch/VU education system</p> <ul style="list-style-type: none"> The department facilitates a buddy system where novice UDs are paired with a more senior colleague
Research	<p>The candidate:</p> <ul style="list-style-type: none"> has initiated a long-term research vision in concrete goals for a period of 1 - 5 years. has contributed to the implementation and development of the department's research programme through, for example, demonstrable research results sufficient for an article, publishable manuscript or a publication. is recognised and valued by colleagues within the department (and/or beyond) as a constructive discussion and/or collaboration partner in research. 	<ul style="list-style-type: none"> Manager is available as interlocutor for translation research vision The candidate will be enabled to contribute to the implementation and development of the department's research programme, e.g. by involving the candidate in proposed research proposals Colleagues engage the candidate as a discussion or collaboration partner within research The department has conference policy with the general guideline of aiming for at least 1 x year conference visit with active role of the candidate
Impact	<p>The candidate:</p> <ul style="list-style-type: none"> is aware of the importance of valorisation, knows what resources exist and which target groups are relevant, has ideas on how to 	<ul style="list-style-type: none"> The candidate will be enabled to attend courses on impact if required

	apply them to support valorisation, and shows motivation. <ul style="list-style-type: none"> has the potential to engage in dialogue with non-academic partners or audiences about scientific results. 	<ul style="list-style-type: none"> The department itself actively develops knowledge about (social) impact of research
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5.4 BASIC CRITERIA FOR PROMOTION TO UD1

From the moment of appointment as UD2, the employee is expected to progress to UD1 in an average of 3 to 7 years, depending on the starting level of employment, the contract size, and personal circumstances. From the start of appointment as UD2, a candidate may (temporarily) have a profile on one of the domains of education, research or impact or a mixture of these domains. Agreements on a specific profile are agreed between the candidate, the supervisor and the departmental management.

For all diversifications in career options, the University Function Ordering System (UFO) is the starting point. Performance may differ in the different domains (education, research or impact). This follows the principle of communicating vessels: if you excel in one (or more) of the domains, your activities in the other domains may be of a lower level. In doing so, we avoid unreasonable expectations of the versatility of individuals, and give room for the development of everyone's talent at VU.

For all levels, the aspects of leadership associated with that level must be met: training and development in leadership and management are prerequisites for vertical promotion. Schematically, the possibilities look as follows:

Table 4: Schedule assessment UD1 by focus profile

Focus profile	Criteria			
	Education	Research	Impact	Training/development, Leadership, Management
UD1 standard	Table 5 plus choice criteria education (table 6)	Table 5 plus choice criteria research (table 7)	Table 5 plus choice criteria impact (Table 8)	Basic criteria UD1 (table 5)
UD1 education profile	Table 5 plus criteria education (table 6)	Basic UD2 criteria (table 3)	Basic UD2 criteria (table 3)	Basic criteria UD1 (table 5)
UD1 research profile	Basic UD2 criteria (table 3)	Table 5 plus criteria research (table 7)	Basic UD2 criteria (table 3)	Basic criteria UD1 (table 5)
UD 1 impact profile	Basic UD2 criteria (table 3)	Basic UD2 criteria (table 3)	Table 5 plus criteria impact (Table 8)	Basic criteria UD1 (table 5)

The criteria for promotion to UD1 depend on the agreed job profile. Table 5 shows the basic criteria for the standard profile. On top of that, for everyone, there are 3 to 5 profile-specific criteria (see tables 6, 7 and 8) or a mixture of these.

Table 5: promotion to UD1		Candidate can expect the following support from the department:
Training/ development	<p>The candidate:</p> <ul style="list-style-type: none"> has obtained the BKO. has completed the course Annual Appraisal for New Managers. has completed the course Supervising Academics (successor of Supervising PhD students) <i>if PhD students are supervised</i>. has completed the course Project Management <i>if external project resources have been acquired</i>. has completed the course Social Safety. <p><i>If Dutch is not the mother tongue:</i></p> <ul style="list-style-type: none"> has started Dutch/Academic Dutch course. For candidates involved in a Dutch-language course, level B2 is required if they do not teach in Dutch and C1 is required for if they teach in Dutch. <p><i>If English is not the mother tongue or has been tested at C1 level English:</i></p> <ul style="list-style-type: none"> has completed the Education English course. 	<ul style="list-style-type: none"> The candidate will be enabled to participate in the required courses. There is at least 1 period per year free of cursory education, allowing more space for development or research.
Leadership	<p>The candidate:</p> <ul style="list-style-type: none"> Personal leadership: demonstrated self-knowledge and reflective ability. Contribution to team(s): ensures a healthy, inclusive working climate and shows respect towards colleagues and students (regardless of ranks and hierarchical relationships), in line with VU Art of Engagement. Academic leadership: has innovative ideas that fit into the department's line of research and education programme and acts according to the standards of academic integrity and 	<ul style="list-style-type: none"> Leader encourages reflective practice in conversations. The department is actively working on how to create a more open, safe and inclusive working environment and actively involves UDs in this development. Senior colleagues show exemplary behaviour in treating colleagues and students respectfully,

	conveys academic integrity to those under its supervision.	respecting work-life balance and academic integrity. <ul style="list-style-type: none"> • A culture of calling each other to account on all these aspects is being developed.
Management	The candidate: <ul style="list-style-type: none"> • spends 10 - 20 % of time on smaller organisational tasks. • participates actively and constructively in departmental consultations. • makes a demonstrable contribution within a formal role, committee or working group within the university (e.g. work council, programme committee, examination committee, diversity committee, research data management, student advisor or programme coordinator). • has, formally or informally, satisfactory managerial responsibility over at least one person, and has conducted or been involved in annual appraisals with them (e.g. PhD student, postdoc, junior lecturer; this does not include student assistants) 	<ul style="list-style-type: none"> • The candidate is enabled to participate in a formal committee or working group. • The candidate is enabled to devote 10-20% of time to smaller organisational tasks. For larger managerial tasks (>20%), tailor-made agreements are made; expectations on research, education and impact are adjusted.
Education	The candidate: <ul style="list-style-type: none"> • meets the characteristics for a "medior teacher" in VU's Education Framework, with regard to: <ul style="list-style-type: none"> ○ Education ○ Designing education ○ Leadership in educational development ○ Educational organisation and cooperation ○ Quality assurance: reflective & learning capacity • within his/her job and scope of duties, carries out additional tasks such as the supervision of junior lecturers and educational organisational matters. 	<ul style="list-style-type: none"> • The department supports teachers, coordinators and thesis supervisors in learning from each other, e.g. through peer review meetings, thematic education lunch meetings. • The department supports the staffing of courses (e.g. in working group education). • Ideally, attention should be paid to a good balance, as far as possible, in the education to be given

		and the development of the UD, for example, in terms of a balance between bachelor's and master's education, and between education general subjects and subjects where the UD has specific expertise.
Research	<p>The candidate:</p> <ul style="list-style-type: none"> • has made a demonstrably productive start with its own line of research and/or makes a significant contribution to a research team (NB this may include research on education or impact) through high-quality research outputs defined by the department • has proven experience in substantively supervising PhD students as co-supervisor • has innovative ideas appropriate to the department's vision and is able to (co-)develop a research domain • has submitted at least a number of proposals as a (major co-)applicant, which are judged by peers to be of good quality (e.g. invited for an interview or to submit a 'full proposal' after submitting a 'pre-proposal') • is recognised and valued by colleagues within the department and beyond as a constructive discussion and/or collaboration partner in research • contributes actively to the international academic community as e.g. reviewer for scientific journals or funding bodies or as a member of a <i>programme committee</i> 	<ul style="list-style-type: none"> • The department has defined and communicated required research output for promotion to UD1. • The candidate will, if possible, be enabled to act as co-promoter. • The candidate is adequately guided and introduced to the funding landscape, and is supported in his applications. • Colleagues engage the candidate as a discussion or collaboration partner within research.
Impact	<p>The candidate:</p> <ul style="list-style-type: none"> • is aware of the importance of impact, knows what resources are available for valorisation, which target groups are relevant, and applies this to support valorisation. 	<ul style="list-style-type: none"> • The candidate will be introduced to valorisation opportunities and supported in valorisation projects

	<ul style="list-style-type: none"> encourages colleagues (PhD students and postdocs) and students who want to undertake valorisation activities (e.g. through valorisation chapter in PhD thesis). is demonstrably able to engage in dialogue with non-academic partners or audiences about scientific results. has demonstrably contributed to open science, and encourages those under the candidate's supervision to do so. 	and external communication.
Profile requirements	Specific, additional requirements for education, research or impact profile, or mixture thereof: 3-5 criteria.	<ul style="list-style-type: none"> The manager guides candidate from the start in profiling the position, in conjunction with wishes from the department.

5.5 CRITERIA BY PROFILE

In case an employee has a specific profile in the field of education, research or impact in consultation with the manager and department, the manager, with the support of the department, will facilitate the employee's further development and specialisation in that field. For growth to a higher job level with a specific profile, however, all the basic criteria of the previous job level must be met. So for promotion to UD1 with a specific profile, the minimum level of education, research and impact should meet UD2, see diagram in table 4.

5.5.1 STANDARD PROFILE

Ahead of promotion to UD1, it is by no means always desirable or possible for a UD to profile explicitly in one of the three core domains (education, research or impact). In such a case, the UD concerned may, in consultation with manager and department, opt for a *standard profile*, with the focus divided between at least two of the above three result areas. For promotion to UD1 with a standard profile, the candidate will have to meet the basic UD1 criteria (table 5) and additionally 3-5 criteria from the profiles of education (table 6), research (table 7) or impact (table 8). The standard profile at UD level is expected to be the most common. More specific profiles will occur as the career progresses.

5.5.2 EDUCATION PROFILE

For the criteria below, [the Education Framework](#) is the starting point, especially that of "senior lecturer". The criteria mean that VU and the department are committed to providing the employee with an education profile with the information, training and opportunities to develop in the field of education.

Table 6: Additional requirement for promotion to UD1 for candidates with an education profile.

The candidate:

- meets the characteristics of "senior lecturer" in at least three of the five areas in VU's Education Framework.

<ul style="list-style-type: none"> • is a highly experienced teacher with well-developed education and organisational skills.
<ul style="list-style-type: none"> • has 3-7 years of education experience as coordinator and/or main lecturer in 2 courses or more at bachelor and/or master level, ideally with a balance, as far as possible, between e.g. highly specialised subjects and large-scale general subjects.
<ul style="list-style-type: none"> • meets requirements for admission to senior qualification education (SKO), in particular with a concrete SKO project and personal learning question.
<ul style="list-style-type: none"> • has at least one formal leadership role (if possible): <ul style="list-style-type: none"> ○ Chair education working groups at faculty level ○ Member of education working groups at departmental/faculty level ○ Chairman of education committee ○ Chairman of examination committee ○ Minor coordinator ○ Training coordinator
<p>The UD with education profile can show in which of the following two directions it has developed:</p> <ul style="list-style-type: none"> • Subject education specialist <ul style="list-style-type: none"> ○ has excellent qualities where both developing and implementing education are concerned ○ is a recognised specialist in the field of professional and educational development, a source of inspiration for students and an example for fellow teachers • Educational innovator <ul style="list-style-type: none"> ○ has highly developed innovative qualities ○ has clear and substantiated vision of good education ○ is able to connect and motivate teachers around common goals ○ has a leading role when it comes to, improvement of work, approach, material within a department or training; ○ contributes to educational development and innovation

5.5.3 RESEARCH PROFILE

Table 7: Additional requirements for promotion to UD1 for candidates with research profile.

The candidate:

<ul style="list-style-type: none"> • has made a demonstrably productive start with its own internationally competitive line of research and leading role in research team.
<ul style="list-style-type: none"> • has a department-defined research output of exceptional quality and volume.
<ul style="list-style-type: none"> • has demonstrable substantial and personal experience in the substantive supervision of PhD students as co-supervisor, to the satisfaction of PhD students and supervisor(s).
<ul style="list-style-type: none"> • plays constructive substantive and relational role in the PhD supervision team.
<ul style="list-style-type: none"> • has innovative ideas appropriate to the department's vision and plays a leading role in the development of an important and distinctive research area.
<ul style="list-style-type: none"> • has submitted at least a number of proposals and obtained grants from external funders as (major co-)applicant, the number and amount of which are determined by the department
<ul style="list-style-type: none"> • is recognised and valued by colleagues within the department (and/or beyond) as a constructive discussion and/or collaboration partner in research and takes an exemplary role in doing so.
<ul style="list-style-type: none"> • contributes actively to the international academic community as e.g. editor of a scientific journal or chair of a <i>programme committee</i>.

5.5.4 IMPACT PROFILE

Table 8: Additional requirements for promotion to UD1 for impact profile candidates.

The candidate:

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • show at least one <i>outstanding</i> achievement for the department for the cultural, economic, industrial, environmental or social relevance of scientific results through one of the seven valorisation strategies: <ol style="list-style-type: none"> 1. Postgraduate education / life-long development 2. Public debate and dialogue 3. Co-creation of science and society 4. Contract research 5. Public-private partnerships 6. Innovations (e.g. sustainability, improvements, cost savings, etc.) for (professional) practice, such as (clinical) guidelines, (policy) advice, tools, interventions, article in a professional journal, etc. 7. Entrepreneurship and intellectual property |
| <ul style="list-style-type: none"> • is proactive in building relationships and structural cooperation with non-academic partners and has several examples of this. |
| <ul style="list-style-type: none"> • is innovative in creating forms of dialogue for interaction between academic and non-academic partners or audiences. |
| <ul style="list-style-type: none"> • has demonstrably contributed to open science, and encourages those under his supervision to do so. |

6 ANNEX 2: CRITERIA ASSOCIATE PROFESSOR (UNDER REVIEW)

See [UHD criteria](#)

7 ANNEX 3: CRITERIA FULL PROFESSORS (UNDER REVIEW)

See [Roadmap professors](#)

8 ANNEX 4: DUTIES MANAGERS AND APPOINTMENT ADVISORY COMMITTEE (BAC) IN RECRUITMENT AND EVALUATION

8.1 RECRUITMENT U(H)D

The recruitment of a U(H)D is included in the department's strategic personnel plan (SPP).

8.1.1 BAC COMPOSITION ON RECRUITMENT

The BAC for recruitment consists of at least the following members:

- Chair: HL/UHD of the department from another research area
- The immediate supervisor
- HL/UHD of chair group or area in which the U(H)D will work
- UHD/HL preferably from another university, with expertise in the relevant field of science
- HR adviser of the department

Preferably, too:

- UHD/HL from another department of the Faculty of Science
- Student, PhD student, junior lecturer or postdoc

In addition, the BAC should meet the following criteria (not cumulative)

- The immediate manager of the U(H)D is not allowed to be the chairperson of the BAC
- At least one programme director (or similar role)
- At least 1 female and 1 male scientist, but preferably 2

8.1.2. DUTIES AND PROCEDURE BAC IN RECRUITMENT

- The committee is actively involved in drawing up an inclusive recruitment profile and determining recruitment channels.
- Besides selecting and assessing, the committee (BAC) has an important role in active and diverse recruitment. It also ensures that relevant scientific networks are approached.
- At least two committee members conduct an interview with the candidate. At the beginning of this interview, the candidate gives a short presentation on education, research and impact. The other committee members can provide written feedback and/or participate hybrid in the interview.
- The committee requests two referees from the candidate from whom a letter of reference is requested.
- The committee assesses the candidate's portfolio against the qualitative job requirements.
- The committee send a short advice in a BAC report to the departmental management.

8.2 EVALUATION FOR PERMANENT APPOINTMENT

Between 9 months and 15 months at the latest after the candidate's start date, the evaluation for the assessment of permanent employment as U(H)D follows.

8.2.1 DUTIES MANAGER

The immediate manager of the U(H)D candidate is responsible for the evaluation for the purpose of permanent employment and has the following duties in this regard:

- Supervised the employee from day 1 using the criteria in table 3 and discussed the outline of a portfolio to be completed around 15 months with the employee ahead of the evaluation.

- Get information from 2 to 4 colleagues who have had experience with the candidate from different perspectives².
- Assess whether the candidate broadly meets the criteria in the relevant result areas of the position for which the candidate has been hired, whether the candidate has shown sufficient growth potential for promotion to a higher academic level in the coming years
- Checks for red flags in areas such as collegiality, cooperation and reflective capacity before a permanent appointment
- The written evaluation by the supervisor (including information from colleagues consulted) has a narrative format that focuses on the candidate's current development and future development opportunities. The evaluation ends with a clear conclusion that includes a clear recommendation for permanent employment of the candidate or termination of the temporary contract.
- The evaluation by the supervisor is submitted to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement.
- The supervisor's evaluation, together with the candidate's own feedback, is then presented to the departmental management which makes the formal decision on whether or not to grant the candidate permanent employment, with the recommendation of the candidate's supervisor generally leading the way.

8.3 EVALUATION(S) DURING CAREER AND EVALUATION FOR PROMOTION

The candidate conducts an annual appraisal with the manager at least once a year, after which relevant career agreements are recorded.

If a candidate meets the criteria for promotion to a higher job level/profile, the candidate and/or manager may submit a written nomination to the departmental management. The manager is not involved in the evaluation process.

8.3.1 BAC COMPOSITION IN CASE OF EVALUATIONS

The BAC advising on promotion consists of at least the following members:

- Chair: professor/UHD of the department from another research area
- Professor/UHD of the chair group or area in which the U(H)D works
- HR adviser to the department

Preferably, too:

- UHD/ professor from another department of the Faculty of Science
- student, PhD student, junior lecturer or postdoc

In addition, the BAC should meet the following criteria (not cumulative):

- at least one programme director (or similar role)
- at least 1 female and 1 male scientist, but preferably 2
- the manager is not a member of the BAC/evaluation committee

At least two members of the BAC interview the candidate. The other members may also provide written feedback.

² If, based on the consultation among 2 to 4 colleagues, or otherwise, there are doubts, it can be decided at that point to still install a BAC.

8.3.2 DUTIES BAC IN EVALUATIONS

- The employee and/or immediate manager approaches the chairperson/members of the BAC whether they want to have the conversation with the employee for the purpose of a promotion.
- A BAC delegation (at least two members) conducts an interview with the employee based on a portfolio provided by the candidate, indicating in a substantiated manner how the predetermined criteria for promotion have been met.
- The BAC assesses the candidate's portfolio according to the criteria for UD/UHD/full professor.
- The BAC issues a short written BAC report to the head of department based on the interview and the written portfolio, who - in consultation with department management - makes the formal decision on:
 - Whether or not to promote the candidate to the position of UD1.
 - Whether or not to propose the candidate for promotion to UHD/HL to the Faculty Board.
 - The department head informs the manager of the decision.
 - The manager discusses the BAC report and the department management's decision with the candidate.

The career paths and steps from recruitment to promotion to UD and UHD are diagrammed in figures 1 and 2.

8.4 TEMPLATE FOR EVALUATION(S) PERMANENT APPOINTMENT AND PROMOTIONS

Table 9: Template for evaluation(s) permanent appointment and promotions		Directive faculty/section, if applicable
In 1-2 A4, describe the development on the different criteria and substantiate with quantitative information where relevant.		
Training/ development		
Leadership		
Management		
Education		
Research		

Impact		

9 ANNEX 5: WHAT CAN DEPARTMENTS ADDITIONALLY WORK OUT FOR THEMSELVES

Due to differences in academic traditions and practices among departments within the Faculty of Science, departments can, if they wish, work on their own in coordination with the HR adviser to elaborate some of the points in this document. These points are listed here:

- What are any additional red flags for the 15-month review?
- Re research profile:
 - What is an exceptional performance for a research profile?
 - How many proposals has someone submitted at least and how many should have been honoured as a (major co-) applicant in the last 3-7 years?
 - How many PhD students must someone have supervised?
- Re Educational profile:
 - What is a special achievement for an educational profile?
 - What is a realistic commitment in bachelor and master education on an annual basis in EC?
 - How many students must someone have supervised?
- Re Impact profile:

Demonstrate at least one outstanding achievement for the department for the cultural, economic, industrial, environmental or social relevance of scientific results through one of the seven valorisation strategies.
- All profiles and basic criteria:

How much is an employee expected to acquire with external funding for both standard criteria and profile criteria?

10 ANNEX 6: CAREER TRACK AGREEMENTS TEMPLATE

Follows.