



VRIJE
UNIVERSITEIT
AMSTERDAM

FACULTY OF
RELIGION
AND THEOLOGY

Career Paths and Promotion Policy of the Faculty of Religion and Theology (FRT)

[TRANSLATION of “Loopbaanpaden en bevorderingsbeleid van de Faculteit Religie en Theologie (FRT)”]

February 24, 2025

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1. Introduction

The internal FRT working group *Academic Job Profiles FRT 2024* submitted its final report to the Faculty Board (FB) on August 29, 2024. As per the agreed-upon assignment, this report presents the working group's advice on three aspects of the personnel policy of the Faculty of Religion and Theology (FRT):

- Evaluation (and, where necessary, revision) of the assessment criteria regarding teaching, research, and impact/valorisation that serve as the basis for appointments to, and promotions within, the positions of UD2, UD1, UHD2, UHD1, and HL2;
- Distinct career paths for teaching, research, and valorisation/impact;
- Internal decision-making process regarding permanent appointments and promotions.

The working group used the university's policy documents on Recognition and Rewards [*Erkennen en Waarderen*] as a guideline. These university documents, which were finalized in 2024, can be accessed via the link *Academic Career Paths - Vrije Universiteit Amsterdam* [<https://vu.nl/en/employee/annual-consultation/academic-career-paths>].

The working group's report was discussed and accepted within the FB+ (i.e., FB plus the department heads) as the basis for further formalizing the personnel policy within FRT. The report was discussed on October 16, 2024, with the ODC,

where it was positively received. However, the FB was asked to further elaborate on the aspect of ‘leadership’ in the next stages. In the opinion of the GV, the report pays insufficient attention to potential misunderstandings that may arise on this topic. An excessively dominant interpretation of the concept of leadership could overly limit the development space for individual faculty members.

Using the advice from the working group and the feedback from the ODC, this policy document further develops the personnel policy within FRT. This policy will be incorporated into the personnel policy of the new faculty, which will be finalized by the FB of Social Sciences and Humanities in 2025.

Section 2 provides further clarification of the job profiles/career paths as formulated in the university’s policy documents. Section 3 is dedicated to a further exploration of the concept of ‘leadership’, explicitly considering the characteristics of FRT in this regard. Section 4 delves deeper into the appointment and promotion criteria for the various career paths of permanent academic staff. Section 5 further develops the internal decision-making process regarding permanent appointments and promotions, with special attention to the tools used: the assessment portfolio, annual review, team review, and permanent Career Path Advisory Committee. An appendix to this policy document will be the forthcoming FRT Strategic Personnel Plan, which will play an important role in applying the principles described in this Personnel Policy document. The choice of a career path cannot be unconditionally left to the individual employee. Within the team (department or section) in which the employee works, the balance between the different domains (teaching, research, and valorization/impact) must be monitored. The Strategic Personnel Plan will serve as a guideline in this regard. This plan will be presented later, as further consultations within FB+ are necessary.

2. Job Profiles/Career Paths

In the VU policy document *Academic Career Paths* [[Academic Careerpath 2023 VU_EN.pdf](#)], alongside the core areas of Teaching and Research, also Impact is highlighted. The following description is provided for this area of academic activity. Impact refers to the potential effect of academia (teaching or research activities) in cultural, ecological, economic, industrial, or social fields. This is in reference to societal impact and not limited to impact within academia. Valorisation is the process of creating value (with or without other academic and non-academic partners) from knowledge by making it suitable and/or accessible for economic and/or societal use and translating it into products, services, processes, and new business activities. There are seven different recognised approaches to valorisation:

- a. Post-academic education/lifelong development;
- b. Public debate and dialogue;
- c. Co-creation involving academia and society;
- d. Contract-based research;
- e. Public-private collaboration;
- f. Innovations, such as sustainability, improvement, and cost saving measures for the (professional) sector, in the form of approved (clinical) guidelines, (policy) advice, tools, and interventions;
- g. Entrepreneurship and intellectual property.

The basic idea behind Recognition and Rewards [*Erkennen en Waarderen*] is that an academic in a particular role as UD (Assistant Professor), UHD (Associate Professor), or HL (Full Professor) does not need to excel in all three areas—teaching, research, and societal impact—but can choose which area to focus on over a period of years. None of the three areas can be absent from the set of job duties, but agreements can be made with the supervisor about the time allocation for each of the three areas and thus the output expectations for each. These agreements will be considered when assessing a promotion to a higher position. This creates the possibility within FRT to choose between three distinct career paths in teaching, research, and valorisation/impact.

Furthermore, the option remains available to choose the general academic profile, where the areas of education and research are in balance, and impact/valorisation receives some attention within both of those areas. In the general

profile, the balance between teaching and research is primarily determined centrally at the faculty level, taking into account the financial resources available to the faculty. The designated time for teaching and research also includes related smaller administrative/organizational tasks. Each possible profile also includes the leadership characteristics described in the next section.

Variations within the general profile are possible, with a minimum of 25% teaching or 25% research. If the teaching load is less than the established general minimum, external funding for research is necessary.

The assessment system and recruitment and promotion policies continue to be based on the core values of VU (open, personal, responsible) in all of these profiles. All our academics are expected to understand their responsibilities as scholars, both within the university and in the broader (international) academic community and society. Contributions to social safety, academic integrity, knowledge security, open science, societal awareness, and a healthy work-life balance are the key points of focus. Leadership also runs as a common thread through all profiles. This aspect of leadership is further elaborated upon in section 3.

3. Leadership

In the *Academic Career Paths* document referenced in section 2, the following is stated regarding leadership. Leadership falls into three categories. Personal development in all of these leadership categories is a prerequisite for all career steps:

- **Personal leadership:**
The development of self-awareness and reflection skills through recognition of one's strengths and weaknesses, organization of personal feedback, and learning from own mistakes.
- **Contribution to teams:**
The individual responsibility to proactively contribute to good collaboration with colleagues and to creating an open, safe, and inclusive working and learning environment in order to realise ambitions at the VU and broader academic ambitions.
- **Academic leadership:**
Communicating the vision for one's field and inspiring, guiding, and stimulating (inter)national researchers, teachers, and students. This is important in order to situate research and teaching within the academic and societal context, and generate legitimacy, reputation, and visibility, as well as proper integration of open science principles.

What stands out in this description of the concept of *leadership* is that it does not primarily concern directing others by assigning tasks and evaluating their execution. The emphasis is on self-reflection, teamwork/teambuilding, and inspiration. The degree to which an employee masters these leadership qualities cannot be assessed using quantitative criteria. Self-reflection on leadership is a fixed component of the assessment portfolio, in which the employee reflects on performance across the various areas, considers how the core values of the VU play a role in personal performance, and highlights the personal contributions that have been made toward the proper functioning of academia and society. When it comes to evaluating the quality of teamwork and team-building, input from close colleagues and the employee's direct supervisor is essential; for the aspect of inspiration, 360-degree feedback from both students and colleagues will provide the necessary information. Section 5 further elaborates on what this means with regard to content of the assessment portfolio.

For all job levels, the aspects of leadership that correspond to that level must be met. In senior job profiles (from UHD2 onward), leadership will also be characterized by a more substantial scope of formal managerial/organizational tasks. Given the clear connection between these leadership responsibilities and research, teaching, or impact, there may be a shift from individual output to the output of the team being led. This means that leadership increasingly becomes a key

evaluation criterion as one advances in position, while other criteria (such as the number of individual publications) become less decisive. The core task of a senior staff member is, after all, to contribute optimally to the talent development of junior academic staff through academic leadership and good mentorship.

However, it should be noted that FRT is a relatively flat organization, which does not have large-scale research units. Sub-disciplines are often represented by only a few academics without strict hierarchical structures. This means that the opportunities to demonstrate leadership are more limited than in environments where there are large research units with clear hierarchical structures.

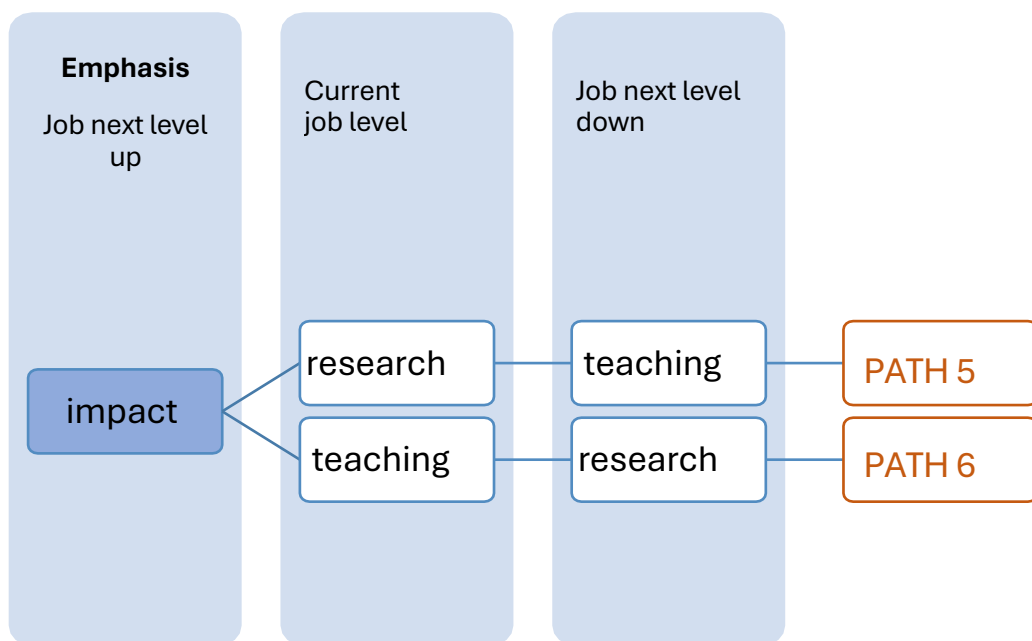
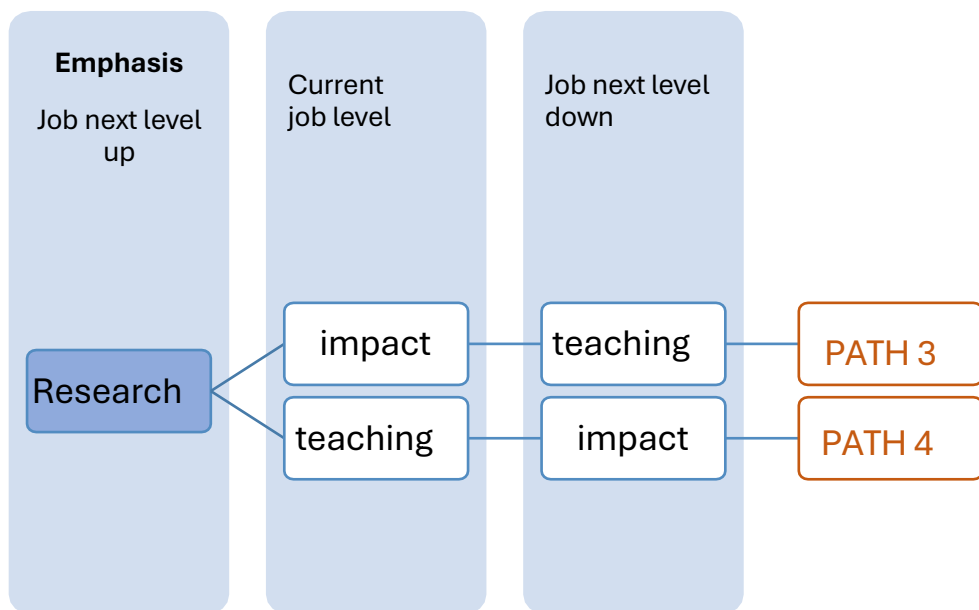
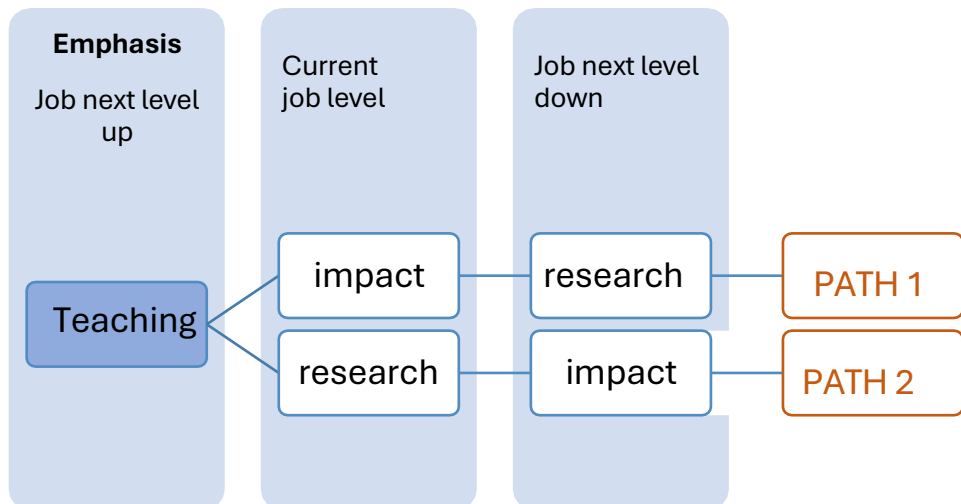
4. Qualitative Evaluation Criteria for the Distinct Career Paths

This section describes the criteria that FRT will use when assessing the appointment, promotion, and salary classification of academic staff up to the level of HGL. These criteria provide guidelines for supervisors to make agreements with new and current employees regarding progression to higher positions. These criteria function as guidelines, wherein the "*apply or explain*" principle is applicable. The entire career dossier (including any parts completed at other institutions) will be included in the evaluation.

- a. The **quality of research output** will no longer be determined by journal rankings (categories A-B-C, etc.). Whether a contribution is peer-reviewed (not by an editor, but double-blind reviewed by experts) and internationally accessible will be the most important criteria.
- b. When applying for promotion, the candidate should provide a **research narrative** explaining which publications on their CV are of high quality, why that is the case, and why a particular journal/edited volume/publisher was chosen for publication. For a high-quality publication, a lower-ranked journal may have been chosen intentionally because it targets a specific audience or is relevant to a particular research niche.
- c. The difference in **quantitative output expectations** between UD, UHD, and HL remains, but will be reduced. This is partly to avoid undesirable behaviour related to publication pressure, such as unjustified claims to co-authorship, salami publishing, etc. It is reasonable to expect that, as one gains more experience, writing becomes easier, and there is also more frequent involvement in contributions to handbooks and encyclopedias. On the other hand, the increase in leadership responsibilities that comes with promotion also means there is less room to work on independent publications.
- d. **Quantitative measurement of output** will be measured every two years instead of annually, to encourage more relaxed publication behaviour. Deviations from the position-specific norm are possible, as long as they are well justified in the research narrative ("*apply or explain*").
- e. The evaluation will consider the **potential difference in publication culture** between different sub-disciplines in theology and religious studies, which may be reflected in differences in publication quantity or speed and single or multiple authorship. These differences will be documented later as an addendum to this policy document.
- f. Regarding obtaining **external research funding**, a proposal deemed *eligible for funding* will be recognized as evidence of *peer recognition*. The final stage of most open competition award processes often has a game-of-chance aspect. To be eligible for promotion to HL, it is now an added criterion that a project application has been assessed as eligible for funding. To be considered for the HL function, a candidate must have been actively involved in fundraising for research, resulting in externally well-reviewed proposals.
- g. When applying for promotion, the candidate must submit a **teaching narrative**, arguing how the candidate has contributed to the faculty's educational program through implementation and leadership. This teaching narrative should reference quantitative factors, such as development of courses, curriculum development, availability for less popular general modules (such as 'Thesis Preparation'), committee tasks (such as the education committee, examination committee, and learning pathways committee), leadership roles (such as program director or track coordinator), and successful course completion (such as UTQ, STQ or LOL). The higher the position, the greater the expected leadership and concrete output.
- h. In the area of **valorisation/impact**, *multi-level value creation* serves as the general evaluation criterion, which

is further defined through the seven valorisation approaches outlined in section 2. The question whether or not impact/valorisation projects generate financial returns for the faculty will not be an explicit evaluation criterion for promotion. However, valorisation projects should demonstrably provide the faculty with relevant societal relationships and prestige. Furthermore, projects should not ultimately cost the faculty money. Nevertheless, performances in valorisation and impact should be objectively measurable in some way. Most of the seven valorisation approaches do have a financial framework in place, ensuring that financial returns are naturally secured through successful implementation. As with research and teaching, the candidate's impact narrative will be the guiding factor here. This narrative describes how concrete impact activities have contributed to multi-level value creation within the seven valorisation approaches mentioned above. Differences between UD, UHD, and HL are also reflected in leadership: the higher the position in the hierarchy, the more one is expected to take initiative, guide, and inspire others. While the UD merely needs to demonstrate proactive engagement in one of the seven valorisation approaches, at the UHD level, one is expected to play a (leadership) role in two of the seven, and at the HL level, in four of the seven. It should be noted that one does not have to carry out all of these activities personally but is still responsible for them within a team.

From UD1 onwards, in addition to the general profile, each employee has the opportunity to choose from 6 different career paths at each job level:



5. Internal Decision-Making Process for Permanent Appointment and Promotion

The internal decision-making process regarding permanent appointments and promotions involves multiple parties. This section describes the role of each of these parties. Prior to this, a description is provided of the document used as the basis for decisions regarding permanent appointments and promotions, namely the Assessment Portfolio.

Assessment Portfolio

Each employee within FRT maintains an assessment portfolio. It is the responsibility of the employee to ensure that this portfolio is current and complete. The assessment portfolio consists of four components: (i) CV; (ii) research narrative; (iii) teaching narrative; and (iv) valorisation/impact narrative.

The CV includes the usual factual information related to career development (including previous positions, publications, courses taught, awards received, courses taken, etc.). This is a dynamic document that is updated whenever there is something noteworthy to report.

The *research narrative* outlines the employee's chosen research focus and related activities, including the role of research in their preferred job profile, supervision of PhD students, choices regarding publication media, plans for submitting research funding applications, and requests for necessary support, as well as 360-degree feedback from researchers directly managed by the employee and relevant research program leaders. This document is to be updated annually in preparation for the annual review.

The *teaching narrative* outlines how the employee contributes to FRT's teaching portfolio through implementation and leadership. More specifically, this narrative includes descriptions of courses developed and taught, both within FRT programs and externally. It also includes and addresses the role of teaching in the preferred job profile, ambitions regarding teaching development (including initiatives in lifelong learning), student evaluations, and 360-degree feedback from colleagues involved in teaching, as well as from the relevant program directors. This document is also to be updated annually in preparation for the annual review.

The *valorisation/impact narrative* describes activities, plans, and ambitions related to valorisation and impact. It uses the framework of seven valorisation approaches as described in section 2 of this policy document. The role of valorisation/impact in the preferred job profile is also discussed here. If leadership of others is exercised in the area of valorisation/impact, the narrative will include 360-degree feedback from those being managed. This document is also to be updated annually in preparation for the annual review.

Annual Review

The current process for annual reviews remains unchanged and is a crucial part of FRT's personnel policy. Each year, the department head conducts an annual review with every employee. In light of the ongoing merger, this role will be taken over by the section heads of SRT starting on April 1, 2025. From 2025, these annual reviews will be conducted based on the above-mentioned Assessment Portfolio, explicitly addressing the job profile and the three areas of teaching, research, and valorisation/impact.

Team Review (Vlootschouw)

Before the annual cycle of reviews, a so-called team review takes place. This is a meeting between the faculty board, department heads, and HR-advisor where the dossiers of those employees who are deemed potentially ready for the next career step are discussed. An employee may also volunteer to be included in the team review. The conclusions from this meeting are then presented during the annual review with each of the individuals involved. After the merger, this team review is expected to occur at the faculty level, with the WD of SRT bringing in the personnel files of the SRT staff. To prepare for such a faculty-level team review, there will first be an internal SRT team review, involving the WD, section heads, and HR-advisor.

Advisory Committee on Career Paths for Permanent Appointments and Promotions

In accordance with the recommendation of the internal FRT working group, a permanent Faculty Advisory Committee on Career Paths (ACL) will be established. This committee will consist of professors from the three faculties involved in the merger process. When a request for promotion is made, either from a department head or an employee, the ACL is responsible for procedural checks of the documents provided by the staff member. Anyone who believes they are eligible for promotion can submit a request to the department head or directly to the ACL. The committee will then assess the individual's documents against the outlined criteria, send the evaluation portfolio (CV and narratives on teaching, research, and impact) to at least two external subject-matter experts for an independent quality check, and provide advice regarding the promotion proposal to the FRT dean. The dean will decide, in consultation with the department heads, on promotion or referral to the central level. In the merged faculty context, the process will look like this: the ACL will provide advice to the WD of SRT, and the WD will decide, in consultation with the section heads, on promotion or referral of the file to the faculty/university level, depending on the agreements made within the new faculty. If the FRT dean (WD of SRT) does not follow the ACL's advice, the dean must provide an explanation to the ACL. In case of rejection, the candidate is free to submit a new request once the candidate believes the reasons for rejection mentioned in the report have been satisfactorily addressed. A new request may not be made earlier than six months after the rejection.

A valid reason for rejecting a promotion request to UHD or HL may be that there is no current vacancy within the faculty's (or school's) staffing structure. This may create tension between the "career principle" (promotion occurs based on performance according to the established criteria, thereby creating an attractive and motivating career path where the individual is in control) and the "staffing principle" (promotion only occurs based on vacancies in the staffing and chair frameworks). Although the career principle is generally the guiding factor, its consistent application may be limited by financial constraints. To prevent opacity in decision-making, clarity must exist regarding whether the career principle or the staffing principle is being applied. Alongside reference to the Strategic Personnel Plan, clarity can be provided by specifying in the annual multi-year budget which of the two principles will be applied in the upcoming period. This will provide employees with transparent information on what is possible for them regarding promotion. If a rejection occurs as a result of limitations linked to the Strategic Personnel Plan, employees will not be left feeling they have been subjected to arbitrary decisions born out of ad hoc application of the staffing principle. The internal FRT working group rightly advises that academic staff should, in the spirit of Recognition and Rewards [*Erkennen en Waarderen*], also explicitly have the option not to pursue promotion ambitions. The culture within the organization should develop so that a "push for advancement" is neither an implicit nor explicit expectation. The lack of such a drive should never be interpreted as a lack of ambition, motivation, or commitment. However, all employees are expected to continue developing themselves. Also, employees who prefer horizontal development rather than vertical advancement within the organization should receive recognition, appreciation, and support.

Approved (including appendix) during the FB+ FRT meeting on January 30, 2025.

ANNEX *Concretization of assessment criteria at job level.*

For completeness, this section provides a detailed description of the assessment criteria used for appointment to or promotion to the various positions within the academic staff from UD to HL level. By declaring these criteria applicable, the relevant advice of the FRT internal working group is adopted in full. These criteria are used as guidelines and are subject to the “comply or explain” principle.

Assistant Professor 2 (UD2)	
Work Experience: Scale: scale 10-11. UD-2 scale 10-5. If not yet promoted when hired, starting scale 10.4 until promoted	
PROFESSIONAL TRAINING/ DEVELOPMENT	
Employee has completed PhD / the reading committee has approved the dissertation. At least 1 teaching-free period for development time to achieve professionalization track University teaching qualification (UTQ)	
LEADERSHIP	
Ensures a healthy working environment, in line with the principles of the VU Art of Engagement and Open Science, and makes a demonstrable contribution to the university organization (team science).	
Is able to develop self-knowledge and reflective skills.	
TEACHING	CRITERIA
	A minimum of 12 ECTS of education (equally divided between BA and MA)
Medior teaching profile	• <i>Can work systematically on solutions, not only in their own direct practice but also more broadly such as at the curriculum level</i> • <i>Can plan and justify own development</i> • <i>Can formulate training wishes and acquire new knowledge and skills on his own initiative</i> • <i>Reflects on his own actions and experiences in professional practice and translates these into education</i> • <i>Has a learning attitude and asks for feedback about his/her own approach</i> • <i>Identifies relevant developments and relates these to his own development</i> • <i>Utilizes further opportunities to develop himself in the field of education, such as reading professional literature, visiting conferences, and attending training courses</i> • <i>Participates in innovation projects and takes initiative in developing new tasks</i> • <i>Inspires and knows how to appeal to the qualities and talents of (individual) students</i> • <i>Stimulates and involves junior lecturers in the (re)design and implementation of education</i>

Teaching implementation	• <i>Is able, within given educational forms and situations, to implement an educational program in which students are encouraged to acquire knowledge, insight and skills and/or competences.</i> • <i>Is aware of various implementation options and can fulfill the necessary teaching roles, such as role model, supervisor, feedback giver and the like</i> • <i>Uses the more complex didactic skills in an authentic manner</i> • <i>Tests and assesses learning results and analyzes the outcomes</i> • <i>Is able to apply different (new) test methods</i> • <i>Contributes to the development of an academic study and research attitude in students</i>
Teaching review	• <i>Works systematically, purposefully and visibly on teaching effectiveness and maximizing study yield for students</i> • <i>Tests quality of own education using the PDCA cycle at college level, among others</i>
Teaching Expertise	• <i>Has mastered the discipline of the field in which is taught at the graduate master's level and has in-depth knowledge in subfields of the discipline</i> • <i>Can justify the choices he makes in the design of teaching in light of various contexts in which work is done.</i> <i>Can oversee the connection between a change in teaching and its effect on the current curriculum</i> • <i>Knows the latest developments in his/her own field</i>

Teaching organization	• <i>Contributes to the organization of education and the formation of educational policy</i> • <i>Co-shapes the curriculum as a whole</i> • <i>Cooperates well with colleagues</i> • <i>Ensures the adequate and timely handling of teaching tasks</i>
Teaching role	• <i>Member of the programme committee</i> • <i>Member of examination committee</i> • <i>Minor coordinator</i> • <i>Member working group domain Teaching</i>

RESEARCH	CRITERIA
Research profile	• <i>Reflects on own actions, involves and encourages others in research</i> • <i>Is actively involved in research and research developments by participating in professional conferences and ongoing research.</i> • <i>Is part of a research section or department and participates in discussions and plans, strategy meetings, conferences, etc.</i>
Research Implementation	• <i>Conducts research adequately independently based on defined research proposal</i>
Research coordination	• <i>Coordinates research with other (sub)research and provides adequate work instructions to any support staff and junior researchers and monitors progress well.</i>
Research publications	• <i>Has the ability to regularly write publishable articles</i>
Supervision of interns and (research) master's students	• <i>Enables students to complete assignments within the specified time period.</i>
IMPACT	CRITERIA
	• <i>Is aware of the importance of valorization, knows what resources are available and acts proactively on at least 1 of the 7 valorization strategies.</i>

Assistant Professor 1 (UD1)

Work experience: 6 to 10 years at start of position

Salary: scale 12

PROFESSIONAL TRAINING/ DEVELOPMENT

- PhD
- University teaching qualification Basis (UTQ)
- Social safety awareness training.
- At least 1 teaching-free period per year for development time (e.g. taking a professionalization course) or research time

LEADERSHIP

- *Personal leadership: Is able to develop self-knowledge and reflective skills.*
- *Contribution to team(s): Ensures a healthy working climate in accordance with the principles of the VU Art of Engagement and makes a demonstrable contribution to the university organization.*
- *Academic Leadership: Develops own line of research or contributes to line(s) of research within the department or School and contributes to departmental teaching programs, in line with open science principles.*

MANAGEMENT

- *General, see Leadership Framework, this is the basis for development in leadership: responsible for people and processes*
- *10-20 % of time is spent on smaller organizational tasks (academic service). For larger administrative tasks (> 20%), customized agreements are made, this means that expectations on education, research and impact are adjusted.*
- *Is demonstrably able to lead and actively contribute to the career development of staff such as PhDs, postdocs, and junior lecturers.*

TEACHING

CRITERIA

A minimum of 12 ECTS of education (equally divided between BA and MA)

Senior teaching profile

- *Justifies and motivates choices made at the cross-course level*
- *Reflects on own actions and works on personal and professional development*
- *Actively involves and encourages others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education*
- *Enthusiasts students in the full breadth of the discipline*

Teaching development

- *Can further develop, within established frameworks, a powerful learning environment and associated course-level educational program, including testing program, that promotes active learning at the academic level*
- *Can justify the choices for the different components in the design of education with the help of theory, experiences, evaluations and comments from colleagues*
- *Aligns learning objectives, course content, learning activities, and testing procedures well within the larger picture of the curriculum*

Teaching implementation

- *Possesses convincing didactic qualities based on knowledge, vision and experience*
- *Managers a broad repertoire of work and test forms and is therefore able to give differentiated lectures*
- *Has a well-founded vision of good teaching and has knowledge of current developments in the field of didactics and experiments with new teaching and testing formats*
- *Bears considerable responsibility for the implementation and testing of education*

Teaching review

- *Using the PDCA cycle, among other things, monitors, maintains, tests and promotes the quality of the implementation and testing of education at the cross-curricular level*

Teaching expertise	• <i>Has in-depth knowledge of the entire field and/or specialized knowledge in subfields</i> • <i>Is able to formulate an educational vision in their own field</i> • <i>Is aware of new developments in his own field and translates these into improvements and/or innovations in education</i> • <i>Systematically monitors effects of (new) educational applications</i> • <i>Is able to co-lead initiatives in line with the above mentioned points</i> • <i>Justifies and motivates the choices made at cross-curricular level</i> • <i>Oversees coherence and necessary alignment between educational activities in different teams</i> • <i>Can actively contribute to writing a critical reflection on education</i>
Teaching Organization	• <i>Has significant responsibility for the organization of teaching and actively contributes to the formation of educational policy</i> • <i>Supervises junior and/or senior lecturers in the implementation of teaching and contributes to the development and reflection of colleagues</i> • <i>Participates actively in and/or leads faculty committees and/or project(s)</i> • <i>Operates successfully in the force field of different interests and views and can deal effectively with resistance</i>
Teaching Role	• <i>Member of the programme committee</i> • <i>Member of examination committee</i> • <i>Minor coordinator</i> • <i>Member working group domain Teaching</i>
RESEARCH	CRITERIA
Research profile	• <i>Reflects on own actions, involves and encourages others in research</i> • <i>Is actively involved in research and research developments by participating in professional conferences and ongoing research</i> • <i>Is part of a research section or department and participates in discussions and plans, strategy meetings, conferences, etc.</i> • <i>Can formulate his own line of research and knows how to clearly formulate vision about the direction in which his field should develop and his own role therein.</i>
Research Implementation	• <i>Conducts research independently based on approved and defined research proposal and does so adequately</i>
Research coordination	• <i>Coordinates research with other (sub)research and provides adequate work instructions to support staff and junior researchers and monitors progress well.</i>
Research publications	• <i>Has a track record of 3 international peer-reviewed articles every 2 years and one international peer-reviewed monograph every five years (or in lieu of a monograph for five years, 3 additional articles every two years)</i>
Supervision of interns and (research) master students	• <i>Enables students to complete assignments within the specified time period</i>
Supervision of PhD students	• <i>Co-promoter in 1 ongoing PhD project</i>
IMPACT	
	• <i>Is aware of the importance of valorisation, knows what resources are available and acts proactively on at least 1 of the 7 valorisation strategies.</i> • <i>Encourages colleagues (PhDs and postdocs) and students who want to engage in valorisation activities.</i> • <i>Is able to enter into dialogue with non-academic partners or the public about</i>

	scientific results. • Participates actively in writing promising external project applications. Does this in coordination with the HL. • Proficient in the field of valorisation
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ASSOCIATE PROFESSOR 2 (UHD2)

Work experience: min. 5 years of managerial experience (of which min. 1 year at middle management level)

Salary: scale 13

PROFESSIONAL TRAINING/ DEVELOPMENT

- Is in possession of the relevant qualifications and/or training courses for teaching (at least UTQ, preferably STQ)
- research (at least training Supervising academics and PhD candidates),
- impact, leadership and management (at least Leadership and Management development)

LEADERSHIP

- Has vision: is able to stand back and focus on main lines and long-term policies Shows development in the following aspects of leadership:
- Personal leadership: has self-knowledge and reflective ability, can organize own feedback and learns from own mistakes
- Contribution to team(s): has the responsibility to proactively contribute to good cooperation with colleagues and to an open, safe and inclusive working and learning environment to realize VU ambitions according to the Art of Engagement
- Academic leadership: conveys a vision of the field in line with the open science principles and in doing so inspires, guides and encourages (international) researchers, lecturers and students

MANAGEMENT

- General, see management Framework, this is the basis for development in leadership: Responsible for people, processes and finances
- Has an important example role in propagating good leadership, such as healthy group relations, talent development, social safety and inclusiveness
- Is open, connecting, facilitating and inspiring

TEACHING

CRITERIA

Senior Teaching profile

- Justifies and motivates choices made at cross-course level
- Reflects on his/her own actions and works on personal and professional development
- Actively involves and encourages others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education
- Enthusiasts students in the full breadth of the discipline

Teaching development

- Can, within established frameworks, further develop a powerful learning environment and associated teaching programme at course level, including assessment programme, that promotes active learning at the academic level
- Can justify the choices for the various components in the design of education with the help of theory, experiences, evaluations and comments from colleagues
- Aligns learning objectives, subject content, learning activities and testing procedures within the bigger picture of the curriculum
- Develops innovative teaching in terms of content and didactics

Teaching implementation	• Possesses convincing didactic qualities based on knowledge, vision and experience • Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures • Has a well-founded vision of good teaching and has knowledge of current developments in didactics and experiments with new teaching and testing formats • Is largely responsible for the implementation and testing of education
Teaching review	• Monitors, maintains, tests and promotes the quality of the implementation and testing of teaching at cross-curricular level, among other things using the PDCA cycle
Teaching expertise	• Has in-depth knowledge of the entire field and/or specialist knowledge in subfields; • Is able to formulate a vision of his own discipline and its context; • Keeps abreast of new developments in his/her own field and translates these into improvements and/or innovations in education; • Systematically monitors the effects of (new) educational applications • Is capable of co-leading initiatives in line with the above-mentioned points • Justifies and motivates choices made at cross-course level • Sees the connection and necessary alignment between educational activities in different teams • Can make an active contribution to writing a critical reflection

Teaching Organization	• Has significant responsibility for the organisation of teaching and actively contributes to the formation of teaching policies; • Has significant experience in supervising junior and/or medior lecturers in the implementation of teaching and contributes to the development and reflection of colleagues; • Participates actively in and/or leads faculty committees and/or project(s); • Operates successfully in the force field of different interests and views and can deal effectively with resistance.
Teaching role	• Programme director • Chair working group domain education • Chair programme committee • Chair examination committee
RESEARCH	CRITERIA
Research profile	• Enables team members to develop professionally, collaborates, takes responsibility • Reflects on own actions, involves and encourages others in research • Supervision and successful completion of at least two doctoral projects is a prerequisite for applying for the ius doctoral degree
Research Implementation	• Initiates and develops new insights and techniques for own field and coordinates with relevant colleagues
Research coordination	• Coordinates appropriately and consults regularly with research programme colleagues or responsible for planning/realization of multi-year specialist research project
Research publications	• Has a track record of 4 international peer-reviewed articles every 2 years and one every five years international peer-reviewed monograph (or in lieu of a monograph for five years, 4 international peer-reviewed articles every 2 additional years)

Supervision of interns and (research) master students	Enables students, research students and junior researchers to complete assignments within the stipulated period.
Supervision of PhD students	Co-promoter three ongoing PhDs per 5 years
Management tasks	Performs board and management duties beyond the unit/research line and is editor or member editorial board of international peer-reviewed journal or book series.
IMPACT	CRITERIA
	- Demonstrates awareness of the cultural, economic, industrial, environmental or social relevance of scientific results through one of the seven valorisation strategies - Demonstrates leadership in at least 2 valorisation areas - Actively responds to requests for support and collaboration with non-academic partners and has some examples of this.

ASSOCIATE PROFESSOR 1 (UHD1)

Work experience: min. 5 years of managerial experience (of which min. 3 years at middle management level)

Salary: scale 14

PROFESSIONAL TRAINING/ DEVELOPMENT

- STQ certified
- research (at least training Supervising academics and PhD candidates)
- impact, leadership and management (at least Leadership and Management development supplemented/next course in strategic management or educational leadership)

LEADERSHIP

- Has vision: is able to stand back and focus on main lines and long-term policy
- Personal leadership: has self-knowledge and reflective capacity, can organize own feedback and learns from own mistakes
- Contribution to team(s): has the responsibility to proactively contribute to good cooperation with colleagues and to an open, safe and inclusive working and learning environment to realize the VU ambitions according to the Art of Engagement
- Academic leadership: conveys a vision of the discipline in line with the open science principles and in doing so inspires, guides and encourages (international) researchers, lecturers and students

MANAGEMENT

- General, see management Framework, this is the basis for development in leadership: Responsible for people, processes and finances
- Has an important example role in propagating good leadership, such as healthy group relations, talent development, social safety and inclusiveness
- Is open, connecting, facilitating and inspiring

TEACHING

CRITERIA

Senior Teaching profile

- Justifies and motivates choices made at a cross-course level
- Reflects on own actions and works on personal and professional development
- Actively involves and encourages others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education
- Enthusiasts students in the full breadth of the discipline

Teaching development	• <i>Can, within established frameworks, further develop a powerful learning environment and associated teaching programme at course level, including assessment programme, that promotes active learning at the academic level</i> • <i>Can justify the choices for the various components in the design of education with the help of theory, experiences, evaluations and comments from colleagues</i> • <i>Aligns learning objectives, subject content, learning activities and testing procedures within the bigger picture of the curriculum</i> • <i>Develops innovative teaching in terms of content and didactics</i>
Teaching implementation	• <i>Possesses convincing didactic qualities based on knowledge, vision and experience</i> • <i>Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures</i> • <i>Has a well-founded vision of good teaching and has knowledge of current developments in didactics and experiments with new teaching and testing formats</i> • <i>Is largely responsible for the implementation and testing of education</i>
Teaching review	• <i>Monitors, maintains, tests and promotes the quality of the implementation and testing of teaching at cross-curricular level, among other things using the PDCA cycle</i>
Teaching expertise	• <i>Has in-depth knowledge of the entire field and/or specialist knowledge in subfields</i> • <i>Is able to formulate a vision of his own field and its context</i>

	• <i>Keeps abreast of new developments in his own field and translates these into improvements and/or innovations in education</i> • <i>Systematically monitors the effects of (new) educational applications</i> • <i>Is able to co-lead initiatives in line with the abovementioned points</i> • <i>Justifies and motivates choices made at cross-course level</i> • <i>Oversees cohesion and necessary coordination between educational activities in various teams</i> • <i>Is able to make an active contribution to writing a critical reflection</i>
Teaching Organization	• <i>Has significant responsibility for the organisation of teaching and actively contributes to the formation of teaching policies</i> • <i>Has significant experience in supervising junior and/or medior lecturers in the implementation of teaching and contributes to the development and reflection of colleagues</i> • <i>Actively participates in and/or leads faculty committees and/or project(s)</i> • <i>Operates successfully in the force field of different interests and views and can deal effectively with resistance</i>
Teaching Role	• <i>Education portfolio holder</i> • <i>Programme director</i> • <i>Chair working group domain education</i> • <i>Chair education committee</i> • <i>Chair examination committee</i>
RESEARCH	CRITERIA
Research profile	• <i>Enables team members to develop professionally, collaborates, takes responsibility</i> • <i>Reflects on own actions, involves and encourages others in research</i> • <i>Granted ius PhD and fulfils the role of supervisor</i>

Research Implementation	Initiates and develops new insights and techniques for own field and coordinates with relevant colleagues
Research coordination	- Appropriately coordinates and regularly consults with research programme colleagues or - responsible for planning/realization of multi-year specialist research project
Research publications	Has a track record of four international peer-reviewed articles every two years and one international peer-reviewed monograph every five years (or in lieu of a monograph for five years, an additional four articles every two years).
Supervision of interns and (research) master students	Enables students, research students and junior researchers to complete assignments within the stipulated period.
Supervision of PhD students	- Has successfully completed a minimum of two doctoral projects as supervisor per five years, thus obtaining ius PhD - co-supervisor four ongoing doctoral projects per five years
Management tasks	Performs board and management duties beyond the unit/research line and is an editor or editorial board member of at least 1 international peer-reviewed journal or book series.
IMPACT	CRITERIA
	- Demonstrates awareness of the cultural, economic, industrial, environmental or social relevance of scientific results through one of the seven valorisation strategies. - Demonstrates leadership in at least 3 valorisation areas
	Actively responds to requests for support and cooperation with non-academic partners and has some examples of this.

Full Professor 2 (HL 2)

Work experience: functions at least 5-10 years at senior level

Salary: scale H2

PROFESSIONAL TRAINING/ DEVELOPMENT

- Strategic Management Course or Educational Leadership Course (LOL)

LEADERSHIP

- Personal leadership: has self-knowledge and reflective ability, can organize own feedback and uses mistakes to learn
- Contributes to team(s) has the responsibility to proactively contribute to good collaboration with colleagues and to an open, safe and inclusive working and learning environment to realize VU ambitions according to the Art of Engagement
- Academic leadership: conveys a vision of the field in line with the open science principles, and in doing so inspires, guides and stimulates (inter)national researchers, lecturers and students and is a recognized (inter)national expert in the field

MANAGEMENT

- General, see management Framework, this is the basis for development in leadership: Responsible for people, processes and finances
- Has an important example role in propagating good leadership, such as healthy group relations, talent development, social safety and inclusiveness
- Is open, connecting, facilitating and inspiring

TEACHING

CRITERIA

Senior teaching profile	• <i>Justifies and motivates choices made at a cross-course level</i> • <i>Reflects on own actions and works on personal and professional development</i> • <i>Actively involves and encourages others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education</i> • <i>Enthusiasts students in the full breadth of the discipline</i>
Teaching development	• <i>Can, within established frameworks, further develop a powerful learning environment and associated teaching programme at course level, including assessment programme, that promotes active learning at the academic level</i> • <i>Can justify the choices for the various components in the design of education with the help of theory, experiences, evaluations and comments from colleagues</i> • <i>Aligns learning objectives, subject content, learning activities and testing procedures within the bigger picture of the curriculum</i> • <i>Develops innovative teaching in terms of content and didactics</i> • <i>Designs and monitors the broad outlines of the curriculum</i>
Teaching implementation	• <i>Possesses convincing didactic qualities based on knowledge, vision and experience</i> • <i>Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures</i> • <i>Has a well-founded vision of good teaching and has knowledge of current developments in didactics and experiments with new teaching and testing formats</i> • <i>Bears considerable responsibility for the implementation and testing of teaching</i> • <i>60 contact hours of teaching per year</i>
Teaching review	• <i>Using the PDCA cycle, among other things, monitors, maintains, tests and promotes the quality of the implementation and testing of teaching at cross-curricular level independently of formal cycles the quality of educational performance in a broad sense and takes action where necessary</i>
Teaching expertise	• <i>Has in-depth knowledge of the entire field and/or specialist knowledge in subfields</i> • <i>Is able to formulate a vision of his own discipline and its context</i> • <i>Keeps abreast of new developments in his/her own field and translates these into improvements and/or innovations in education</i> • <i>Systematically monitors the effects of (new) educational applications</i> • <i>Is capable of co-leading initiatives following on from the above points</i>

	• <i>Justifies and motivates the choices made at cross-course level</i> • <i>Oversees coherence and necessary coordination between educational activities in different teams</i> • <i>Can actively contribute to writing a critical reflection</i>
Teaching Organization	• <i>Ultimately responsible for the content of the programmes in the chair area</i> • <i>Is largely responsible for the organisation of education and makes an active contribution to the formation of education policy</i> • <i>Supervises junior and/or medior lecturers in the implementation of teaching and contributes to the development and reflection of colleagues</i> • <i>Participates actively in and/or leads faculty committees and/or project(s)</i> • <i>Operates successfully in the force field of different interests and opinions and can effectively deal with resistance</i>
Teaching Role	• <i>Education portfolio holder</i> • <i>Programme director</i> • <i>Chair working group domain education</i> • <i>Chair education committee</i> • <i>Chair examination committee</i>

RESEARCH	CRITERIA
Research profile	- Enables team members to develop professionally, collaborates, takes responsibility - Reflects on own actions, involves and encourages others
Research Implementation	Ensures the conduct and quality of research within its own chair
Research coordination	- Participates in writing new research programmes in coordination with (inter)national colleagues and develops research projects within programme multiple projects <u>Regularly submits research proposals to potential funding agencies and has had at least 1 major research application (e.g. NWO or ERC) recognised as eligible.</u>
Research publications	Has a track record of 5 international peer-reviewed articles every 2 years and one international peer-reviewed monograph every five years (or instead of a monograph for five years, 5 international peer-reviewed articles every 2 years in addition). Minimum standard for promotion to this position is 10 international peer-reviewed scientific articles and 1 book/monograph.
Supervision of interns and (research) master students	Excellent supervisor of students, evidenced by peer review and 360-degree feedback from students and fellow teachers
Supervision of PhD students	- Excellent supervision of PhD students, as demonstrated by peer review and 360 degree feedback of PhD students and (co-)promoters of completed projects (Co)promoter of 2 ongoing PhD tracks and 2 completed PhDs, having been involved in the respective tracks from the beginning.
Management tasks	Performs board and management duties beyond the unit/research line and is an editor or editorial board member of at least 1 international peer-reviewed journal or book series.
IMPACT	CRITERIA
	Shows leadership on at least 4 of the 7 valorisation strategies

FULL PROFESSOR (HL2)
Academic excellence (professor specialisation)

Work experience: functions at least 5-10 years at senior level

Salary: scale H2

A full professor 2 excels in leadership as well as in at least one of the university's three core tasks: teaching, research or impact

PROFESSIONAL TRAINING/ DEVELOPMENT

- *Strategic Management Course or Educational Leadership Course (LOL)*

LEADERSHIP

- *Personal leadership: has self-knowledge and reflective ability, can organize own feedback and uses mistakes to learn*
- *Contributes to team(s) has the responsibility to proactively contribute to good collaboration with colleagues and to an open, safe and inclusive working and learning environment to realize VU ambitions according to the Art of Engagement*
- *Academic leadership: conveys a vision of the field in line with the open science principles, and in doing so inspires, guides and stimulates (inter)national researchers, lecturers and students and is a recognized (inter)national expert in the field*

MANAGEMENT

- *General, see management Framework, this is the basis for development in leadership: Responsible for people, processes and finances*
- *Has an important example role in propagating good leadership, such as healthy group relations, talent development, social safety and inclusiveness*
- *Is open, connecting, facilitating and inspiring*

ONDERWIJSPROFIEL

CRITERIA

Senior teaching profile

- *Functions at senior level for at least 5 - 10 years*
- *Accounts for and motivates choices made at cross-course level*
- *Reflects on own actions and works on personal and professional development*
- *Actively involves and stimulates others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education*
- *Enthusiasts students in the full breadth of the discipline*

Teaching development

- *Is responsible for and initiates cross-curricular educational development, innovation and quality assurance, as evidenced by, for instance, faculty, university or national curricula.*
- *Investigates the (possible) effects of improvements in the curriculum and testing and makes reasoned choices for (re)design on this basis*
- *Is able to design and implement (or have implemented) practical solutions to complex and educational and content-related issues*
- *bears final responsibility for a complete programme of the discipline*

Teaching implementation

- *Possesses convincing didactic qualities based on knowledge, vision and experience*
- *Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures*
- *Has a well-founded vision of good teaching and has knowledge of current developments in didactics and experiments with new teaching and testing formats*
- *To a large extent, bears responsibility for the implementation and testing of teaching*
- *Has convincing didactic qualities*

Teaching review	• <i>Is ultimately responsible for the PDCA cycle at programme or faculty level</i> • <i>Improves education at curriculum or programme level on the basis of the PDCA cycle</i> • <i>Independently of formal cycles, monitors the quality of educational performance in a broad sense and takes action where necessary</i>
Teaching expertise	• <i>Is a recognised expert in the field of educational development</i>

	• <i>Can make adequate problem analyses of complex educational problems</i> • <i>Recognises the effects of (new) educational applications both internally and externally and initiates and steers policy development on this basis at the level of the programme, faculty or university as a whole</i>
Teaching Organization	• <i>Has final responsibility for the strategy and organisation of an educational programme and contributes to the formation and formulation of educational policy at the level of an educational domain or faculty (transdisciplinary)</i> • <i>Supports and actively and visibly stimulates the development of teaching and professorship</i> • <i>Supervises and functionally leads working groups and project groups at faculty and university level, acting as chairperson</i> • <i>Represents the faculty externally and contributes through attitude and behaviour to the realisation of a professional educational culture</i>
Teaching role	• <i>Education portfolio holder</i> • <i>Programme director</i> • <i>Chair working group domain education</i> • <i>Chair education committee</i> • <i>Chair examination committee</i>
RESEARCH PROFILE	CRITERIA
Research profile	• <i>Enables team members to develop professionally, collaborates, takes responsibility</i> • <i>Reflects on own actions, involves and encourages others</i>
Research implementation	• <i>Recognition as an (inter)national authority in the field of research, evidenced for example by a leading role within large (inter)- national research programmes, editorial membership of (inter)national scientific journals leading in the field, participation in the scientific debate and keynote at leading international research consortia</i>
Research coordination	• <i>Coordinates appropriately and holds regular consultations with research programme colleagues or responsible for planning/realisation of multi-year specialist research project</i> • <i>Coordinates and is responsible for a coherent research programme consisting of multiple projects</i> • <i><u>Regularly submits research proposals to potential funding agencies and has had at least 1 major research application (e.g. NWO or ERC) recognised as eligible for funding</u></i>
Research publications	• <i>Has a track record of 5 international peer-reviewed articles every 2 years and one international peer-reviewed monograph every five years (or instead of a monograph for five years, 5 international peer-reviewed articles every 2 years in addition). Minimum standard for promotion to this position is 10 international peer-reviewed scientific articles and 1 book/monograph</i>
Supervision of interns and (research) master students	• <i>Excellent supervisor of students, evidenced by peer review and 360-degree feedback from students and fellow teachers</i>

Supervision of PhD students	- Excellent supervision of PhD students, as demonstrated by peer review and 360-degree feedback of PhD students and (co-)promoters of completed projects (Co)supervisor of 5 ongoing PhD trajectories and 2 completed ones, having been involved in the respective trajectories from the beginning.
Management tasks	Performs board and management duties beyond the unit/research line and is an editor or editorial board member of at least 1 international peer-reviewed journal or book series.
IMPACTPROFILE	CRITERIA
	Shows leadership on at least 4 of the 7 valorisation strategies

FULL PROFESSOR 1 (HL 1)

Work experience : functions at least 10 years at senior level

Salary: schale H1

A full professor 1 excels in leadership as well as in the three core tasks of the university: teaching, research or impact.

PROFESSIONAL TRAINING/ DEVELOPMENT

- Strategic Management Course or Educational Leadership Course (LOL)

LEADERSHIP

- Personal leadership: has self-knowledge and reflective ability, can organize own feedback and uses mistakes to learn
- Contributes to team(s) has the responsibility to proactively contribute to good collaboration with colleagues and to an open, safe and inclusive working and learning environment to realize VU ambitions according to the Art of Engagement
- Academic leadership: conveys a vision of the field in line with the open science principles, and in doing so inspires, guides and stimulates (inter)national researchers, lecturers and students

MANAGEMENT

- General, see management Framework, this is the basis for development in leadership: Responsible for people, processes and finances
- Has an important example role in propagating good leadership, such as healthy group relations, talent development, social safety and inclusiveness
- Is open, connecting, facilitating and inspiring

ONDERWIJS	CRITERIA
Senior teaching profile	- Functions at senior level for at least 5 - 10 years - Accounts for and motivates choices made at cross-course level - Reflects on own actions and works on personal and professional development - Actively involves and stimulates others, both at junior and medior level, in the (re)design of education and tests and in the implementation of education - Enthusiasts students in the full breadth of the discipline
Teaching development	- Is responsible for and initiates cross-curricular educational development, innovation and quality assurance, as evidenced by e.g. faculty, university or national curricula - Investigates the (possible) effects of improvements in the curriculum and testing and makes reasoned choices for (re)design on this basis - Is able to design and implement (or have implemented) practical solutions to complex educational and content-related issues - bears final responsibility for a complete programme

Teaching implementation	• Possesses convincing didactic qualities based on knowledge, vision and experience • Masters a broad repertoire of work and test forms and is therefore able to give differentiated lectures • Has a well-founded vision of good teaching and has knowledge of current developments in didactics and experiments with new teaching and testing formats • To a large extent, bears responsibility for the implementation and testing of teaching • Has convincing didactic qualities
Teaching review	• Is ultimately responsible for the PDCA cycle at programme or faculty level • Improves education at curriculum or programme level on the basis of the PDCA cycle • Independently of formal cycles, monitors the quality of educational performance in a broad sense and takes action where necessary
Teaching expertise	• Is a recognised expert in the field of educational development

	• Can make adequate problem analyses of complex educational problems • Recognises the effects of (new) educational applications both internally and externally and initiates and directs policy development on this basis at the level of the programme, faculty or university as a whole.
Teaching Organization	• Has final responsibility for the strategy and organisation of an educational programme and contributes to the formation and formulation of educational policy at the level of an educational domain or faculty (transdisciplinary). • Actively and visibly supports and encourages the development of teaching and lecturing • Supervises and functionally leads working groups and project groups at faculty and university level, acting as chairperson • Represents the faculty externally and contributes through attitude and behaviour to the realisation of a professional educational culture.
Teaching role	• Education portfolio holder • Programme director • Chair working group domain education • Chair education committee • Chair examination committee
RESEARCH	CRITERIA
Research profile	• Enables team members to develop professionally, collaborates, takes responsibility • Reflects on own actions, involves and encourages others
Research implementation	• Recognition as an (inter)national authority in the field of research, evidenced for example by a leading role within large (inter)- national research programmes, editorial membership of (inter)national scientific journals leading in the field, participation in the scientific debate and keynote at leading international research consortia
Research coordination	• Coordinates appropriately and holds regular consultations with research programme colleagues or responsible for planning/realisation of multi-year specialist research project • Coordinates and is responsible for a coherent research programme consisting of multiple projects • <u>Regularly submits research proposals to potential funding agencies and has had at least 1 major research application (e.g. NWO or ERC) recognised as eligible.</u>

Research publications	Has a track record of 5 international peer-reviewed articles every 2 years and one international peer-reviewed monograph every five years (or in lieu of a monograph for five years, 5 international peer-reviewed articles every 2 years in addition). Minimum standard for promotion to this position is 10 international peer-reviewed and 1 international peer-reviewed monograph.
Supervision of interns and (research) master students	Excellent supervisor of students, evidenced by peer review and 360-degree feedback from students and fellow teachers
Supervision of PhD students	- Excellent supervision of PhD students, as demonstrated by peer review and 360-degree feedback of PhD students and (co-)promoters of completed projects (Co)supervisor of 5 ongoing PhD tracks and 2 completed PhDs, having been involved in the relevant tracks from the start.
Management tasks	Performs board and management duties beyond the unit/research line and is an editor or editorial board member of at least 1 international peer-reviewed journal or book series.
IMPACT	CRITERIA
	Shows leadership on at least 5 of the 7 valorisation strategies

APPENDIX:

Specification of Evaluation Criteria for Each Job Level

If compliance is met for: Appointment is possible to:	Research criteria at the level of:	Teaching criteria at the level of:	Valorisation criteria at the level of:
Assistant prof. 1	Assist. prof. 1	Assist. prof. 1	Assist. prof. 1
Assoc. prof. 2 (wide)	Assoc. prof. 2	Assoc. prof. 2	Assoc. prof. 2
Assoc. prof. 2 (research profile) t	Assoc. prof. 1	Assoc. prof. 2	Assist. prof. 1
Assoc. prof. 2 (research profile) v	Assoc. prof. 1	Assist. prof. 1	Assoc. prof. 2
Assoc. prof. 2 (teaching profile)	Assist. prof. 1	Assoc. prof. 1	Assoc. prof. 2
Assoc. prof. 2 (valor. profile)	Assist. prof. 1	Assoc. prof. 2	Assoc. prof. 1
Assoc. prof. 1 (wide)	Assoc. prof. 1	Assoc. prof. 1	Assoc. prof. 1
Assoc. prof. 1 (research profile) t	Full prof. 2	Assoc. prof. 1	Assoc. prof. 2
Assoc. prof. 1 (research profile) v	Full prof. 2	Assoc. prof. 2	Assoc. prof. 1
Assoc. prof. 1 (teaching profile)	Assoc. prof. 2	Full prof. 2	Assoc. prof. 1
Assoc. prof. 1 (valor. profile)	Assoc. prof. 2	Assoc. prof. 1	Full prof. 2
Full prof. 2 (wide)	Full prof. 2	Full prof. 2	Full prof. 2
Full prof. 2 (research profile) t	Full prof. 1	Full prof. 2	Assoc. prof. 1
Full prof. 2 (research profile) v	Full prof. 1	Assoc. prof. 1	Full prof. 2
Full prof. 2 (teaching profile)	Assoc. prof. 1	Full prof. 1	Full prof. 2
Full prof. 2 (valor. profile)*	Assoc. prof. 1	Full prof. 2	Full prof. 1
Full professor 1	Full prof. 1	Full prof. 1	Full prof. 1