

THE SCHOOL OF BUSINESS AND ECONOMICS POLICY DOCUMENT

Career paths for academic staff members

ADOPTED BY THE BOARD OF THE SCHOOL OF BUSINESS AND ECONOMICS ON 18 MARCH 2025

APPROVED BY THE FACULTY JOINT ASSEMBLY ON 17 APRIL 2025

TABLE OF CONTENTS

1.	PREFACE	4
2.	BASIC PRINCIPLES	5
2.1	Strategic personnel planning.....	5
2.2	Profiles	5
2.3	Evaluation criteria in general.....	5
2.4	The comply-or-explain principle	6
3.	HIRING AND PROMOTION PROCEDURES	7
3.1	Hiring and permanent contract	7
3.2	SBE Promotion Committee	7
3.3	Promotion to Assistant Professor 1, Associate Professor 2 and 1	8
	Pre-evaluation feedback for Assistant Professor 1 (UD1)	8
	Pre-evaluation presentation for Associate Professors 2 and 1 (UHD 2 and 1)	8
	Promotion request.....	8
	Integrated narrative.....	9
3.4	Appointment to Full Professor 2	9
3.5	Appointment to Endowed Professor (“BIJZONDER HOOGLEERAAR”)	10
3.6	Promotion to Full Professor 1	11
4.	CRITERIA FOR ACADEMIC STAFF MEMBERS	12
4.1	Profiles	12
4.2	Research Evaluation	12
	Research Identity and Portfolio	12
	Publication performance criteria	13
	Funding	13
4.3	Teaching Evaluation	14
4.4	Impact Evaluation	15
	Table 1: Research requirements in the combination profile	16
	Table 2: Teaching requirements in the combination profile	18
	Table 3: Impact requirements in the combination profile	20
	Table 4: Research profile	23

Table 5: Teaching profile	24
Table 6: Impact profile	25
Appendix A: Research portfolio.....	28
Appendix B: Teaching portfolio	29
Appendix C: Impact portfolio	31

1. PREFACE

This policy aims to clearly communicate SBE's requirements for appointments and promotions among academic staff members. It supplements, but does not replace, the university job classification system (*universitair functieordeningssysteem*; UFO) by providing additional details on the necessary criteria. Academic career progression is determined by individual achievements in combination with the needs of the respective department. To this end, strategic personnel planning (SPP) is used to align departments' strategies with the competencies present and needed within the team. Under the principles of "[Recognition and Rewards](#)," staff applying for promotion to *Associate Professor 2 (UHD2)* or *higher* have the opportunity to develop more deeply in one of the three profiles: teaching, research or impact. In addition, staff must also develop in the areas of administration, leadership and management. Various profile choices are possible, and each nomination for promotion must specify the selected profile. The objective is to achieve a balanced recognition and reward system based on individual achievements and contributions to collective goals.

Revision history:

- November 2016: The first version of the policy was adopted, focusing on criteria for the assessment of teaching.
- March 2020: The policy was revised to elaborate on criteria for valorisation (impact)
- Current version (2025): The current policy includes revised promotion criteria for Assistant (UD), Associate (UHD), and Full Professor 2 (Hoogleraar 2), in accordance with the "Recognition and Rewards" principles, and no longer includes a tenure track.

2. BASIC PRINCIPLES

2.1 STRATEGIC PERSONNEL PLANNING

Career decisions are conditional on the principles of Strategic Personnel Planning. This means that meeting the criteria for a career step or a specific profile does not guarantee promotion (except for staff members on a tenure or career track). Promotions and decisions on profiles need to fit in with a department's Strategic Personnel Plan, which guides the composition of the department.

2.2 PROFILES

When considering a promotion or appointment, the overall performance of an academic staff member will be assessed comprehensively. The foundational principle is that all academic staff contribute to three core activities: research, teaching, and impact. However, the emphasis placed on these activities may vary among individuals. In line with the revised VU career policy and the "Recognition and Rewards" principles, SBE recognizes four profiles: (1) research, (2) teaching, (3) impact, and (4) combination, which means that for promotion to Associate Professor 2 (UHD2) or higher, candidates have some flexibility in selecting one of the four profiles. These principles are elaborated further in Section 4.1.

2.3 EVALUATION CRITERIA IN GENERAL

This policy applies to the academic career paths for Assistant Professors 1 and 2 (UD1 and UD2), Associate Professors 1 and 2 (UHD 1 and UHD2), and Full Professors 1 and 2 (Hoogleraar 1 and 2); however, the latter two follow a separate procedure as they are formally considered appointments (not promotions). The policy applies to all academic staff members on the faculty, including those who, in addition to their position on the faculty, hold another outside position that is essential to the faculty because of its position within society. The policy does not apply to researchers or teaching-only positions.

The evaluation of promotions or appointments focuses on the overall performance of an academic staff member. Teaching, research, and impact activities form the core mission of all academic staff. Over the course of an academic career, an increasingly consistent pattern of strong or excellent performance in these core areas is expected. As careers progress, increasing emphasis is placed on aspects such as international visibility, administrative and management responsibilities, acquisition of external funding, teaching organisation, supervision of colleagues, engagement with professional practice, and knowledge transfer. These criteria are not intended as a simple 'checklist' but serve as guidelines for SBE and its committees to evaluate whether academic staff meet the minimum requirements.

Exceptions to the stated criteria are possible under the principle of 'comply or explain,' provided a convincing argument demonstrates that a promotion or appointment is in SBE's and the respective department's best interests.

In line with the 'Recognition & Rewards' principles, the policy also places emphasis on professional and personal development, using qualitative metrics that go beyond 'box-ticking' or quantification. These qualitative criteria include a candidate's ability to establish an explicit research identity, enhance teaching quality, and advance impact activities. It is important to note that these qualitative criteria are intended to complement, rather than replace, traditional quantitative criteria. Moreover, certain criteria are designed to be development-oriented, focusing on personal growth rather than solely on performance or outputs. To support this approach, the procedure incorporates opportunities for candidates to reflect and present their progress prior to and during formal evaluations.

To ensure scientific integrity and social safety, it is important that employees develop leadership. The [Management-framework](#) is the basis for leadership development.

For part-time staff, the same criteria generally apply. However, in cases of very limited part-time appointments ($\leq 0,2\text{fte}$), the emphasis may shift more heavily toward either teaching or research. Management responsibilities may extend to activities outside the university, and impact becomes particularly relevant for roles with an emphasis on external societal engagement. Evaluations will always consider the candidate's complete dossier, including external positions, the relevance of these roles, and the feasibility of allocating research time within the context of such positions.

Teaching Exemption after Maternity and Paternity Leave

- After maternity leave, a female employee will be exempt from teaching duties for a period of six months. The timing of this teaching-free period will be arranged in consultation with the department head. This exemption implies a reduction in the overall teaching load: it should not result in an increased teaching load in another period.
- If a male employee's (additional) childbirth leave occurs during a teaching period, it does not have to be compensated for at another time.

2.4 THE COMPLY-OR-EXPLAIN PRINCIPLE

The general 'comply or explain' principle applies to the assessment of performance in all areas (research, teaching, impact), providing some flexibility in the evaluation process. This principle allows the faculty board to exercise discretion based on the recommendation from department heads and advice from the SBE Promotion Committee. The 'comply or explain' principle may thus be used to justify deviation from fixed promotion criteria such as publications but also to explain deviation from standard procedure, e.g. facilitating an accelerated track or one in which 360-degree feedback has taken place only recently. Thus, factors that may justify deviation from standard criteria or procedure include, but are not limited to:

- The candidate's specific role in co-authored publications, particularly if they have been the lead author or principal investigator, which can reflect their contribution and leadership in research or impact.
- Publication in top-tier journals within the candidate's field, which may not always yield exceptionally high Alp scores but still imply significant academic achievement.
- Citation frequency, which serves as an indicator of the influence and reach of the candidate's publications within the academic community.
- Field-specific characteristics and challenges, acknowledging that publication and citation practices can vary significantly across disciplines.
- A candidate in the combination profile has obtained substantial 2nd party funding involving consortium partners (research criteria), which may also count for impact criteria.
- A candidate has a career track in which a presentation need to be given two years before promotion but can take place earlier.
- A candidate has shown exceptional ability resulting in a subsequent promotion faster than usual, in which case a repeated 360-degree feedback is not required.

Note that strategic personnel planning cannot be used as a factor for the comply or explain principle (see section 2.4). In other words, it cannot be a reason to promote a person who does not meet the criteria.

3. HIRING AND PROMOTION PROCEDURES

3.1 HIRING AND PERMANENT CONTRACT

Admission requirements for Assistant Professor 2 (UD2):¹

- the candidate holds a PhD (or has submitted an approved thesis to the thesis committee).
- the candidate has preferably submitted at least two papers to international journals with a good reputation in the respective field.
- the candidate demonstrates relevant teaching skills, as evidenced by positive evaluations and experience in giving lectures and/or tutorials during their PhD program.
- the candidate has a relevant international network, demonstrated by e.g., attendance at conferences and seminars and presenting their own research.

New staff members appointed at the level of Assistant Professor 2 (UD2) or higher will initially receive a fixed-term contract of 18 months. Departments are advised to formulate criteria to be met after 15 months, tailored to the new hire and in agreement with the new hire. After 15 months, the department head, in consultation with the department's MT, will determine whether to convert the contract into a permanent position as Assistant Professor 2 (UD2). If the decision is negative, the contract will expire by law after 18 months.

At the start of the Assistant Professor 2 position, a minimum of 30% and a maximum of 50% of the employees' working time will be allocated to research for a minimum of three and a maximum of five years. The exact allocation and duration within this range is determined by the department's Management Team. After this initial period, the staff member follows the same allocation process as other appointed staff members. The remaining time in this initial period is usually spent on teaching, but also on administrative or management tasks and/or courses such as BKO. As for BKO, new staff members are expected to have obtained it within two years.

3.2 SBE PROMOTION COMMITTEE

The SBE Board has established a Promotion committee that advises the SBE Board on all promotion applications. Through the HR consultant, the committee informs the relevant heads of the department about its recommendation. The SBE Board retains the final authority to decide on promotions.

The SBE Board appoints the members of the Promotion Committee, which consists of:

- Five full professors from different departments and with diverse research backgrounds/specializations. At least one member should currently serve as head of department.
- At least one female, at least one male, and at least one professor with an international background.
- A specialist from the VU Center for Teaching & Learning.
- An SBE grant advisor and/or impact (valorization) specialist (e.g., from the SBE engagement office).
- One HR consultant.

Each committee member serves a five-year term. To ensure continuity and fresh perspectives, one professor is replaced annually. New members should be selected from departments not already represented on the committee.

¹ For positions beyond Assistant Professor 2 (UD2), the admission requirements outlined under the criteria of that position in the respective career track apply.

If a head of department is a member of the Promotion Committee when assessing a candidate from their department, they will not be involved in decision-making when their own staff member's dossier is under discussion.

Based on the committee's recommendation and the complete dossier, the SBE Board makes the final decision on whether a staff member will be promoted. The Board informs the committee of its decision. The SBE Board reserves the right to decide contrary to the committee's recommendation. In this case, the Board will provide a written justification to both the committee, the respective head of department, and the staff member concerned.

3.3 PROMOTION TO ASSISTANT PROFESSOR 1, ASSOCIATE PROFESSOR 2, AND ASSOCIATE PROFESSOR 1

Pre-evaluation feedback for Assistant Professor 1 (UD1)

Approximately two years before the formal evaluation for promotion to Assistant Professor 1 (UD1), candidates solicit 360-degree teaching feedback, upon which they reflect on the outcomes in a development plan, which they discuss with their supervisor or department head. As part of the promotion package, approximately two years later, they include the outcomes of the 360-degree teaching feedback and reflect upon developments since then. The timing of this 360-degree teaching feedback must be determined in collaboration with the head of department, when both expect that the UD1 criteria could be fulfilled in two years. This does not determine the timing of the actual evaluation. Promotion to Assistant Professor 1 (UD1) does not involve a personal presentation to the SBE Promotion Committee.

Pre-evaluation presentation for Associate Professors 2 and 1 (UHD 2 and 1)

Approximately two years before the formal evaluation for promotion, candidates deliver a personal presentation to the SBE Promotion Committee. The timing of this presentation must be determined in collaboration with the head of department, when both expect that the criteria could be fulfilled in two years. This presentation is supported by the following documents, which are shared with the committee before the presentation:

- the outcomes of and responses to (i.e., development plan) obtained 360-degree teaching feedback (i.e., a new 360-degree feedback activity, not the same from the UD1 promotion),
- a draft of an integrated narrative, including up-to-date development plans for teaching, research, and impact.

The committee provides feedback with a developmental orientation, focusing on areas for growth. This feedback and the candidate's development plans form the foundation for the formative assessment of qualitative criteria at the time of evaluation for promotion.

Promotion request

To initiate a formal promotion request, *the head of department* must first approve the candidate's request and promotion package before submission to the SBE Promotion Committee. Upon approval by the head of department, *the candidate* submits their promotion package, including the following documents:

- Promotion proposal:
 - Completed promotion form
 - A motivation letter from the head of department addressing both the UFO and SBE-specific criteria, adhering to the 'comply or explain' principle.
- Curriculum vitae
- Integrated narrative (see below)
- Most recent annual interview report
- Research portfolio (see more details in section 4.2 and appendix A)

- Teaching portfolio (see more details in section 4.3 and appendix B)
- Impact portfolio (see more details in section 4.4 and appendix C)

Integrated narrative

Candidates are asked to write an integrated narrative outlining their academic identity and profile. This narrative provides an opportunity for candidates to present a comprehensive and personalized account of their career trajectory, achievements, and future aspirations. As such, it goes beyond what can be conveyed through CVs and quantitative metrics alone and encourages a more holistic approach to evaluation. As a result, the integrated narrative enables the committee to assess the candidate's contributions to research, teaching and impact in a cohesive and meaningful manner, including a reflection on how the three elements are interrelated. Additionally, a narrative allows candidates the opportunity to showcase their professional development and demonstrate how they have responded to feedback over time. Furthermore, it allows candidates to differentiate themselves from others by highlighting unique experiences, collaborations, and contributions that may not be immediately apparent in standard application materials. The narrative should include sections on research, teaching, and impact, and refer to current achievements as well as development plans for each. For research, the narrative should include (but not be limited to) a reflection on the choice of journals and their fit with their research identity and contributions. For teaching, this should include a vision statement of academic teaching along with a reflection on how the candidate's activities and goals fit that vision. For impact, this should include (but not be limited to) a reflection on the performed impact activities, e.g., how the activities create impact and for which stakeholders, how they align with the candidates' evolving academic identity, how they have grown in terms of impact over time, and the connections between impact and their teaching and research. Importantly, the narrative should *not* be a detailed account of activities and achievements, but a general overview (the candidate should refer to the research-, teaching-, and impact portfolios for further details).

Important note: These narratives are not assessed based on presentation quality or writing style. Instead, they are meant to reflect a candidate's unique identity and profile as an academic. The SBE Promotion Committee reviews the dossier and may request further information from relevant sources such as the head of department, the candidate, relevant program directors, course coordinators and programme committees. Candidates will be invited by the committee to attend the meeting in order to answer questions and provide clarification where needed. The candidate will be informed by the head of department of any information that is added to the dossier, as well as any changes made to the evaluation by the appointments committee.

3.4 APPOINTMENT TO FULL PROFESSOR 2

The position of full professor represents the highest academic final rank. However, not every staff member, no matter how qualified, can advance to a professorial position within SBE. Departments' strategic personnel planning and financial resources determine opportunities and limitations in this regard.

The procedure for the appointment of full professors is established in the [VU Professorship Policy](#). Key conditions include:

- Establishment of a chair: This can be a new chair or an extension of an existing one, subject to SBE's financial capacity, the respective department's strategic personnel planning, and alignment with its core research areas.

- Most Full Professors 2 (Hoogleraar 2) at SBE are promoted internally from the Associate Professor 1 (UHD1) position. This promotion follows a detailed personnel policy that includes annual reviews, strategic personnel planning, and/or successful career track.²

An appointment advisory committee is established for the recruitment process.

To be promoted to full professor, employees must have completed either the Strategic Management Course or the Educational Leadership Course (LOL). The social safety awareness training must also have been followed.

A full professor must exemplify **personal leadership**, which includes:

- Self-awareness and reflective ability, being able to organize their own feedback and using mistakes as opportunities for learning and growth.
- Proactively fostering collaboration with colleagues and contributing to a safe, inclusive work and learning environment, in line with VU ambitions and the principles of The [Art of Engagement](#).

A full professor must also exemplify **academic leadership**, which involves:

- promoting a compelling vision of the field in accordance with open science principles,
- inspiring, guiding, and encouraging (inter)national researchers, teachers, and students,
- being recognized as an (inter)national expert in their domain.

In terms of **management**, the full professor is responsible for people, processes, finances, and the implementation of the VU strategy, as described in the Leadership Framework. They are expected to:

- serve as a role model of effective leadership,
- promote healthy group dynamics, talent development, social safety, and inclusivity,
- exhibit an open, connecting, facilitating, and enthusiastic approach to leadership.

3.5 APPOINTMENT TO ENDOWED PROFESSOR (“BIJZONDER HOOGLERAAR”)

There is no separate UFO profile for the position of endowed professor (“bijzonder hoogleraar”). The SBE board assesses whether an endowed chair aligns with one of SBE’s core research areas. While the UFO criteria serve as a guide, the distinct career progression and performance trajectories of endowed professors mean they cannot always be readily applied.

The VU, therefore, applies the following minimum appointment criteria for endowed professors:

- The candidate holds a PhD in a subject relevant to the chair.
- Demonstrated ability to conduct academic research, evidenced by an academic doctorate and relevant academic output.
- Proven ability to transfer scientific knowledge in the field of the endowed chair.
- Recognized national and/or international standing within the relevant professional field.
- Ability to promote connection and interaction between VU teaching & research and external partners (e.g., government, business, and other societal sectors).
- Possession of a BKO or registration for a BKO / educational training course in the first year, geared to the teaching task of the professor.

² A career track is an agreement between a department and/or faculty and a staff member, outlining time-bound performance and guidance agreements for progression to a higher position. In the case of a career track leading to full professor, the following agreements are made: (1) Description of the intended progression to HL2, including the choice of the domain of focus. (2) The steps expected from the candidate to reach the intended level, along with a timeline. (3) The support (including training) provided during the career track.

Following a positive evaluation, the procedure outlined in the VU Professorship Policy will be implemented.

3.6 PROMOTION TO FULL PROFESSOR 1

Promotion to Full Professor 1 represents a highly exceptional step reserved for a select group of professors demonstrating outstanding achievements. Candidates for Full Professor 1 must make significant contributions to the university, SBE and/or society that extend far beyond their own national teaching and/or research domains. They must demonstrate excellence in leadership and management and in at least one of the focus areas of teaching, research, or impact.

Given the exceptional nature of this promotion, the VU Executive Board makes the final decision, advised by the College of Deans. The promotion is assessed against the central qualitative criteria as outlined in the [VU Professorship Policy](#).

4. CRITERIA FOR ACADEMIC STAFF MEMBERS

4.1 PROFILES

The foundational principle is that all academic staff contribute to three core activities: research, teaching, and impact. However, the emphasis placed on these activities may vary among individuals. In line with the revised VU career policy and the “Recognition and Rewards” principles, SBE recognizes four profiles: (1) research, (2) teaching, (3) impact, and (4) combination.

For promotion to Associate Professor 2 (UHD2) or higher, candidates have some flexibility in selecting one of the four profiles. This allows them to align their career development with their individual strengths and professional interests. Importantly, the chosen profile must be determined in consultation with the candidate’s head of department and the department’s management team to ensure the profile aligns with the respective department’s strategic personnel plan, promoting a balanced distribution of selected profiles within the department.

It is possible to switch between profiles after an initial selection has been made and implemented. However, any such change must also align with the department’s strategic personnel plan.

For academic staff at the level of Associate Professor 2 (UHD2) and higher pursuing a teaching, impact, or research profile, SBE has established specific and challenging criteria tailored to each category. These criteria reflect the expectations for excellence within the chosen profile, such as securing a senior editor role for a research profile or obtaining a teaching grant for a teaching profile. Detailed evaluation criteria for each profile are outlined in the following sections.

Since we adhere to the three pillars of research, teaching, and impact, activities related to administration, leadership, and management are not introduced as a separate fourth pillar or profile. Instead, these activities are evaluated as part of managing teaching and research responsibilities.

4.2 RESEARCH EVALUATION

Table 1 provides an overview of the research evaluation criteria for subsequent career steps within the combination profile, while Table 4 lists the criteria for candidates selecting a research profile. Appendix A provides a list of documents that the research portfolio must contain as part of a promotion request.

Research Identity and Portfolio

Academic staff members at all levels are expected to develop a coherent and distinctive research identity and portfolio. This goes beyond merely meeting publication point criteria, which might lead to disconnected activities and outputs. A strong, coherent, and distinctive research identity, as articulated in a candidate’s integrated narrative, enables meaningful contributions to the research domain, enhances researchers’ visibility, and strengthens SBE’s reputation.

The research identity and portfolio should align with one of SBE’s core research domains. The development expectations vary per career level:

- Assistant Professor (UD): Candidates are expected to develop a coherent and distinctive research identity with a clear potential for significant contributions.
- Associate Professor (UHD): At this level, candidates should have a visible research profile within relevant international research communities, showing recognition and growing influence.
- Full Professor 2 (Hoogleraar 2): Candidates are expected to play a significant role within their international research communities, enabled by a distinctive research identity that establishes them as leaders in their field.

The research identity should be articulated as part of an integrated narrative (see section 3.3) and supported by a research portfolio (see Appendix A). For promotion to UHD2 and UHD1, the research identity and portfolio should also be shared with the SBE Promotion Committee in a pre-evaluation presentation.

The description of a candidate's research identity and portfolio in an integrated narrative should demonstrate a convincing connection between the candidate's research identity and their journal choices and convincingly explain how the candidate's role in (co-authored) publications fits with their articulated identity.

Publication performance criteria

The evaluation of publication performance for promotion or appointment follows SBE's system that weighs publications based on Article Influence percentiles (AIP) or equivalent credits, as defined by [established policy](#).

For all promotion decisions, publication performance is assessed based on *lifetime publication output* (see Table 1), provided that this output includes recent publications. For promotion to UHD2 and higher, the candidate is required to have a set of publications with sufficiently high *average* Article Influence percentiles (AIP). The specific number of publications required is determined by a formula that adjusts the required average AIP score based on the number of publications. The formula establishes that the average AIP must meet or exceed a threshold that decreases as the total number of publications increases.

For instance, for promotion to Associate Professor 2 (UHD2), the requirement is to have x publications, with an average AIP of at least $(100 - 2 \cdot x)$. This rule should be met for at least one value of x between 4 and 10. This means, for instance, that the candidate must have

- at least 4 publications with an average AIP of at least 92, or
- at least 6 publications with an average AIP over 88, or
- at least 10 publications with an average AIP over 80.

Not all publications need to be included in the calculation of the average AIP, as long as the respective requirement is met with a (sub)set of the publications.

This approach ensures that both the quality and the quantity of publications are considered, and candidates are evaluated based on their overall contribution to their field. It prioritizes top publications while accommodating different publication strategies. By focusing on *average* AIPs, it avoids reliance on an arbitrary cut-off point, ensuring that all publications contribute to the evaluation, regardless of their individual AIP scores.

Published, advance online accepted, and/or accepted publications may count toward promotion criteria.

A maximum of two books (monographs) may be counted among the publications. Books published by an 'A' publisher count for 0.92 AIP, and books published by a 'B' publisher count for 0.77 AIP (in accordance with the list of publishers provided by the SBE research office).

Funding

SBE's strategy aims to diversify its income sources, with a particular emphasis on expanding "second stream funding" (GS2, e.g. NWO grants) and "third stream funding" (GS3, e.g. European grants and contract research). Tables 1 and 4 outline the funding requirements per career level and profile.

For all promotion applications, candidates must provide information about the nature and size of funding and the candidate's role in the acquisition process. In the case of collaborative grant applications, candidates must demonstrate a substantive role in the process. Performance in grant acquisition will be assessed by SBE's grant advisor.

The application for promotion to Associate Professor 2 (UHD2) in the combination profile (see Table 1) must include proof of serious attempts to acquire second or third-stream funding. Further, Table 1 refers to "high external evaluation scores" at the level of Associate Professor 2 (UHD2). This means, for instance, scoring at least 85% of the total available points or scoring/ranking close to the cut-off point, i.e., within a margin of 20%. Alternatively, at least one funding application must have reached the full proposal stage. The grant advisor will assess this criterion and can provide more information.

4.3 TEACHING EVALUATION

Table 2 provides an overview of the teaching evaluation criteria for subsequent career steps within the combination profile, while Table 5 lists the criteria for candidates selecting a teaching profile. Full details for the teaching portfolio can be found in Appendix B.

In line with the overall SBE and VU career policies and the Recognition & Rewards principles, the emphasis in evaluating teaching performance is placed on an educator's professional development. Hence, instead of focusing on 'checking the box' exercises (e.g., solely reporting specific student evaluation results), SBE aims to promote academics who can:

- formulate a clear and compelling teaching vision,
- reflect on their professional development as a teacher, and
- continuously improve their skills and contributions over time.

This focus on development also incorporates ensuring a high quality of teaching activities, which involves not only considering quantitative indicators (e.g., coordinating a specific number of courses or fulfilling certain management roles), but also qualitative indicators (e.g., assessing the quality of the coordinated courses and assessing how someone fulfilled specific roles and contributed through those roles).

To further emphasize the developmental nature of teaching evaluation and ensure that all staff members remain actively engaged in teaching throughout their careers, the criteria are based on *lifetime achievements*, though recent activities must always be included in the portfolio.

360-degree feedback

For each promotion, candidates are required to conduct a structured 360-degree feedback activity, following the principles detailed in Appendix B. Candidates should involve at least three relevant stakeholders (e.g., program director, head of department, peer, student) to obtain concrete and constructive feedback that can support their development as a university educator. After the initial 360-degree feedback activity, candidates will reflect on the feedback and formulate future goals and actions for improvement. When applying for a promotion, candidates must include a detailed report that demonstrates their learning and development based on the 360-degree feedback.

The initial 360-degree feedback activity must occur *at least two years before a promotion application* to allow sufficient time for reflection on the feedback and further development of teaching-related skills. When applying for a promotion, candidates must submit (1) the initial feedback (this can be a summary to prevent candidates from having to share sensitive information), (2) their reflection on the feedback, and (3) their actions and development based on the feedback. The details regarding the 360-degree feedback should be included in the candidate's teaching portfolio.

4.4 IMPACT EVALUATION

[VU](#) defines impact (valorisation) as ‘process of creating value from scientific knowledge, by making it suitable and/ or available for economical and/ or social exploitation and to translate it into innovative products, services, processes and new business to benefit society & public health.’

Knowledge transfer at SBE is guided by communication, cooperation and commercialization, encapsulated in three themes: **Theme 1** concerns **social impact** through strategic themes, focusing on carrying out activities with an impact on the target group (public and private sector) and increasing name recognition and communication aimed at professionals. **Theme 2** focuses on **structural cooperation with partners**, visible in advisory committees, training and guidance of partners and joint activities with partners. **Theme 3** is aimed at creating **financial leeway** through income from contracts with third parties as well as co-financing in (scientific) projects.

SBE requires incremental achievement of these themes, as further detailed in Tables 3 (combination profile) and 6 (impact profile).

Applications for promotion at any level must include an impact portfolio, which provides a detailed list of activities undertaken under the applicable theme(s) (see Appendix C). The impact portfolio should also include an overview of planned future activities. Additionally, the integrated narrative must reflect on how the activities create impact and for which stakeholders, how they align with the candidates’ evolving academic identity, how they have grown in terms of impact over time, and the connections between impact and their teaching and research.

TABLE 1: RESEARCH REQUIREMENTS IN THE COMBINATION PROFILE

	UD1	UHD2	UHD1	HL2
Identity and portfolio	The candidate has a promising vision for the identity that they are developing, how their publications and other activities fit in, and how this will contribute to their field.	The candidate should have developed a distinctive and coherent research identity. This also involves a clear connection between the candidate's research identity and their journal choices.	The candidate should have developed a distinctive and coherent research identity that is visible in relevant international research communities and clearly connected to the chosen journals in which they publish.	The candidate should have developed a distinctive and coherent research identity that is visible in relevant international research communities and the candidate plays a significant role in such communities. Their identity is clearly connected to the journals they publish in.
Publications	The candidate has x publications with an average Alp of at least $(100-5*x)$. This rule should be met for at least one value of x between 3 and 5.	The candidate has x publications with an average Alp of at least $(100-2*x)$. This rule should be met for at least one value of x between 4 and 10.	The candidate has x publications with an average Alp of at least $(100 - 1.25*x)$. This rule should be met for at least one value of x between 5 and 15.	The candidate has x publications with an average Alp of at least $(100 - x)$. This rule should be met for at least one value of x between 6 and 20.
Funding	The candidate has undertaken initial efforts towards research grants or contract research. At least one application has been submitted.	The candidate has successfully secured at least one application for second- or third-party funding totaling at least 150,000 Euros, or has submitted at least two applications for a similar amount (for the same or different funding), with at least one receiving high external evaluation scores.	The candidate has secured funding as a lead applicant or work package leader that is sufficient to support at least one PhD project (or equivalent) OR has secured funding for at least two PhDs through collaborative grant applications.	The candidate has secured funding as a lead applicant or work package leader that is sufficient to support at least two PhD projects (or equivalent) OR has secured funding for at least four PhDs through collaborative grant applications.
Supervision	-	The candidate has been actively involved in the supervision of at least one candidate currently participating in a PhD	The candidate is the co-supervisor of at least three (internal or external) PhD candidates, with at <u>least one</u>	The candidate is the co-supervisor of at <u>least three (internal or external)</u> PhD candidates, with at <u>least two having successfully</u>

		programme, <u>for at least two years.</u>	<u>having successfully defended</u>	<u>defended.</u>
Editorial work	The candidate serves as an active ad-hoc reviewer	The candidate serves as an active ad-hoc reviewer for several journals or as a member of an editorial board	The candidate has been a member of the editorial board of one or more ISI journals for at <u>least two years</u>	The candidate is a member of the editorial board of one or more ISI journals with an Alp >0.8, for at <u>least two years.</u>
Citations	-	The candidate has at least 50 Web of Science citations.	The candidate has at least 150 Web of Science citations.	The candidate has at least 300 Web of Science citations.
Leadership & service	-	The candidate actively contributes to the research programs and research culture of the department (for instance by thinking along with others or organizing seminars).	The candidate is leading the realization of a research program or leading the planning and realization of a long-term research project that is relevant and visible to science, society, and, where possible, government and industry.	The candidate is leading a research program involving local, national, and/or international colleagues and effectively managing research projects.
Research integrity	Explicit adherence to research integrity and open science norms, including the registration and archiving of datasets, ensuring publications are openly accessible, and publishing open access whenever possible.			
Other		The candidate has complete PhD supervision training		

TABLE 2: TEACHING REQUIREMENTS IN THE COMBINATION PROFILE

	UD1	UHD2	UHD1	HL2
Portfolio	The candidate starts their development as a teaching professional.	The candidate has gained substantial experience as a teacher and course coordinator and continues their professional development as a teacher.	The candidate has become an expert at teaching, coordination, and supervision. They have also continued to professionalize through a senior qualification.	The candidate has built on their previous professional experiences and development to engage in educational leadership and innovation.
Professionalization	The candidate has obtained the BKO within the first two years. The candidate has conducted a 360-degree feedback (2 years before applying for promotion) and a reflection report based on the learning from the feedback.	The candidate shows demonstrable development as a teaching professional surpassing the BKO, for example, through formal courses (e.g., SKO) or other relevant professionalization activities (e.g., CTL courses). The candidate has conducted a 360-degree feedback (2 years before applying for promotion) and a reflection report based on the learning from the feedback. The outcomes are part of a presentation for the promotion committee.	The candidate has obtained the SKO (or equivalent, such as the SKE). The candidate has conducted a 360-degree feedback (2 years before applying for promotion) and a reflection report based on the learning from the feedback. The outcomes are part of a presentation for the promotion committee.	The candidate demonstrates continued investment in professional development, for example, through additional courses (e.g., VU Educational Leadership program) or other relevant activities. The candidate submits a reflection report about their professional development in teaching since the previous promotion.
Teaching	The candidate has taught at least 4 courses (which can include multiple iterations of the same course).	The candidate has coordinated at least 5 BSc or MSc courses (can be multiple iterations of the same course as long as there is demonstrable development/innovation of the course). The candidate submits supporting evidence for the development of their skills as a course coordinator and the quality of the course(s) they coordinated, as part of	The candidate's lifetime teaching profile demonstrates a broad range of relevant teaching and coordination experiences. There must be supporting evidence for the <i>quality</i> of these activities (e.g., peer and student feedback or evaluations, evaluations by educational professionals, etc.).	The candidate's lifetime teaching profile demonstrates a broad range of relevant teaching and coordination experiences across bachelor, master, PhD, and executive education programs. There must be supporting evidence for the quality of these activities (e.g., peer and

		their teaching portfolio.		student evaluations, evaluations by educational professionals, etc.).
Supervision	The candidate has successfully supervised at least 5 BSc and/or MSc students.	The candidate has successfully supervised at least 15 BSc and/or MSc students. Note that these numbers can vary somewhat between departments, so candidates should briefly explain how the number compares to the general numbers within their department.	The candidate demonstrates a continued investment in supervising BSc and MSc students. Candidates should provide supporting evidence for their continued development as supervisors, including students and peers.	The candidate demonstrates a continued investment in supervising BSc and MSc students. Candidates should provide supporting evidence for their continued development as supervisors, including students and peers.
Administration and Innovation	-	The candidate has made a demonstrable contribution to teaching innovation and administration. Possible evidence of such contributions is committee work, organizing educational events, administrative roles related to teaching, etc. There should be concrete information about the candidate's activities and contributions during these activities, as detailed in the teaching portfolio.	The candidate has served in at least 1 formal managerial role or relevant cross-curricular educational activity (such as program director, program coordinator, chair of a program committee or examination board, etc.) <u>for at least 2 years</u> . There must be supporting evidence of the <i>quality</i> of these activities (e.g., concrete examples of improvements, positive evaluations by peers, program committees) and the candidate's personal development in these roles.	The candidate demonstrates internal educational leadership at VU, for example, through having an active role in educational committees (e.g., related to educational renewal, accreditations, etc.). Additional leadership-focused and managerial roles can also be included (beyond the ones mentioned in earlier promotions). For all activities, supporting evidence for the <i>quality</i> of activities (e.g., contributions made to a program, the School, etc.) should be included in the teaching portfolio.

TABLE 3: IMPACT REQUIREMENTS IN THE COMBINATION PROFILE

Note that the examples given are illustrative and non-exhaustive.

	UD1	UHD2	UHD1	HL2
	The candidate must meet at least one of the three impact themes. This is achieved by either - Consistently engaging in at least one activity on a structural basis, or - Participating in multiple activities related to the theme at a single event or occasion.	The candidate must meet at least two of the three impact themes. This is achieved by either - Consistently engaging in at least one activity per theme on a structural basis, or - Participating in multiple activities related to the two themes at a single event or occasion.	The candidate must meet all impact themes. This is achieved by either - Consistently engaging in at least one activity per theme on a structural basis, or - Participating in multiple activities related to the three themes at a single event or occasion.	The candidate must meet all impact themes. This is achieved by consistently engaging in multiple activities per theme, with at least some of these activities on a structural basis.
Theme 1: Social impact through strategic themes	Examples: • concrete substantial contact with media (e.g., via interview, opinion article, reference in non-academic source via Altmetrics) • involvement in a consultation with business/ government/ non-profit • activities aimed at increasing the name recognition for SBE or the research group (e.g., nominated for a professional award, a role in a professional	Examples: • concrete contact with media (e.g., via interview, opinion piece, reference in non-academic sources via Altmetrics) • an apparent leading role in the consultation, product or service for business/ government/ non-profit and involved in the implementation • significant involvement in activities aimed at increasing the name recognition for SBE or the research group (e.g., nominated for a professional award, a role in	Examples: • regular concrete contact with media (e.g., via interview, opinion piece, reference in non-academic source via Altmetrics) • initiation of consultation, product or service for business/ government/ non-profit and involved in the implementation • initiation of and involvement in the implementation of consultations/ products/ services and initiator of and involved in various activities aimed at increasing the name recognition for SBE or the research group (e.g., nominated for a professional award, a role in a professional conference)	Examples: • regular concrete contact with media (e.g., via interview, opinion piece, reference in non-academic source via Altmetrics) • initiation of consultation, product or service for business/ government/ non-profit and involved in the implementation • initiation of and involvement in the implementation of <u>multiple</u> consultations/ products/ services and initiator of and involved in various activities aimed at increasing the name recognition for SBE or the research group (e.g., nominated for a professional award, a role in a professional conference)

	conference) at least one publication in professional journal(s)	a professional conference) several publications in professional journals that make science socially accessible	regular publications in international professional journals that make science socially accessible	regular publications in international professional journals that make science socially accessible
Theme 2: Structural cooperation with external partners and/or involvement in SBE executive education	<i>Examples:</i> - contribution to the establishment of external partnerships with industry/ government/ non-profit aimed at valorisation of education and/or research - involvement in one of the SBE executive education programs - involvement in executive training/ guidance activities (such as training or workshops) in business (including start-ups/spin-offs), government or non-profit organisations	<i>Examples:</i> - a substantial role in initiating consortia or partnerships with business/ government/ non-profit organisations aimed at valorisation of education and/or research - substantial involvement in one or more of the SBE executive education programs - substantial involvement in significant executive training/ guidance activities (such as training or workshops) to the business community (including start-ups/spin-offs), non-profit organisations or government.	<i>Examples:</i> - initiating role in setting up a consortium or partnership with business/ government/ non-profit organisations aimed at valorisation of education and/or research - substantial, regular involvement in one of the SBE executive education programs, involving leadership tasks (e.g., role of program director) - Substantial, regular involvement in significant executive training /guidance activities (such as training or workshops) for the business community (including start-ups/spin-offs), non-profit organisations or government.	<i>Examples:</i> - initiating role in setting up multiple consortia and partnerships with business/ government/ non-profit organisations aimed at valorisation of education and/or research - substantial, regular involvement in one of the SBE executive education programs, involving leadership tasks (e.g., role of program director) - Substantial, regular involvement in <u>multiple</u> significant executive training /guidance activities (such as training or workshops) for the business community (including start-ups/spin-offs), non-profit organisations or government.
Theme 3: Creating financial leeway	<i>Examples:</i> a clear role in submitting proposals for contract research funding by his or her group (with a clear societal impact	<i>Examples:</i> a substantial role in realizing paid third party funded contract research or contract education for his or her group of significant size (with companies,	<i>Examples:</i> a responsible role in realizing paid third party funded contract research or contract education for his or her group of significant size (with companies, government and/or non-profit	<i>Examples:</i> a responsible role, multiple times, in realizing paid third party funded contract research or contract education for his or her group of significant size (with companies, government and/or

	component • contract education for his or her group of reasonable size (with companies, government and/or non-profit organisations).	government and/or non-profit organisations) • substantial demonstrable involvement in the acquisition of co-financing for projects for his or her group, or for the acquisition of funds for his or her group from the use of tools and models by third parties developed by SBE.	organisations) • responsibility for an acquisition of co-financing for projects for his or her group, or for the acquisition of funds for his or her group from the use of tools and models by third parties developed by SBE.	non-profit organisations) • responsibility for multiple acquisitions of co-financing for projects for his or her group, or for the acquisition of funds for his or her group from the use of tools and models by third parties developed by SBE.
--	---	--	---	---

TABLE 4: RESEARCH PROFILE

	UHD2	UHD1	HL2
Research requirements (in addition to requirements in combination profile)	Meeting UHD1 research requirements in the combination profile	Development of a leading role in a relevant international research community, evidenced by, for instance: - (associate) editorship of a leading international journal (AIP > 90) - Exceptional citation impact compared to peer group - Substantially exceeding UHD1 publication requirements	Development of a leading role in a relevant international research community, evidenced by multiple indicators, such as: - (associate) editorship of a leading international journal (AIP > 90) - Exceptional citation impact compared to peer group - Substantially exceeding publication HL 2 publication requirements - Keynotes at leading conferences - Elected into leadership positions in relevant research communities
Teaching requirements	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile
Impact requirements	Equivalent to UD1 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile

Table 5: Teaching profile

	UHD2	UHD1	HL2
Research requirements	Equivalent to UHD2 <i>or</i> UD1 requirements in the combination profile**	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile
Teaching requirements (in addition to requirements in the combination profile)	Development into an SBE-level educational expert with a clear contribution to SBE teaching development and innovation. Examples of accomplishments at this level are: - Obtaining at least one SBE or VU-level teaching grant. - Demonstrable evidence of significant teaching innovations in (one of) the School's leading educational BSc, MSc, and/or executive programs. - Showing significant leadership and management contributions (e.g., as program coordinator or director). - Leading SBE committees focused on teaching innovation to successfully implement new teaching approaches and methods.	Development into a VU-level educational expert with a clear contribution to VU teaching development and innovation. Examples of accomplishments at this level are: - Obtaining at least one national teaching-related grant (e.g., a Comenius teaching or senior fellow grant). - Developing a faculty-level and/or university-level initiative related to teaching innovation (e.g., a professional network, an interdisciplinary program, etc.) - Being actively involved in national-level discussions and developments related to educational development and innovation, e.g., through networks, meetings, and media.	Further establishment of a national-level expert with contributions to international educational development and innovation. Examples of accomplishments at this level are: - Obtaining multiple (inter)national teaching-related grants (e.g., a Comenius leadership grant). - Demonstrating outstanding educational leadership at the university level, e.g., through leading educational networks (e.g., CTL) or being in specific roles (e.g., vice dean of education, education director). - Publishing academic articles related to educational development and innovation. - Publishing professional articles related to educational development and innovation.
Impact requirements	Equivalent to UHD2 <i>or</i> UD1 requirements in the combination profile**	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile

**** For promotion to Associate Professor 2 (UHD2) in the teaching profile, candidates must meet the criteria for UHD2 in at least one additional category, i.e., either research or impact. The other pillar can be at the level of UD1. This should be discussed with the head of department beforehand.**

TABLE 6: IMPACT PROFILE

	UHD2	UHD1	HL2
Research requirements	Equivalent to UD1 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile	- The candidate has developed a distinctive and coherent identity and portfolio in their research area of expertise - At least 3.00 AIP points (without squaring or co-author discount) - Has served as co-promotor of at least two PhD candidates - Has completed the course ‘supervising PhD students’ - Has secured contract research funding (especially for “internal” candidates)
Teaching requirements	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile	Equivalent to UHD2 requirements in the combination profile.
Impact requirements	Requirements are equivalent to the impact requirements for UHD1 (see table 3): <i>The candidate must meet all impact themes. This is achieved by either</i> - <i>Consistently engaging in at least one activity per theme on a structural basis, or</i> - <i>Participating in multiple activities related to the three themes at a single event or occasion.</i>	Requirements are equivalent to the impact requirements for HL2 in the combination profile (see table 3): <i>meet all impact themes by consistently engaging in multiple activities per theme, with at least some of these activities on a structural basis.</i>	<i>The candidate must meet all impact themes by participating in multiple activities per theme, with at least some of these activities on a structural basis:</i> Theme 1: Social impact through strategic themes, for example: - authoritative figurehead in contact with media and also seen as such by media (e.g. via interview, opinion piece, reference in non-academic source via Altmetrics) - initiator of multiple consultations, products or services for business/ government/ non-profit and is involved in the implementation. - driver of activities aimed at increasing the name recognition for SBE or the research group (e.g. nominated for a professional award, a role in a professional conference) - publishes in international journals and makes science accessible to society through professional publications.

			Theme 2: Structural cooperation with external partners and/or involvement in SBE executive education, for example: - have a leading role in setting up consortia and partnerships with business/ government/non-profit organisations aimed at impact of education and/or research - have a leading role in initiating EE programs at SBE. - substantial, regular involvement in one of the SBE executive education programs, involving leadership tasks (e.g., role of program director) - visible in training/guidance activities (such as training or workshops) to the business community (including start-ups/spin-offs), non-profit organizations or government. Theme 3: Creating financial leeway, for example: - has played an ultimately responsible role in realizing leading and comprehensive third party funded contract research or contract education for his or her group, involving multiple departments (together with companies, government and/or non-profit organizations). - has been responsible multiple times for the acquisition of co-financing for his or her group for large-scale projects, or for acquisition of funds from the use of tools and models by third parties developed at SBE, resulting in an accumulated minimum amount of 500,000 Euros. Additional requirements: - the candidate must possess exceptional entrepreneurial skills, competencies and excellent networks necessary to (1) understand demand side needs, (2) adequately respond to these needs by developing a targeted educational portfolio of commercial education, (3) recruit sufficient participants.
--	--	--	--

			- the candidate has coached (junior) colleagues and academic staff in the field of business and public engagement and impact.
--	--	--	---

Notes

- The requirements for HL2 are in line with the current addendum “Benoeming in the functie van Hoogleraar derdegeldstroom onderwijs (of EE Hoogleraar)”. These persons will (1) typically not follow the regular SBE career path and (2) be hired on a part-time basis, as a result of which research requirements are adjusted accordingly. The preceding function level of an “EE Hoogleraar” will usually be “docent 1”; this is typically a small part-time position of a person with substantial top-level involvement in practice.
- Note that “internal” full-time candidates that follow the VU SBE career path cannot be directly promoted to HL2 from docent 1. In order to become HL2 with an impact profile they need to first reach the level of UHD1 and subsequently meet the HL2 criteria below.
- Also note that HL2 with impact profile is NOT the same as “bijzonder hoogleraar.” That is, the requirements for a bijzonder hoogleraar may differ from the below criteria.

APPENDIX A: RESEARCH PORTFOLIO

The research portfolio should contain the following items:

- A list of publications and work-in-progress
 - indicating Alp scores
 - the status of work-in-progress should be indicated
 - total number of Web of Science citations should be provided
- Evidence of funding acquisition (attempted and awarded) and the candidate's role
- List of other relevant research activities, including:
 - PhD supervision
 - reviewing and editorial work
 - leadership and service to research communities
 - relevant training followed

Further, the integrated narrative authored by the candidate should contain reflections on the coherence of research activities and outputs, visibility in academic communities, and future development.

APPENDIX B: TEACHING PORTFOLIO

The teaching portfolio should contain the following elements:

Learning and Development

- 360-degree feedback* (or summary of feedback in case of overly sensitive information)
- Reflection on 360-degree feedback
- Details about actions based on the 360-degree feedback
- Possible additional input from relevant stakeholders

Achievements and Performance

- Recent teaching activities
- Course designs
- Supervision
- Additional activities
- *Include both quantitative and qualitative evidence*

Contributions and Recognition

- Contributions to educational programmes
- Contributions to education in SBE
- Teaching-related publications
- Teaching awards

Supporting Documents

- Include all supporting documents that evidence the information in the integrated narrative and teaching portfolio

*360-degree feedback is an evaluation method where teachers receive feedback from various sources, such as colleagues, supervisors, and students. For promotion applications, candidates should invite at least three people to submit feedback, with at least one being a program manager or a department head. This approach provides a comprehensive and nuanced view of a teacher's performance and behaviors, supporting their professional growth. The process focuses on stimulating Teacher Agency and the development of teacher identity, which are essential for making informed decisions and improving educational practices.

Teacher Agency refers to the ability of teachers to act purposefully and constructively to enhance their teaching practice. A crucial prerequisite for Teacher Agency is the development of teacher identity. Identity is shaped through interactions and the stories teachers share with others, influenced by the assumptions and expectations of those individuals.

Feedback questions focused on teacher identity:

- What three key words best describe my teaching? How have you observed this in practice? (If these are the three key words, what remains in the "shadow," what do you see me doing less or not at all?)
- In what ways am I a role model for you? In what ways can you be a role model for me?
- How do I make a difference in education?
- What makes my teaching unique? What do I pass on?

Feedback questions focused on Teacher Agency and adaptive expertise:

- What routines do you see me relying on during "hot moments"?
- Which routine could I develop further?
- Can you recall a moment when you felt I justified my actions well?
- Which innovation or change that I proposed has stood out to you? Why?

Within the HR system, a Feedback tool is available that can be used, but feedback can also be collected outside the system.

APPENDIX C: IMPACT PORTFOLIO

The impact portfolio must include the following components:

- Detailed list of impact activities undertaken, including (per activity):
 - The applicable theme(s)
 - A clear description of the candidate's role and time/effort invested
 - Indication of the impact generated (e.g., stakeholders affected and how)
 - For activities involving financial outcomes, a clear indication of the funding generated
 - Connections or spill-over effects to the candidate's research and teaching activities
- Overview of planned future activities