

CAREER POLICY FOR ACADEMIC STAFF – FACULTY OF SCIENCE

Framework for appointment and promotion policy

STATUS Adopted 13122024
 VERSION: Final

AUTHOR Career policy & Assistant Professor criteria working group: Barbara Regeer, Eelco Ruijter, Oscar Widerberg, Trynke Hoekstra, Erik van der Kouwe and Monique van de Raapkamp.
 Editors: Aletta Kraneveld and Maaïke Verbree

Associate Professor & Full Professor criteria focus group: Maiza Campos Ponze, Henry Vischer, Ilse Ribbink, Oscar Widerberg, Chris Bick, Rik van der Kant, Jurgen Haanstra, Jan Bouwe van den Berg, Wouter Botzen
 Editor: Maaïke Verbree

CLIENT Faculty Board
 DATE 13.12.2024

DISTRIBUTION Faculty of Science

VERSION HISTORY

VERSION NUMBER	DATE	AUTHOR	NOTE
0.1	27-02-2024	Career policy & Assistant Professor criteria working group	
0.2	24-10-2024	Associate Professor & Full Professor criteria focus group	Associate Professor & Full Professor criteria added, including Assessment Portfolio for Full Professors
0.3	12-12-2024	Maaïke Verbree	Input from FB, HR, AHO, ODC incorporated
0.4	25-04-2024	Maaïke Verbree	Minor changes.

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

TABLE OF CONTENTS

Summary for recruitment, appointment and promotion of academic staff.....	5
Career flowchart for Assistant Professor	5
Step-by-step career plan for Assistant Professor	6
Career flowcharts for Associate Professor	8
Step-by-step career plan for Associate Professor	9
Career flowcharts for Full Professor/Endowed Professor	15
Step-by-step career plan for Full Professor	17
1 Introduction	22
1.1 Framework.....	23
1.2 Career policy, career development goals and career track goals	23
1.3 Profiles	24
1.4 How to use this document	25
2 Career policy calls for appropriate supportive context	25
2.1 Organisational development	25
2.2 Clarity and transparency.....	26
2.3 Career guidance and mentoring.....	26
2.4 Support with research tasks	27
2.5 Support with education tasks	27
2.6 Support with leadership and organisation and management tasks.....	27
2.7 Workload support.....	27
2.8 Integration within the department	28
2.9 Onboarding.....	28
3 Process of recruitment, selection, appointment, evaluation and promotion.....	29
3.1 Recruitment policy and selection of academic staff, general	29
Open recruitment is the norm.....	29
Career principle	29
Diversity and inclusivity	30
3.2 Process of recruitment, selection and appointment of academic staff	30
3.2.1 Temporary appointment with the prospect of permanent appointment	30
Appointment Advisory Committee.....	30
Career track goals	30
3.2.2 Evaluation for a permanent appointment at the same job level.....	30
Evaluation process for permanent appointment	31
Career policy following permanent appointment.....	32
3.2.3 Promotion evaluation	32
3.3 Dispensation options.....	33
4 Appendix 1: Criteria for Assistant Professor.....	34
4.1 Introduction	34
4.2 Basic criteria for appointment as Assistant Professor 2.....	35
4.3 Basic criteria for a permanent appointment as Assistant Professor 2	35
4.4 Basic criteria for promotion to Assistant Professor 1.....	39
4.5 Criteria per profile	44
4.5.1 Standard profile	44
4.5.2 Education profile	44
4.5.3 Research profile	45
4.5.4 Impact profile	45
5 Appendix 2: Criteria for Associate Professor	46
5.1 Introduction.....	46
5.2 Criteria for appointment or promotion to Associate Professor	47
5.3. Criteria for promotion to Associate Professor 1.....	51

6	Appendix 3: Criteria for Full Professors.....	53
6.1	Introduction.....	53
6.2	Criteria for appointment or promotion to Full Professor.....	53
7	Appendix 4: Tasks of Manager and Appointment Advisory Committee in recruitment and evaluation.....	57
7.1	Recruitment of Assistant Professors/Associate Professors.....	57
7.1.1	Composition of Appointment Advisory Committee for recruitment.....	57
7.1.2	Tasks and working method of Appointment Advisory Committee for recruitment ...	57
7.2	Evaluation for permanent appointment	58
7.2.1	Tasks and working method of the line manager.....	58
7.2.2	Tasks and working method of departmental management.....	58
7.3	Evaluation(s) during career and evaluation for promotion.....	58
7.3.1	Composition of Appointment Advisory Committee for evaluations	59
7.3.2	Tasks and working method of the Appointment Advisory Committee for evaluations	59
7.4	Template for evaluation(s) for permanent appointments, promotions and career track goals	61
9.	Appendix 5: Assessment portfolio for Full Professors.....	65
9.1.	Guide for 360-degree feedback.....	65
9.1.1.	Working method for 360-degree feedback	65
10.	Appendix 6: What additional criteria can departments specify themselves?	66
11.	Appendix 7: Guide for consultation round	67
11.1.	Working method for consultation round	67

SUMMARY FOR RECRUITMENT, APPOINTMENT AND PROMOTION OF ACADEMIC STAFF

CAREER FLOWCHART FOR ASSISTANT PROFESSOR

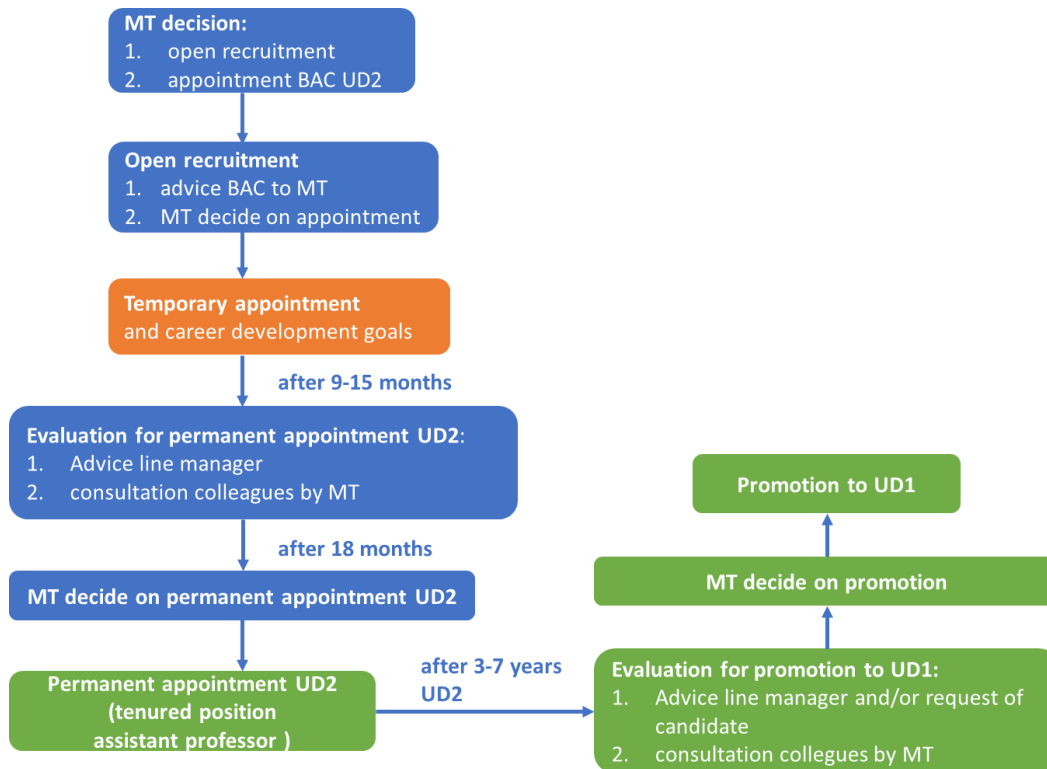


Figure 1: Assistant Professor career path - UD

STEP-BY-STEP CAREER PLAN FOR ASSISTANT PROFESSOR

Step	Description
1	Vacancy for Assistant Professor (UD) position <ul style="list-style-type: none"> The departmental management (MT) decides to make available a position as Assistant Professor, based in part on the SPP.
2	Recruitment and selection <ul style="list-style-type: none"> The criteria for selection and the required competences (see Appendix 1, table 1) should be clear in advance. The salary scale classification should be clear in advance and approved by HR. The basic principle is open recruitment, with all potential candidates having a fair chance of acquiring the position. For closed recruitment for an open position, a dispensation request must be submitted to the Faculty Board, and such dispensations are only granted by way of exception.
3	Composition of Appointment Advisory Committee (BAC) for recruitment <ul style="list-style-type: none"> An Appointment Advisory Committee is formed for the interviews. Details of the composition of the committee are set out in Appendix 4.
4	Submission of an appointment dossier for recruitment <ul style="list-style-type: none"> The committee issues a brief (the guideline is 1-1.5 A4) written recommendation to the departmental management in the form of a report. The committee's report should include: <ul style="list-style-type: none"> a. A brief description of the process b. An assessment of the candidate in the domains of education, research, impact and management/leadership c. A recommendation
5	Decision on nomination and career development goals <ul style="list-style-type: none"> The MT decides on the committee's recommendation. In the event of a positive MT decision on the appointment, the manager checks the terms and conditions of employment with the HR advisor beforehand. The manager initiates an onboarding process, including an induction programme. In consultation with HR, the manager drafts an addendum setting out the criteria for the first 18 months.
6	Evaluation for permanent appointment at the same job level <ul style="list-style-type: none"> In order to decide whether a temporary contract should be extended or terminated after 18 months, an interim evaluation must be held between 9 months and, at the latest, 15 months. <ul style="list-style-type: none"> The candidate's line manager evaluates whether they meet the criteria in the relevant key result areas for the role for which they have been hired. For criteria, see Appendix 1. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). The evaluation by the manager is presented to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement.

	<ul style="list-style-type: none"> ▪ The manager's evaluation, along with the candidate's feedback, is presented to the MT, who take a formal decision on whether or not to grant the candidate a permanent position (generally guided by the advice of the manager). If the candidate's line manager is a member of the MT, they are not involved in this decision.
7	<p>Career policy following permanent appointment</p> <ul style="list-style-type: none"> ▪ Following a positive evaluation for a permanent appointment, the employee and manager discuss career development goals, recording them on the annual interview form. The manager checks with the departmental management that the career development goals are consistent with the strategic personnel plan. A specific form of career development goals are career track goals. A career track is a personal career path with goals for promotion (typically 3-5 years); see template in Appendix 6.
8	<p>Promotion evaluation</p> <ul style="list-style-type: none"> ▪ If an employee meets the criteria for a higher job level or profile, the candidate and/or supervisor can submit a written nomination to the head of department/departmental management. This may be based on successful attainment of the career track goals or on the annual interview. The entire procedure can take 6-10 weeks. ▪ Promotion evaluations are carried out by the MT. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). ▪ The MT can choose to form an Appointment Advisory Committee, which in this case does not include the manager. The committee then delivers a written report to the MT. ▪ The MT takes the formal decision on the candidate's promotion.

CAREER FLOWCHARTS FOR ASSOCIATE PROFESSOR

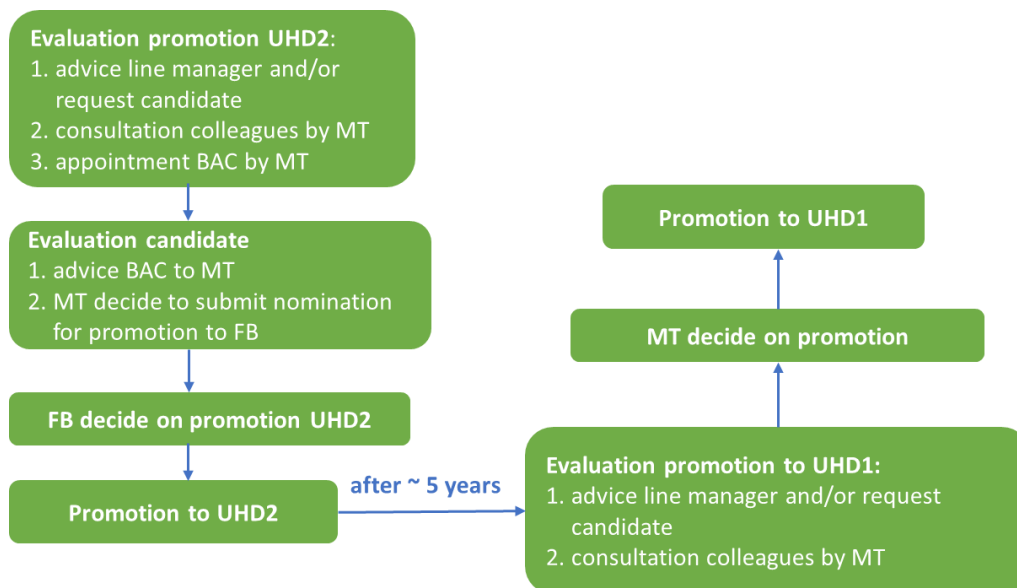


Figure 2: Associate Professor career path - UHD (*internal candidate*)

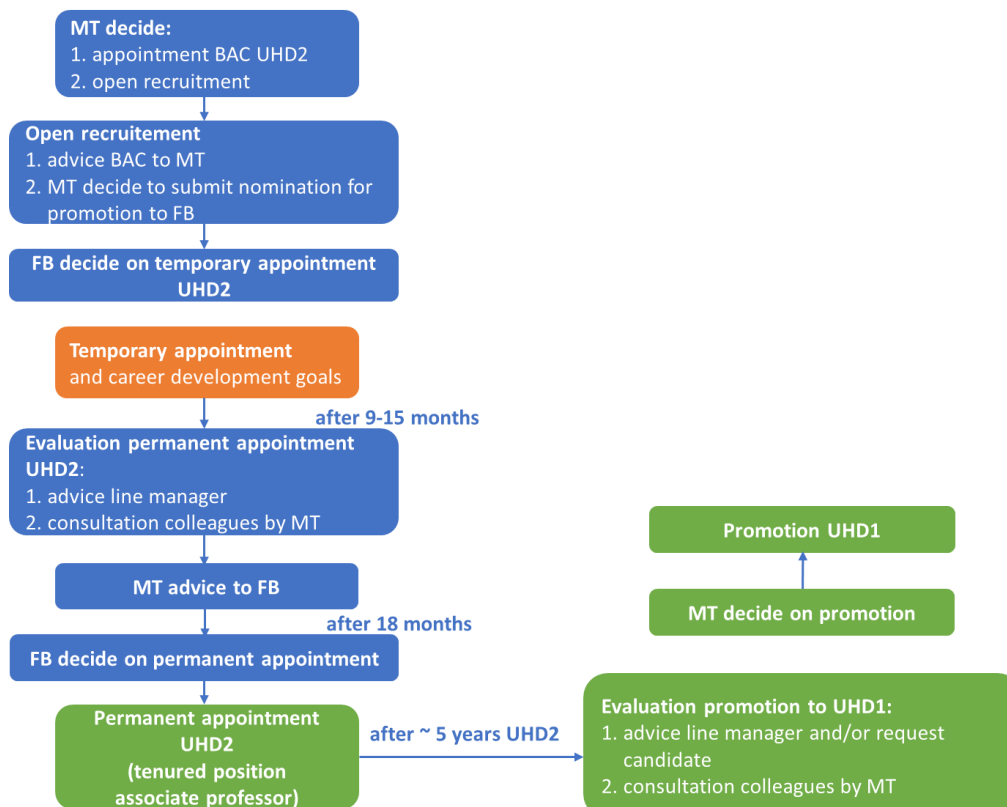


Figure 3: Associate Professor career path - UHD (*external candidate*)

STEP-BY-STEP CAREER PLAN FOR ASSOCIATE PROFESSOR

In line with the career principle, most Associate Professors (UHDs) are appointed following internal promotion and only in exceptional cases are external recruitment procedures held for Associate Professors. When a position becomes available, it is always filled from the Assistant Professor (UD) level. If a department wishes to deviate from this and recruit at Associate Professor level, the Faculty Board must grant a dispensation to this end (see [Dispensation options](#)).

Table: internal Associate Professor candidate	
Step	Description
1	Associate Professor promotion (UHD) <ul style="list-style-type: none"> The departmental management (MT) decides whether to promote a candidate to Associate Professor, based in part on the SPP.
2	Promotion criteria <ul style="list-style-type: none"> The criteria for promotion and the required competences (see Appendix 2, table 1) should be clear in advance.
3	Promotion evaluation <ul style="list-style-type: none"> If an employee meets the criteria for a higher job level or profile, the candidate and/or manager can submit a written nomination to the head of department/departmental management. This may be based on successful attainment of the career track goals or on the annual interview. The entire procedure can take 6-10 weeks. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). The head of department contacts the dean to discuss a possible nomination. The MT decides to a) initiate the promotion procedure and form an Appointment Advisory Committee (BAC) for Associate Professor 2 (UHD2) or b) discontinue the appointment procedure (for the time being). The head of department decides on the composition of the committee.
4	Appointment Advisory Committee (BAC) <ul style="list-style-type: none"> An Appointment Advisory Committee is formed to conduct the interviews and assess the dossier (see step 5). Details of the composition of the committee are set out in Appendix 4. The manager is not a member of the committee. The committee issues a brief (the guideline is 1-1.5 A4) written recommendation to the departmental management in the form of a report. The committee's report should include: <ol style="list-style-type: none"> A brief description of the process An assessment of the candidate in the domains of education, research, impact and management/leadership A recommendation on the promotion
5	Decision by the Faculty Board on the candidate's nomination for promotion <ul style="list-style-type: none"> In consultation with the departmental management and based on the committee's recommendation, the head of department decides to a) submit the nomination for promotion to Associate Professor 2 to the Faculty Board or b) discontinue the promotion procedure (for the time being). The Faculty Board decides on the promotion based on the following dossier, to be supplied by the department as a single PDF, in the order specified below:

	<ul style="list-style-type: none"> ○ letter from the head of department setting out: <ul style="list-style-type: none"> a. reasons for the promotion b. desired commencement date c. FTE percentage d. profile ○ brief profile (max. 2 pages): <ul style="list-style-type: none"> a. how does the research fit within the focus of the department/faculty? b. which educational programmes will the Associate Professor be contributing to? c. expectations with regard to contribution to impact d. expectations with regard to administrative roles/management tasks ○ report of the Appointment Advisory Committee (BAC) ○ completed template for evaluations (formerly: Associate Professor factsheet) ○ the candidate's vision of education, research and impact and their reflections on their own leadership skills ○ annotated list of academic achievements (max. 5 pages) with, e.g., <ul style="list-style-type: none"> a. 5-8 publications b. 3-5 education activities c. 3-5 research projects d. 3-5 other pieces of supporting evidence <p>N.B. the annotated list should explain why the candidate is proud of the selected achievements.</p> ○ career track goals, if applicable
6	<p>Career development goals after promotion</p> <ul style="list-style-type: none"> ▪ Following a positive decision by the Faculty Board, the employee uses the HR self-service tool to update the system with the details of their promotion, which is then approved by the manager. ▪ The progress of the employee's career is discussed further during the annual interview.
7	<p>Promotion from Associate Professor 2 (UHD2) to Associate Professor 1 (UHD1)</p> <ul style="list-style-type: none"> ▪ If an employee meets the criteria for Associate Professor 1, the candidate and/or manager can submit a written nomination to the head of department/departamental management. This may be based on successful attainment of the career track goals or on the annual interview. The entire procedure can take 6-10 weeks. ▪ Promotion evaluations are carried out by the MT. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). ▪ The MT can choose to form an Appointment Advisory Committee, which in this case does not include the manager. If a committee is formed, it reports to the departmental management in writing. ▪ The MT takes the formal decision on the candidate's promotion to Associate Professor 1 based on the following dossier: <ul style="list-style-type: none"> ○ completed template for evaluations (formerly: Associate Professor factsheet) including career track goals if applicable. ○ annotated list of academic achievements (max. 5 pages) with, e.g., <ul style="list-style-type: none"> a. 5-8 publications b. 3-5 education activities c. 3-5 research projects

	<p>d. 3-5 other pieces of supporting evidence N.B. the annotated list should explain why the candidate is proud of the selected achievements.</p> <ul style="list-style-type: none"> ○ HR recommendation or, if an Appointment Advisory Committee (BAC) has been formed, the committee's report.
8	<p>Career development goals after promotion to Associate Professor 1 (UHD1)</p> <ul style="list-style-type: none"> ▪ Following a positive decision by the MT, the employee uses the HR self-service tool to update the system with the details of their promotion, which is then approved by the manager. ▪ The progress of the employee's career is discussed further during the annual interview.

Table: external Associate Professor candidate	
Step	Description
1	Open recruitment for Associate Professor (UHD) <ul style="list-style-type: none"> The departmental management (MT) decides to make available a position as Associate Professor, based in part on the SPP. The head of department must submit a dispensation request for the recruitment of an Associate Professor to the Faculty Board. The Faculty Board decides whether to grant a dispensation to recruit an Associate Professor.
2	Recruitment and selection <ul style="list-style-type: none"> The criteria for selection and the required competences (see Appendix 2, table 1) should be clear in advance. The salary scale classification should be clear in advance and approved by HR.
3	Appointment Advisory Committee (BAC) <ul style="list-style-type: none"> An Appointment Advisory Committee is formed to conduct the interviews and assess the dossier (see step 4). Details of the composition of the committee are set out in Appendix 4. The committee issues a brief (the guideline is 1-1.5 A4) written recommendation to the departmental management in the form of a report. The committee's report should include: <ul style="list-style-type: none"> a. A brief description of the process b. An assessment of the candidate in the domains of education, research, impact and management/leadership c. A recommendation on the appointment
4	Decision by the Faculty Board on the candidate's nomination for promotion <ul style="list-style-type: none"> In consultation with the departmental management and based on the committee's recommendation, the head of department decides to a) submit the nomination for appointment as Associate Professor 2 (UHD2) to the Faculty Board (FB) or b) discontinue the recruitment and selection procedure (for the time being). The Faculty Board decides on the appointment based on the following dossier, to be supplied by the department as a single PDF, in the order specified below: <ul style="list-style-type: none"> letter from the head of department setting out: <ul style="list-style-type: none"> a. reasons for the appointment b. desired commencement date c. FTE percentage d. profile brief profile (max. 2 pages): <ul style="list-style-type: none"> a. how does the research fit within the focus of the department/faculty? b. which educational programmes will the Associate Professor be contributing to? c. expectations with regard to contribution to impact d. expectations with regard to administrative roles/management tasks report of the Appointment Advisory Committee (BAC) completed template for evaluations (formerly: Associate Professor factsheet)

	<ul style="list-style-type: none"> ○ the candidate's vision of education, research and impact and their reflections on their own leadership skills ○ annotated list of academic achievements (max. 5 pages) with, e.g., <ul style="list-style-type: none"> a. 5-8 publications b. 3-5 education activities c. 3-5 research projects d. 3-5 other pieces of supporting evidence <p>N.B. the annotated list should explain why the candidate is proud of the selected achievements.</p> ○ two letters of recommendation from professional colleagues from another national/international university, independently requested by the Appointment Advisory Committee.
5	<p>Career development goals after recruitment</p> <ul style="list-style-type: none"> ▪ Following the positive decision by the Faculty Board, the terms and conditions of employment are coordinated with the HR advisor ahead of the appointment. ▪ The manager initiates the onboarding process, including the induction programme. ▪ In consultation with HR, the manager and the candidate draft an addendum setting out the criteria (including 'red flags') for the first 9-15 months.
6	<p>Evaluation for permanent appointment</p> <ul style="list-style-type: none"> ▪ In order to decide whether a temporary contract should be extended or terminated after 12-18 months, an interim evaluation should be held between 9 months and, at the latest, 15 months. <ul style="list-style-type: none"> ○ The candidate's line manager evaluates whether they meet the criteria in the relevant key result areas for the role for which they have been hired. For criteria, see Appendix 2. ○ The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). ▪ The evaluation by the manager is presented to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement. ▪ The manager's evaluation, along with the candidate's feedback, is presented to the departmental management. ▪ The departmental management submits its recommendation on awarding a permanent appointment as Associate Professor (UHD) to the Faculty Board for a decision. ▪ The Faculty Board takes the formal decision on the candidate's appointment to a permanent position.
7	<p>Career policy following permanent appointment</p> <ul style="list-style-type: none"> ▪ Following a positive decision by the Faculty Board on the candidate's appointment to a permanent position, their employment contract is automatically converted to a permanent contract. In the event of a negative decision by the Faculty Board, the manager submits a request for termination of the contract using the HR self-service tool. ▪ The progress of the employee's career is discussed further during the annual interview.
9	<p>Promotion from Associate Professor 2 (UHD2) to Associate Professor 1 (UHD1)</p> <ul style="list-style-type: none"> ▪ If an employee meets the criteria for Associate Professor 1, the candidate and/or manager can submit a written nomination to the head of

	<p>department/departmental management. This may be based on successful attainment of the career track goals or on the annual interview. The entire procedure can take 6-10 weeks.</p> <ul style="list-style-type: none"> ▪ Promotion evaluations are carried out by the MT. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). ▪ The MT can choose to form an Appointment Advisory Committee (BAC), which in this case does not include the manager. If a committee is formed, it reports to the departmental management in writing. ▪ The MT takes the formal decision on the candidate's promotion to Associate Professor 1 (UHD1) based on the following dossier: <ul style="list-style-type: none"> ○ completed template for evaluations (formerly: UHD factsheet) including career track goals if applicable. ○ annotated list of academic achievements (max. 5 pages) with, e.g., <ul style="list-style-type: none"> a. 5-8 publications b. 3-5 education activities c. 3-5 research projects d. 3-5 other pieces of supporting evidence <p>N.B. the annotated list should explain why the candidate is proud of the selected achievements.</p> ○ HR recommendation or, if an Appointment Advisory Committee (BAC) has been formed, the committee's report.
10	<p>Career development goals after promotion to Associate Professor 1 (UHD1)</p> <ul style="list-style-type: none"> ▪ Following a positive decision by the MT, the employee uses the HR self-service tool to update the system with the details of their promotion, which is then approved by the manager. ▪ The progress of the employee's career is discussed further during the annual interview.

CAREER FLOWCHARTS FOR FULL PROFESSOR/ENDOWED PROFESSOR

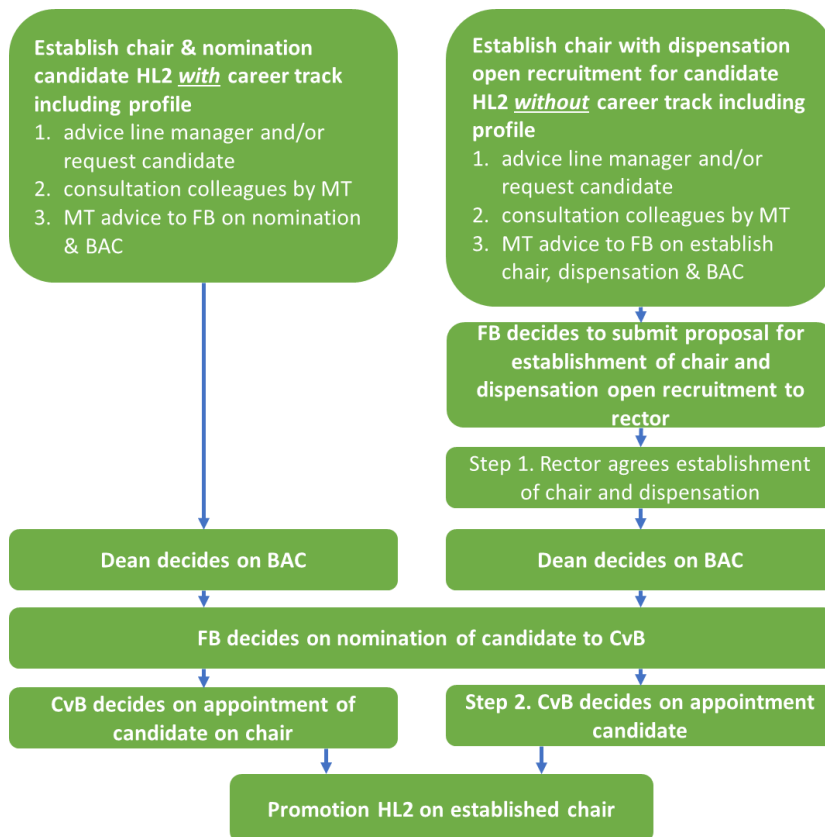


Figure 3: Full Professor career path (*internal* candidate) - HL

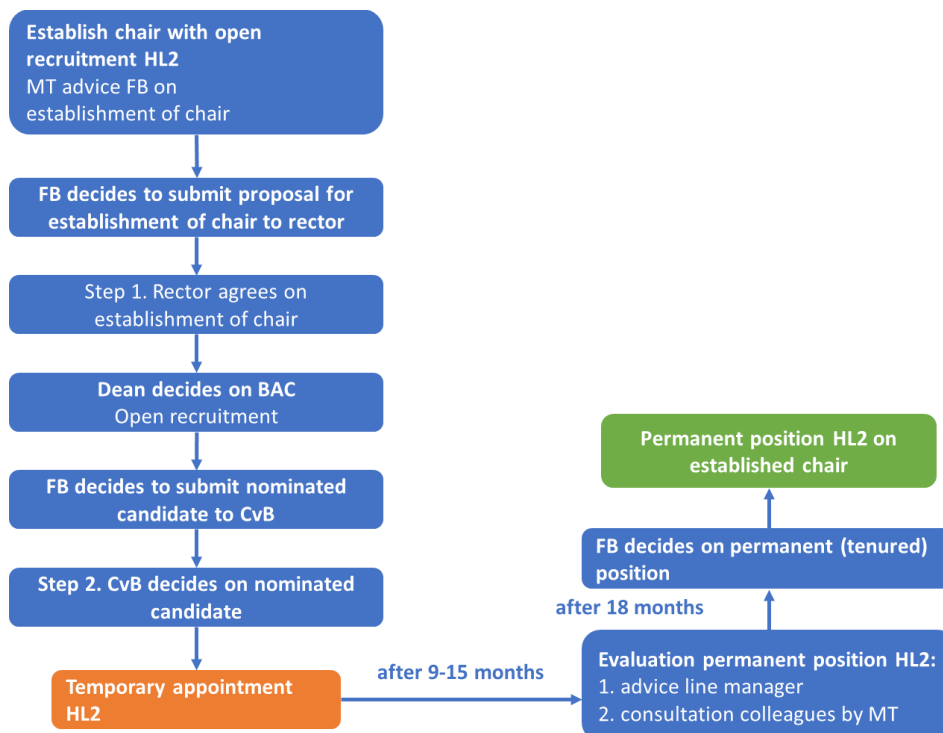


Figure 4: Full Professor career path (*external* candidate) - HL

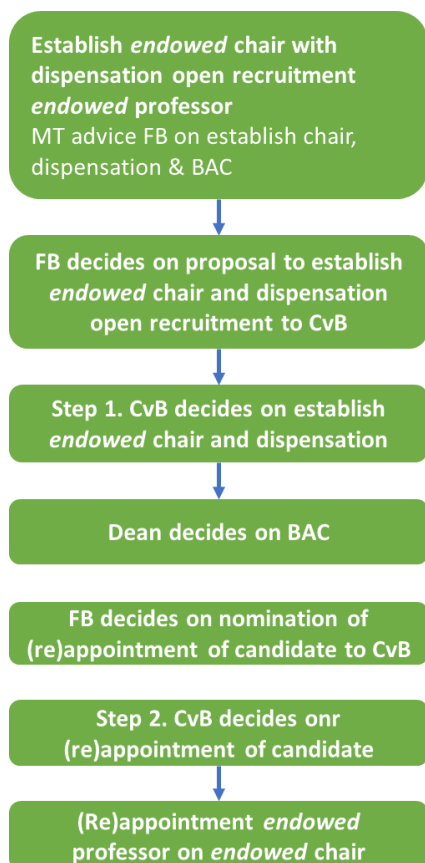


Figure 5: Endowed professors (BHL)

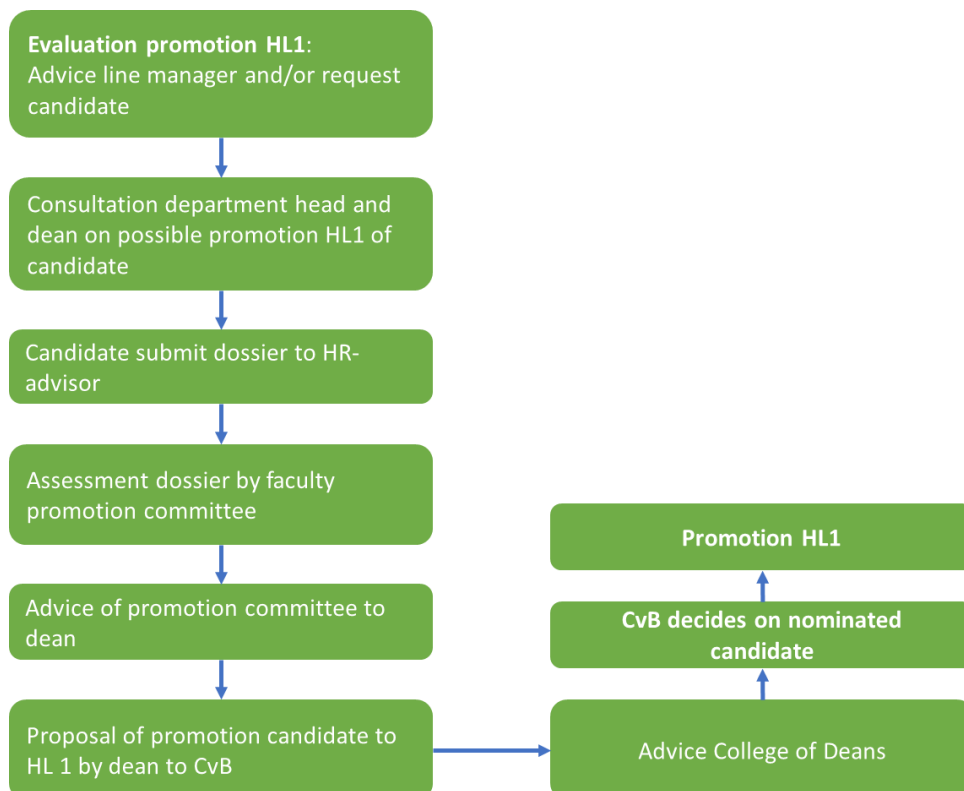


Figure 6: Promotion to Full Professor 1 (HL1)

STEP-BY-STEP CAREER PLAN FOR FULL PROFESSOR

In line with the career principle, most Full Professors are appointed following internal advancement, and only in exceptional cases are external recruitment procedures held for Full Professors. When a position becomes available, it is always filled from the Assistant Professor level. If a department wishes to deviate from this and recruit at Full Professor level, the Faculty Board must grant a dispensation to this end (see [Dispensation options](#)).

Table: Promotion of internal candidate to Full Professor	
Step	Description
1	Professorial (HL) promotion <ul style="list-style-type: none"> The departmental management includes the promotion of a candidate in the SPP.
2	Promotion criteria <ul style="list-style-type: none"> The promotion criteria and required competences (see Appendix 2, table 1) should be clear in advance.
3	Promotion evaluation <ul style="list-style-type: none"> If an employee meets the criteria for a higher job level or profile, the candidate and/or manager can submit a written nomination to the head of department/departmental management. This may be based on successful attainment of the career track goals or on the annual interview. The entire promotion procedure can take several months. The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). The MT decides to a) nominate the candidate to the Faculty Board for promotion or b) discontinue the appointment procedure (for the time being). The head of department contacts the dean to discuss a possible nomination. The Faculty Board decides on the proposal to establish the chair and nominate the candidate based on the following dossier, supplied as a single PDF, in the order specified below: <ul style="list-style-type: none"> letter from the head of department (format from bestuurssecretariaat.beta@vu.nl) structure report including profile candidate assessment portfolio (formerly: factsheet) concise CV (max. 5 pages) list of publications (max. 5 pages) career track goals, if applicable In the event of a positive decision by the Faculty Board, the head of department puts forward a proposal for the composition of the Appointment Advisory Committee (BAC) to the dean. Details of the composition of the Appointment Advisory Committee are set out in the VU Professorship Policy. The manager is not a member of the committee. The dean decides on the composition of the committee. The committee conducts the appointment interviews and assesses the dossier (see step 5).
4	Appointment Advisory Committee (BAC) <ul style="list-style-type: none"> The committee issues a brief (the guideline is 1-1.5 A4) written recommendation to the departmental management in the form of a report. The format for the committee's report can be obtained from bestuurssecretariaat.beta@vu.nl. The committee's report should include: <ol style="list-style-type: none"> A brief description of the process An assessment of the candidate in the domains of education,

	<p>research, impact and management/leadership</p> <p>c. A recommendation on the promotion</p>
5	<p>Decision by Faculty Board on proposal for establishment of chair and promotion of candidate</p> <ul style="list-style-type: none"> ▪ In consultation with the departmental management, the head of department decides to a) nominate the candidate to the Faculty Board for promotion or b) discontinue the promotion procedure (for the time being). ▪ The Faculty Board decides whether to present the nomination to the Executive Board based on the following dossier: <ul style="list-style-type: none"> ○ letter from the head of department (format from bestuurssecretariaat.beta@vu.nl) <p>As a single PDF, to be supplied by the department in the order specified below:</p> <ul style="list-style-type: none"> ○ structure report including profile ○ report of the Appointment Advisory Committee ○ assessment portfolio (formerly: factsheet) ○ concise CV (max. 5 pages) ○ list of publications (max. 5 pages) ○ career track goals, if applicable ○ recommendations by 3 external national/international referees ▪ A positive decision on a prospective candidate is followed by a self-image interview with the dean. ▪ The candidate submits a report of the interview to the dean.
6	<p>Proposal to establish a chair with nomination of candidate for Full Professor to Executive Board</p> <ul style="list-style-type: none"> ▪ The dean puts forward a proposal to the Executive Board to establish a chair along with a candidate for Full Professor, accompanied by the following dossier, supplied in the order specified below: <ul style="list-style-type: none"> ○ decision-making memorandum from the dean (by the secretariat of the Faculty Board) ○ letter from the head of department & the dean (by the department) <p>As a single PDF, to be supplied by the department in the order specified below:</p> <ul style="list-style-type: none"> ○ structure report including profile ○ report of the Appointment Advisory Committee ○ assessment portfolio (formerly: factsheet) ○ concise CV (max. 5 pages) ○ list of publications (max. 5 pages) ○ career track goals, if applicable ○ recommendations by 3 external national/international referees <p>The report of the self-image interview is added by the secretariat of the Faculty Board:</p> <ul style="list-style-type: none"> ○ self-image interview report.
7	<p>Career development goals after promotion</p> <ul style="list-style-type: none"> ▪ Following a positive decision by the Executive Board, the employee uses the HR self-service tool to update the system with the details of their promotion, which is then approved by the manager. ▪ The progress of the employee's career is discussed further during the annual interview. ▪ For subsequent career progression, see step 8.

8	<p>Promotion from Full Professor 2 (HL2) to Full Professor 1 (HL1)</p> <ul style="list-style-type: none">▪ Since promotion to Full Professor 1 is an exceptional situation that applies to only a select group of candidates, the Executive Board is advised in its decision-making by the College of Deans, and there are central qualitative criteria which have been formulated to guide the process; see VU Professorship Policy.▪ The faculty has described the procedure in the Full Professor 1 Promotion Policy, which may be found on the faculty webpage or requested from hrm.beta@vu.nl.▪ The head of department contacts the dean to discuss a possible nomination.▪ HR assists with the nomination procedure.▪ A faculty promotion committee advises the dean on the nomination.▪ The dean decides whether to forward the nomination to the College of Deans.▪ The College of Deans advises the Executive Board.▪ The Executive Board decides on the promotion.
---	---

Table: Open recruitment for Full Professor (external candidate)	
Step	Description
1	Open recruitment for Full Professor (HL) <ul style="list-style-type: none"> ▪ The departmental management (MT) records the intention to open a position for Full Professor in the SPP, indicating whether this is a new or existing chair. ▪ The MT requests dispensation from the Faculty Board for recruiting a Full Professor to a new or existing chair.
2	Proposal to establish a chair <ul style="list-style-type: none"> ▪ The MT decides to present the proposal to establish a chair to the Faculty Board. ▪ The Faculty Board decides on the proposal to establish the chair based on: <ul style="list-style-type: none"> ○ letter from the head of department (format from bestuurssecretariaat.beta@vu.nl) ○ structure report including profile ▪ The Faculty Board presents the proposal to establish the chair to the rector. ▪ If the rector agrees, the head of department puts forward a proposal for the composition of the Appointment Advisory Committee to the dean. Details of the composition of the Appointment Advisory Committee are set out in the VU Professorship Policy. The manager is not a member of the committee. ▪ The dean decides on the composition of the committee. ▪ The committee conducts the interviews and assesses the dossier (see step 5).
3	Recruitment and selection of the candidate for Full Professor <ul style="list-style-type: none"> ▪ The criteria for selection and the required competences (see Appendix 2, table 1) should be clear in advance. ▪ The salary scale classification should be clear and approved by HR before the recruitment process begins.
4	Appointment Advisory Committee <ul style="list-style-type: none"> ▪ The committee issues a brief (the guideline is 1-1.5 A4) written recommendation to the departmental management in the form of a report. The format for the committee's report can be obtained from bestuurssecretariaat.beta@vu.nl. ▪ The committee's report should include: <ol style="list-style-type: none"> a. A brief description of the process b. An assessment of the candidate in the domains of education, research, impact and management/leadership c. A recommendation on the appointment
5	Decision on nomination of candidate (open recruitment) <ul style="list-style-type: none"> ▪ In consultation with the departmental management, the head of department decides to a) nominate the candidate for appointment to the Faculty Board or b) discontinue the appointment procedure (for the time being). ▪ The Faculty Board decides whether to present the nomination to the Executive Board based on the following dossier: <ul style="list-style-type: none"> ○ letter from the head of department (format from bestuurssecretariaat.beta@vu.nl) <p>As a single PDF, to be supplied by the department in the order specified below:</p> <ul style="list-style-type: none"> ○ structure report including profile ○ report of the Appointment Advisory Committee

	<ul style="list-style-type: none"> ○ assessment portfolio (formerly: factsheet) ○ concise CV (max. 5 pages) ○ list of publications (max. 5 pages) ○ recommendations by 3 external national/international referees ▪ A positive decision on a prospective candidate is followed by a self-image interview with the dean. ▪ The candidate submits a report of the interview to the dean.
6	<p>Proposal to establish a chair with nomination of candidate for Full Professor to Executive Board</p> <ul style="list-style-type: none"> ▪ The dean puts forward a proposal to the Executive Board to establish a chair along with a candidate for Full Professor, accompanied by the following <u>dossier</u>, supplied in the order specified below: <ul style="list-style-type: none"> ○ decision-making memorandum from the dean (by the secretariat of the Faculty Board) ○ letter from the head of department & the dean (by the department) As a single PDF, to be supplied by the department in the order specified below: <ul style="list-style-type: none"> ○ structure report including profile ○ report of the Appointment Advisory Committee ○ assessment portfolio (formerly: factsheet) ○ concise CV (max. 5 pages) ○ list of publications (max. 5 pages) ○ career track goals, if applicable ○ recommendations by 3 external national/international referees The report of the self-image interview is added by the secretariat of the Faculty Board: <ul style="list-style-type: none"> ○ self-image interview report.
7	<p>Career development goals after open recruitment</p> <ul style="list-style-type: none"> ▪ Following the positive decision by the Executive Board, the terms and conditions of employment are coordinated with the HR advisor ahead of the appointment. ▪ The manager initiates the onboarding process, including the induction programme. ▪ In consultation with HR, the manager and the candidate draft an addendum setting out the criteria (including 'red flags') for the first 9-15 months.
8	<p>Evaluation for permanent appointment of candidate</p> <ul style="list-style-type: none"> ▪ In order to determine whether a temporary contract should be extended or terminated after 12-18 months, an interim <u>evaluation</u> should be held between 9 months and, at the latest, 15 months. The <u>template</u> may be used for this purpose. <ul style="list-style-type: none"> ○ The candidate's line manager evaluates whether they meet the criteria in the relevant key result areas for the role for which they have been hired. For criteria, see <u>Appendix 3</u>. ○ The MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives (consultation round). ▪ The evaluation by the manager is presented to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement. ▪ The manager's evaluation, along with the candidate's feedback, is presented to the departmental management.

	<ul style="list-style-type: none"> ▪ The departmental management submits its recommendation on awarding a permanent appointment as Associate Professor (UHD) to the Faculty Board for a decision. ▪ The Faculty Board takes the formal decision on the candidate's appointment to a permanent position.
9	Career policy following permanent appointment <ul style="list-style-type: none"> ▪ Following a positive decision by the Faculty Board on the candidate's appointment to a permanent position, their employment contract is automatically converted to a permanent contract. In the event of a negative decision by the Faculty Board, the manager submits a request for termination of the contract using the HR self-service tool. ▪ The progress of the employee's career is discussed further during the annual interview.
10	Promotion from Full Professor 2 to Full Professor 1 <ul style="list-style-type: none"> ▪ Since promotion to Full Professor 1 is an exceptional situation that applies to only a select group of candidates, the Executive Board is advised in its decision-making by the College of Deans, and there are central qualitative criteria which have been formulated to guide the process; see VU Professorship Policy. ▪ The faculty has described the procedure in the Full Professor 1 Promotion Policy, which may be found on the faculty webpage or requested from hrm.beta@vu.nl. ▪ The head of department contacts the dean to discuss a possible nomination. ▪ HR assists with the nomination procedure. ▪ A faculty promotion committee advises the dean on the nomination. ▪ The dean decides whether to forward the nomination to the College of Deans. ▪ The College of Deans advises the Executive Board. ▪ The Executive Board decides on the promotion.

1 INTRODUCTION

The goal of the faculty career policy is to offer academic staff a career perspective with the opportunity to further develop their talents within VU Amsterdam and build their careers – provided that, in doing so, they can contribute to the aims of the team and VU Amsterdam. This document sets out a framework for the appointment and promotion policy for assistant professors, associate professors and full professors within the Faculty of Science, taking account of the rules set out in the Collective Labour Agreement for Dutch Universities and the VU Amsterdam-wide regulations on recruitment, selection and promotion. Due to the diversity of scientific disciplines contained within the faculty, it has been decided to establish general guidelines.

The document restricts itself to career policy for academic staff with education and research tasks who have permanent contracts (or the prospect of permanent contracts). Separate policy on development and career guidance will be formulated for academic staff with temporary contracts (junior lecturers, PhD candidates, postdocs and researchers). In time, career policy will also be formulated for support staff (Training and Supervision Plan). The lecturers' policy (for lecturers¹ with permanent contracts) is revised.

¹ Where this document refers to lecturers, this should be understood to mean academic staff with educational tasks rather than those who fall under the 'lecturer' job profile according to the University Job Ranking (UFO).

1.1 FRAMEWORK

The framework for the appointment and promotion policy is based on VU Amsterdam's core values (open, personal, responsible) and the [VU Amsterdam vision document on Recognition & Rewards 2021](#). That vision, in turn, is based on a position paper entitled '[Room for every one's talent; towards a new balance in the recognition & rewards for academics](#)' (VNSU, NFU, KNAW, NWO and ZonMw, 2019), which describes how the work of academics can be more broadly recognised and valued, with less emphasis on quantifying research achievements and more emphasis on the other domains in which academics operate, such as education and (academic) leadership. This broader form of Recognition & Rewards is better aligned with the core tasks of modern institutions for knowledge and education and the demands society makes of those institutions. The university-wide [Academic Career Paths](#) framework (2023) describes the different career paths for permanent academic staff in the Assistant Professor-Associate Professor-Full Professor track and which principles apply. The elaboration of the faculty career policy is guided by this university-wide framework for Academic Career Paths.

1.2 CAREER POLICY, CAREER DEVELOPMENT GOALS AND CAREER TRACK GOALS

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

1. should be appropriate to the individual's talents and personal circumstances,
2. should contribute to the objectives of the team and the organisation, including contributing to an inclusive and (socially) safe working and learning environment,
3. should be adaptable over time, allowing for changes of focus with respect to the domains of education, research and impact.

Agreements about the employee's career path are reviewed at least annually during their annual interview with the manager(s). The manager checks with the departmental management to make sure the career development goals are consistent with the department's strategic personnel plan.

The **career development goals** can include:

- development wishes in the areas of education, research, impact, (academic) leadership, teamwork and management,
- promotion to a higher job level (vertical career step) and what achievements, development and support are required to that end,
- shifting the focus to, for example, a education profile, an impact profile or a research profile (horizontal career step),
- moving to a non-academic role in, for example, policy, management/administration or otherwise.

A specific form of career development goals are the so-called **career track goals**². Career track goals can be set for employees with permanent contracts. A career track is a personal career path with agreed goals for promotion (typically 3-5 years). The career track goals detail expectations regarding achievements, experience to be gained and/or the development of skills at a particular level, along

² The former tenure track contract, whereby an employee would be offered a one-time, long-term temporary contract in accordance with the 'up or out' principle, is no longer consistent with faculty career policy. Under the current collective labour agreement, a prospective new employee can be offered a tenure track contract for a career step to a higher job profile: Assistant Professor -> Associate Professor or Associate Professor -> Full Professor. Very exceptionally, and only if a new employee wishes it, the departmental management can submit a [dispensation request](#) to the Faculty Board to this end.

with the associated actions considered necessary and arrangements about facilitation/support to that end. The career track goals are recorded in a document. Career track goals are a tool to help shape the employee's career but they are not a guarantee of promotion. Conversely, promotion is possible without career track goals if an employee meets the criteria.

1.3 PROFILES

The twin pillars of education and research remain the basis of the academic career, along with a greater or lesser focus on impact. But whereas previously the expectation was that an academic staff member had to excel in everything, there are now more opportunities to specialise in one of the three core domains: education, research *or* impact. This results in three different profiles. If a department is looking for a candidate with a specific profile, that can be specified in the job advertisement. If there is no preference, recruitment can be based on a standard profile. In the course of an individual's career, profiles can shift/change (temporarily or otherwise), depending on the wishes of the organisation and the employee.

The standard profile of an academic staff member is 50% education (including impact and organisational tasks) and 50% research (including impact and organisational tasks); see Figure 1. Work activities pertaining to organisation/management/administration are expressly regarded as being part of regular education and research tasks, and may be explicitly identified as such and quantified in terms of time.

Several different variants of the standard profile are possible. The most specialised focus profiles for education, research or impact are not expected to occur often. The lower limit for research or education is 20%. The most specialised education profile has 80% education and 20% research. The research within a education profile can also be geared towards educational innovation. The most specialised research profile has 80% research and 20% education. The most specialised impact profile has 60% valorisation

ap, 20% education and 20% research. Care is taken at departmental level to ensure that the ratio between education and research fits within the strategy of the department. The conversation about what a department needs in relation to the qualities and wishes of employees needs to be conducted regularly and is recorded annually in the Strategic Personnel Plan (SPP), including an overview of the focus profiles. The strategic personnel plan consists of two parts. Part 1 describes the department's strategy. In principle, this part is accessible to the entire department. Part 2 of the strategic personnel plan records the relationship between the strategy and needs of the department and the qualities and career wishes of individual staff members. This part contains personal information and, for this reason, is not accessible to the department.

Criteria in relation to profiles for Assistant Professors, Associate Professors and Full Professors:

- regardless of the profile, there are standard criteria for professional training/development, leadership and management,
- regardless of the profile, there are minimum criteria for education, research and impact,
- there are also specific criteria, which are dependent on the career development goals for the education profile, research profile or impact profile, or a mixture of these.

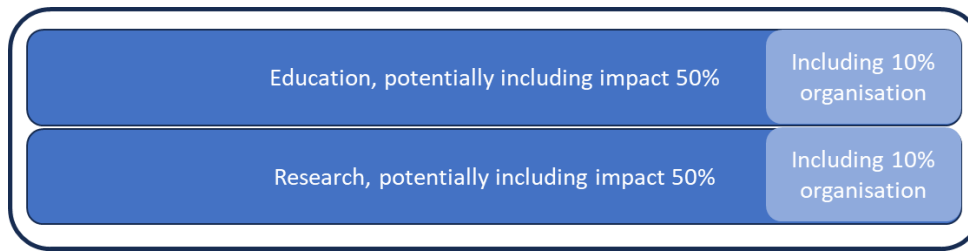


Figure 1: Standard academic profile

1.4 HOW TO USE THIS DOCUMENT

This document constitutes a framework of faculty guidelines for departments in order to facilitate an appointment and promotion policy that is as uniform as possible. Where necessary, the guidelines can be worked out more specifically at departmental level. In accordance with the 'comply or explain' principle, concrete reasons should be provided to support deviations from this policy, which departments can formulate in consultation with their HR advisors. The department ensures a balanced distribution between education and research at departmental level, with room for individual differences in profiles consistent with the aims of the department.

2 CAREER POLICY CALLS FOR APPROPRIATE SUPPORTIVE CONTEXT

In accordance with the philosophy of Recognition & Rewards, the career policy is not purely about criteria that the candidate must meet, but also about creating a pleasant and safe working environment in which they are able to grow and develop. The candidate's development and the working environment are therefore interlinked. It is important for all concerned that academics are able to work in an environment that contributes as much as possible to their chances of success, with consideration given to job satisfaction, work-life balance, mental health and life events. Ensuring that academics are able to work in an environment that offers the necessary support and other conditions in this regard demands effort on the part of the organisation, line managers and colleagues. The organisational development required to this end will, like the concrete criteria for candidates, differ per department.

2.1 ORGANISATIONAL DEVELOPMENT

In general, employees are best able to develop in an open, learning environment. However, creating an open learning culture is not something that happens by itself: for various reasons, it may be that signals are not picked up, insufficient feedback is given, or a person decides to excel individually rather than contributing to the greater whole. In order to truly put the philosophy of Recognition & Rewards into practice, departments therefore need to actively work on their organisational and cultural development. This calls for:

1. Leadership. The departmental management must become skilled at acting as role models for open communication, operating as a team, reflection and learning, communicating the importance of allowing room for personal development, reflection by means of annual interviews, and a safe and pleasant working atmosphere.
2. Supporting managers in their roles as career coaches, by means of leadership courses for Assistant Professors, Associate Professors and Full Professors. Setting up a consultation body (with Assistant Professors, Associate Professors, Full Professors and departmental management) as a forum for regular conversations about the desired culture and how to shape it in the role of manager.

3. Deploying a wide range of feedback mechanisms for signals from the workplace, for example:
 - a. Setting up an Assistant Professor council or peer supervision within the department
 - b. Holding periodic work experience surveys and initiating group discussions or other forms of dialogue to help interpret the results
4. Building in annual department-wide development opportunities that reinforce the philosophy of Recognition & Rewards, such as courses on being an active bystander, social safety, connective communication, giving feedback, art of engagement, emotional culture, etc.

The faculty can in turn support departments in this by:

- Putting organisational/cultural development activities on the agenda for administrative consultative meetings.
- Organising dialogue or peer review for heads of department on developing the organisational culture and leadership.

Alongside a general development towards a culture of openness and mutual learning within the organisation, there are a number of specific points that contribute to a working environment that facilitates optimal employee development.

2.2 CLARITY AND TRANSPARENCY

Managers are responsible for ensuring that employees have realistic expectations regarding career opportunities in line with the departmental strategic personnel plan. They facilitate an open conversation and record career development goals in the employee's personnel file, possibly in the form of personal career track goals for a specific period. The general criteria for (permanent) appointment and promotion set out in the appendices to this document can be detailed further per department on particular points (for example, research output, ability to attract funding). Departments are themselves responsible for this customisation. The Faculty Board is responsible for comparing department-specific criteria.

2.3 CAREER GUIDANCE AND MENTORING

The manager is responsible for providing career guidance to the employee. At least once a year, during the annual interview, the employee is given the opportunity to formally reflect, together with the manager(s), on the progress of their career, discuss opportunities for development (including options for a specific profile), how these goals can be achieved, and what resources (training, mentor, roles, etc.) are available to assist them in this. The manager has an important role to play in facilitating this conversation, while on the other hand the employee is responsible for making good use of this conversation and also initiating further conversations in the interim if they so wish. In addition, it is important to consider that some employees may also wish to discuss their careers/share ideas with a colleague with whom they do not have a hierarchical relationship. To this end, VU Amsterdam offers a mentor programme for academic staff to discuss career development and progress with an independent colleague.

2.4 SUPPORT WITH RESEARCH TASKS

- Having at least one period per year that is free of course teaching helps create space for research and/or time for personal development.
- Employees with an education profile are given the opportunity to participate in research using resources acquired by colleagues or are involved in research proposals as joint applicants.
- Departments must draw up clear policy with regard to conference visits, including the funding of such trips. As a general guideline, employees should at least once per year be able to attend a conference for which they have published a paper or have had an abstract accepted, or been assigned a role that requires attendance at the conference (for example, session chair, programme committee member). Account should be taken of the university-wide guidelines on sustainable (international) work trips.

2.5 SUPPORT WITH EDUCATION TASKS

- Departments offer employees the opportunity to contribute to regular education programmes. Ideally, an attempt is made to strike a good balance between different education tasks, insofar as possible, for example teaching on bachelor's and master's programmes, teaching general subjects and subjects in which the employee has specific expertise, and supervising internships or theses for bachelor's and master's students.
- Employees are part of one or more teams of instructors in which they have the opportunity to exchange ideas with fellow lecturers about teaching methods, innovation, quality assurance, etc.

2.6 SUPPORT WITH LEADERSHIP AND ORGANISATION AND MANAGEMENT TASKS

The department is expected to offer the employee a suitable committee membership or comparable position so that they can develop their leadership skills.

Employees are offered a range of courses to develop their leadership and management skills in areas such as education, supervising PhD candidates/academics, writing grant applications, project management. The department acts to ensure that employees have the time to actually take advantage of those options and receive assistance in drawing up a phased training plan. Some courses are compulsory, such as attaining the University Teaching Qualification (UTQ = *Basiskwalificatie Onderwijs, BKO*) for teaching and coordinating courses and completing the 'supervising PhD candidates' course. The faculty project management course is also compulsory for staff whose work involves acquiring external project funding.

2.7 WORKLOAD SUPPORT

Workload is an ongoing area of concern for all academic staff, but is particularly relevant for new Associate Professors/Assistant Professors, who are new to the organisation and, in the case of international employees, the country. The departmental management is responsible for ensuring that tasks are fairly and transparently shared and that new Associate Professors/Assistant Professors are not disproportionately burdened. A further issue requiring attention is that it is harder for Associate Professors/Assistant Professors to say 'no' to new tasks (especially if they are new themselves) because they may feel it will affect their appraisal. It is the responsibility of the manager to ensure, in consultation with the departmental management, that (new) Associate Professors/Assistant Professors are not overwhelmed. A common guideline is that the average Associate Professor/Assistant Professor should be required to spend at least 10% and no more than 20% of their working time on organisational/management tasks. N.B. in the new policy, these tasks

fall under education and research (50-50%).

It can be helpful for employees to maintain a portfolio in which they keep track of their duties and (development) wishes in the areas of education, research, impact and organisation, in order to maintain an overview and as a basis for conversations with their manager.

Fair division of tasks

Departments take different approaches to providing transparency with regard to the division of work activities.

For example:

In some departments, the division of management and organisational tasks is recorded in a department-wide spreadsheet that is accessible to all. We also increasingly see the division of organisational/management tasks and education roles being discussed during the annual departmental review (part of the SPP).

Dividing these roles and tasks equally and allocating the appropriate weight to them calls for a customised approach per department.

2.8 INTEGRATION WITHIN THE DEPARTMENT

The aim of the career policy is to keep employees with the department for the long term. It is therefore important to actively involve them in choices made within the department and faculty from the outset – for example in areas such as teaching/curricula, research, finances and HR policy. It is desirable that they should be heard on important decisions and be represented within the organisation. To this end, the department organises regular consultations, for example by setting up a council for Assistant Professors. Conversely, employees are expected to actually attend important meetings when they can.

2.9 ONBOARDING

An important phase during which new employees need support is the onboarding (induction period). Initially, there is often a lot of uncertainty about expectations, procedures, available provisions and other matters, particularly among Associate Professors/Assistant Professors. Although other members of staff have a lot of knowledge of such matters, that knowledge is often fragmented and poorly documented. Departments offer a streamlined onboarding process that helps new employees get to know the department as quickly as possible, for example by assigning them a buddy. In addition, new employees are invited to two introductory meetings, one university-wide and one at the Faculty of Science, during which a lot of practical and useful onboarding information is provided and they are introduced to VU/faculty board members and new colleagues. New employees are referred to the [Faculty of Science guide](#), where faculty information and policy may be found.

Particular attention is required for international employees, who are not only entering a new organisation but also a new country. Practical information about, for example, teaching and assessing students in the Netherlands is important for these individuals. Additionally, in many cases they will have more difficulty arranging matters such as accommodation, a job for their partner, childcare and language courses. Where possible, the departments also offer support in these areas and refer employees to VU immigration and the VU [relocation officer](#) as appropriate.

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

3.1 RECRUITMENT POLICY AND SELECTION OF ACADEMIC STAFF, GENERAL

The guidelines in this document represent a supplement to and a more concrete elaboration of existing recruitment policy, and are aligned with the principles of open recruitment and promotion of diversity that guide our work within the faculty. These principles are briefly explained below.

OPEN RECRUITMENT IS THE NORM

The faculty attaches great importance to the principle of *open recruitment* for all new academic positions that offer the prospect of a permanent position as an Assistant Professor, Associate Professor or Full Professor. Permanent academic positions are scarce and in demand. Moreover, an open recruitment process contributes to a robust diversity policy (see 3.1.2), with all potential candidates having a fair chance to acquire the position. The [Recruitment and selection manual for selection committees and supervisors](#) may be used for the recruitment process. *Open recruitment* may be combined with *scouting*, which involves talented candidates being alerted to a vacancy by the VU Amsterdam/science faculty recruiters.

For closed recruitment to new positions, a [dispensation request](#) must be submitted to the Faculty Board; such dispensations are only granted by way of exception. Dispensation is only granted if good evidence is provided that closed recruitment will effectuate human resources policy that demonstrably cannot be achieved in another way. In itself, the quality of the candidate is insufficient reason for dispensation (if they are the best candidate, this will become clear during the course of the open procedure). No dispensation is required for candidates who already have a permanent contract as an Assistant Professor, Associate Professor or Full Professor and are being promoted from that position. This falls under the regular promotion policy, as described below under 'career principle'.

CAREER PRINCIPLE

The Faculty of Science adopted the career principle some years ago. The career principle means that an employee's promotion depends on their performance and not on a position becoming available at a particular job level (Associate Professor or Full Professor), as is the case with the staffing principle. The total permanent staff cohort (Assistant Professors/Associate Professors/Full Professors) of a department is recorded in the strategic personnel plan (SPP) and is limited by the available funding. In order to assure a balanced composition of mid-career (Assistant Professor) and senior (Associate Professor and Full Professor) staff through the application of the career principle – with every employee having the opportunity to advance once they meet the criteria – when a position becomes available, it is always filled at Assistant Professor level. If a department wishes to deviate from this, the Faculty Board must grant a dispensation to this end (see [Dispensation options](#)). Decisions on making positions available and making contracts permanent are taken by the departmental management. Based on the SPP, the departmental management decides whether a specific profile (education, research, impact) is preferred. This profile is explicitly specified in the job advertisement.

DIVERSITY AND INCLUSIVITY

There are various ways to promote the diversity of the workforce. How the vacancy text is formulated, the images used and the way the criteria are specified can have a major influence on inclusive recruitment. Consultation with the HR advisor on how to write an inclusive job advertisement is strongly recommended. It is also important to ensure that the committee has a diverse composition and that the committee members follow so-called bias training beforehand.

3.2 PROCESS OF RECRUITMENT, SELECTION AND APPOINTMENT OF ACADEMIC STAFF**3.2.1 TEMPORARY APPOINTMENT WITH THE PROSPECT OF PERMANENT APPOINTMENT****APPOINTMENT ADVISORY COMMITTEE**

The departmental management decides whether to make a position available, based in part on the SPP. An Appointment Advisory Committee is formed for the job interviews. Details of the composition of the Appointment Advisory Committee are set out in Appendix 4. This committee advises the departmental management on appointing the candidate.

The applications received under the open recruitment procedure are considered by the vacancy holder and at least one senior colleague from the committee; they make a selection based on criteria including: education, (career) development, achievements in the areas of education, research and impact, and administrative and leadership experience. When doing so, they refer to the requirements stated in the published vacancy text.

CAREER TRACK GOALS

Alongside the evaluation criteria for permanent appointments, the employee and the manager can draw up personal career track goals and record them in a document that defines the career path in terms of content and support. A career track is a personal career path with agreements about promotion (typically 3-5 years); see template in [Appendix 6](#).

3.2.2 EVALUATION FOR A PERMANENT APPOINTMENT AT THE SAME JOB LEVEL

A new employee recruited from outside VU Amsterdam will initially be offered a temporary appointment (including a statutory trial period of two months) for a maximum of 18 months, with the prospect of a permanent appointment in the event of satisfactory performance. In other words, the candidate is not 'on trial'. The collective labour agreement explicitly prohibits us from extending the temporary contract in order to be able to assess the individual in question better. Even if their suitability cannot be established due to illness, maternity leave or incapacity for work, it is risky to extend the temporary contract further. In such cases, consult with your department's HR advisor in good time.

Obviously, an employee should be told well ahead of the 18-month milestone whether their employment will be extended or terminated. This effectively means that between 9 months (or earlier at the wish of the employee, the manager or the departmental management) and 15 months at the latest, an evaluation is held to establish whether the employee meets the requirements for the position for which they have been hired and has demonstrated sufficient potential for growth in order to progress to at least the next job level in the coming years (i.e. depending on their starting

level: Assistant Professor 2 → Assistant Professor 1 or Assistant Professor 1 → Associate Professor 2). The criteria for a permanent appointment should have been clearly discussed and recorded at the start of the employment relationship (see criteria in Appendix 1).

The six fields on which the overall evaluation is based are: Professional training and development, Leadership, Management, Education, Research and Impact. The criteria for the role for which the candidate has been hired must be defined as clearly as possible and be realistic. The appendices set out which criteria can be used for each field in general terms. There may be differences of emphasis per department. For instance, the opportunities for publication and acquisition are not the same everywhere. In order to be able to assess all the fields, it makes sense not to make a distinction between the different profiles at this stage and to use the basic criteria for the initial appointment period. That said, a candidate may have been recruited to a specific profile. In that case, it makes sense to include profile-specific criteria.

In those exceptional cases in which the appointment is not made permanent, this will be because 'red flags' have been identified that cast doubt on the candidate's suitability. It is important to be clear as a department on what these 'red flags' are, and also to be transparent about them towards candidates. 'Red flags' that would represent a reason not to confirm a permanent appointment include:

- Inappropriate behaviour towards colleagues or students
- Nonchalance/violations with regard to academic integrity
- Failure to (properly) conduct research or education
- Lack of willingness to participate in relevant (departmental) meetings
- Not being open to recommendations for improvement when problems are identified
- Lack of willingness to take on management/organisational tasks or constructively contribute to achieving a fair division of those tasks

EVALUATION PROCESS FOR PERMANENT APPOINTMENT

The evaluation for the conversion to a permanent contract at the same job level after a maximum of 18 months is conducted by the departmental management (MT). The MT is guided by the advice of the employee's line manager and obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives.

The candidate's line manager establishes whether the candidate meets the criteria in general terms in the relevant key result areas for the role for which they have been hired, whether they have demonstrated sufficient growth potential in order to progress to a higher academic level in the coming years and whether there are any 'red flags' (see above). In the case of candidates who already have a clear profile at this stage, less relevant key result areas may be given less weight or even disregarded entirely.

The list of criteria (Appendix 1) is explicitly not intended as a checklist. Instead, the written evaluation by the manager takes a narrative form, focusing on the candidate's current development and future capacity for development. The evaluation ends with a definite conclusion containing a clear recommendation to either offer the candidate a permanent position or terminate their temporary contract.

The evaluation by the manager is presented to the candidate, who is then given the opportunity to reflect on any areas for improvement. The manager's evaluation, along with the candidate's reflection, is presented to the departmental management. The departmental management takes the formal decision on whether or not to offer an Assistant Professor candidate a permanent position or, in the case of the appointment of an Associate Professor, presents the decision to the Faculty Board, with the recommendation of the candidate's manager or MT generally being followed.

CAREER POLICY FOLLOWING PERMANENT APPOINTMENT

Following a positive evaluation for a permanent appointment, the employee and manager discuss career development goals in consultation with the departmental management and, if desired, record them in a document. A specific form of multi-year career development goals for promotion are career track goals.

A vertical growth pathway, for example a career track from Assistant Professor/Associate Professor 2 to Assistant Professor/Associate Professor 1, will – depending on the individual's starting level and the FTE percentage of the position – last between 3 and 5 years. That term may be modified or regular annual career development goals set instead if the candidate's personal situation warrants it (e.g. maternity leave, parental leave, adoption leave or care leave).

Generally speaking, employees are appointed for between 0.6 and 1.0 FTE. If the employee's FTE percentage should change at any time or in the event of long-term illness, that would translate to a longer/shorter duration for career track goals. In cases where the individual has an employment relationship with multiple knowledge institutions, each representing a small FTE percentage, a custom solution will be devised, with agreements being made about counting achievements at the other institution(s) towards career track goals.

3.2.3 PROMOTION EVALUATION

If an employee meets the criteria for a higher job level or profile, a request may be submitted for a promotion evaluation. This may be based on successful attainment of the career track goals or on the annual interview. The employee's promotion evaluation(s) are based on a written nomination by the line manager and/or the employee and presented to the departmental management (MT). There are two options:

1. **Promotion to a higher job level:** the MT obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives. Based on this consultation round and the manager's recommendation, the MT decides whether or not the individual in question should be promoted to a higher **job level** (Assistant Professor 2 → Assistant Professor 1 or Associate Professor 2 → Associate Professor 1). If desired, the MT can obtain advice from an Appointment Advisory Committee, but this is not essential.
2. **Promotion to a higher job profile:** for promotion to a higher **job profile** (Assistant Professor 1 → Associate Professor 2 or Associate Professor 1 → Full Professor 2), the MT decides whether or not to continue with the promotion procedure based on the consultation round and the manager's recommendation. The next step is then to form an

Appointment Advisory Committee. The manager is not a member of the committee. The committee submits a written report to the head of department who, in consultation with the departmental management a) for Assistant Professors: takes the formal decision on promoting the candidate to a higher **job level** (Assistant Professor 2 → Assistant Professor 1) or b) for Associate Professors and Full Professors: decides whether to present the promotion to a higher **job profile** to the Faculty Board or whether the promotion procedure should be discontinued (for the time being). The manager is informed of the decision by the departmental management and/or committee chair and feeds it back to the candidate.

3.3 DISPENSATION OPTIONS

If a department wishes to deviate from the faculty career policy, it can submit a request for dispensation with supporting evidence to the Faculty Board. Some possible cases (not exhaustive) in which dispensation must be requested are:

- Closed recruitment, see [Open recruitment is the norm.](#)
- Recruitment of an Associate Professor or Full Professor when a position becomes vacant: The faculty stopped applying the staffing principle years ago (i.e. the practice of maintaining a set staffing level for each job category – Assistant Professor, Associate Professor, Full Professor) but instead applies the [career principle](#), which means that every employee can advance to a higher job level if they meet the criteria. A condition is that when positions become vacant in the department, recruitment takes place at Assistant Professor level. If a department wishes to deviate from this, permission is required from the Faculty Board.
- [Tenure track contract](#): For reasons of good talent management and good employership, the faculty aims to offer employees the prospect of a permanent appointment at an early stage (after no more than 18 months). The collective labour agreement does still include the option of a tenure track contract to a higher job profile (Assistant Professor > Associate Professor, or Associate Professor > Full Professor). If a talented (international) candidate wishes to have a tenure track contract, the departmental management can request permission from the Faculty Board to this end. A tenure track follows the *up or out* principle. An employee is offered a temporary position with an agreed time path (typically 5-6 years) setting out expectations regarding performance, experience to be gained and/or the development of skills at a particular level, along with the associated actions deemed necessary and arrangements for relevant facilitation/support. If these expectations are met, the employee is promoted; if they are not, they continue their career elsewhere.
- FTE percentage: Generally speaking, employees are appointed for between 0.6 and 1.0 FTE, in part to ensure a good balance between education and research tasks and an appropriate contribution to management/organisational tasks. If a department wishes to deviate from this, for example in view of a dual appointment at another institution or the candidate's personal circumstances, permission may be requested from the Faculty Board to this end. See also [‘Duration of career track after permanent appointment’](#).

4 APPENDIX 1: CRITERIA FOR ASSISTANT PROFESSOR

4.1 INTRODUCTION

This document sets out the criteria for an Assistant Professor (UD) in each phase, starting with:

- 1) recruitment and appointment as Assistant Professor 2 (UD2)
- 2) the transitional phase to a permanent appointment after a maximum of 18 months
- 3) promotion to Assistant Professor 1 (UD1)

The criteria are based on existing university and faculty policy documents, existing guidelines of departments within the Faculty of Science, and conversations with staff within the departments represented in the working group. In line with the VU Amsterdam 'Recognition & Rewards' philosophy, the intention is to give candidates the opportunity to develop – and achieve promotion – in the areas of education, research or impact, or a mixture of these. Employees must be able to focus on areas in which they excel without having to be 'Jacks of all trades'. The intention is also to increase recognition for tasks and roles previously undervalued in the academic world, such as education (innovations), leadership, impact, and contributing to the team/teams and to the academic community. For a full description, see the 'Career policy for faculty academic staff'.

A distinction is drawn between basic criteria and profile criteria. The basic criteria are criteria that everyone, regardless of profile, must meet in terms of professional training and development, leadership and management, education, research and impact. If the basic criteria are met, candidates can choose to focus on one of the areas, based on the profile criteria for education, research or impact (or a mixture of these).

The criteria are quantitative and qualitative. The goal is to make the Assistant Professor criteria consistent across departments, as far as possible, while also offering scope for customisation. The departments within the faculty differ in terms of academic traditions and how achievements are assessed. Departments are therefore permitted to work out some of the criteria themselves. The Faculty Board is responsible for ensuring the equivalence of criteria used in different departments. For this reason, the department-specific criteria are coordinated with the HR advisor and shared with the Faculty Board. Finally, the criteria should not be viewed as a checklist but as a way of obtaining an overall perspective on the candidate's performance.

4.2 BASIC CRITERIA FOR APPOINTMENT AS ASSISTANT PROFESSOR 2

Table 1: criteria for appointment as Assistant Professor 2 (UD2)

At the time of the appointment (i.e. after the selection of the candidate), at least the following criteria must be met:

Professional training/ development	<ul style="list-style-type: none"> The candidate has been awarded a PhD in a relevant field. The candidate displays motivation to follow relevant and compulsory courses.
Leadership	<ul style="list-style-type: none"> The candidate displays personal leadership and possesses self-knowledge and reflective skills, or is capable of developing them. The candidate displays motivation to contribute to the team/teams and is motivated to ensure a healthy working environment in line with VU Amsterdam's Art of Engagement principles. The candidate demonstrates the ability to contribute to an open, safe and inclusive working environment. The candidate displays academic leadership and has innovative ideas that are congruent with the department's line of research, education programme and/or impact activities.
Management	<ul style="list-style-type: none"> The candidate displays motivation to contribute to organisational and management tasks within the department.
Education	<p>The candidate:</p> <ul style="list-style-type: none"> preferably has experience of or demonstrable affinity with teaching at academic level has demonstrable talent for delivering academic education preferably has additional education experience after receiving their PhD.
Research	<p>The candidate:</p> <ul style="list-style-type: none"> preferably has additional research experience after receiving their PhD possesses demonstrable quality in the relevant field, as evidenced by (international) peer-reviewed publications, participation in international conferences and an international network in the relevant field understands the national and international funding landscape and has concrete ideas for promising grant applications.
Impact	<ul style="list-style-type: none"> The candidate has a vision of impact and has concrete ideas on how to deliver it.

4.3 BASIC CRITERIA FOR A PERMANENT APPOINTMENT AS ASSISTANT PROFESSOR 2

Effectively, between 9 months (or earlier at the wish of the candidate, the manager or the departmental management) and 15 months at the latest, an evaluation will be held to establish whether the employee meets the job requirements of the Assistant Professor 2 position for which they have been hired and has demonstrated sufficient potential for growth in order to progress to Assistant Professor 1 in the coming years.

Table 3 shows the criteria for conversion of the temporary Assistant Professor 2 contract to a permanent contract after no more than 18 months. The Collective Labour Agreement for Dutch Universities does not provide an explicit option for extension beyond 18 months. In the event of illness, pregnancy or incapacity for work, an extension may be considered, in consultation with HR, but such an extension entails the risk of establishing a permanent employment relationship.

During the first 18 months, it makes sense not to make a distinction between the different profiles and to use the basic criteria to assess the initial appointment period. That said, a candidate may have been recruited to a specific profile. In that case, it makes sense to include profile-specific criteria or to give a higher weighting to criteria for the domain in question (education , research, impact) (see table below).

Table 2: Assessment schedule for Assistant Professor 2 (UD2) by focus profile

Focus profile	Criteria			
	Education	Research	Impact	Development, Leadership, Management
Assistant Professor 2, standard	Basic criteria for Assistant Professor 2 (table 3)	Basic criteria for Assistant Professor 2 (table 3)	Basic criteria for Assistant Professor 2 (table 3)	Basic criteria for Assistant Professor 2 (table 3)
Assistant Professor 2, education focus	Table 3 plus selection from education criteria (table 6)	Minus selection from research criteria (table 3)	Minus selection from impact criteria (table 3)	Basic criteria for Assistant Professor 2 (table 3)
Assistant Professor 2, research focus	Minus selection from education criteria (table 3)	Table 3 plus selection from research criteria (table 7)	Minus selection from impact criteria (table 3)	Basic criteria for Assistant Professor 2 (table 3)
Assistant Professor 2, impact focus	Minus selection from education criteria (table 3)	Minus selection from research criteria (table 3)	Table 3 plus selection from impact criteria (table 8)	Basic criteria for Assistant Professor 2 (table 3)

As part of the assessment of a candidate for a permanent appointment, the following ‘red flags’ are checked for:

- Inappropriate behaviour towards colleagues or students
- Nonchalance/violations with regard to academic integrity
- Failure to (properly) conduct research or education
- Lack of willingness to participate in relevant (departmental) meetings
- Not being open to recommendations for improvement when problems are identified
- Lack of willingness to take on management/organisational tasks or constructively contribute to achieving a fair division of those tasks

The following criteria are also checked:

Table 3: Assistant Professor 2 (UD2), criteria for conversion to a permanent appointment The following criteria must be met for conversion of the appointment to a permanent appointment as Assistant Professor 2 after no more than 18 months. Criteria for education, research or impact that are not (yet) met may be compensated by criteria from table 6, education profile criteria, table 7, research profile criteria, or table 8, impact profile criteria:		The candidate can expect the following support from the department:
Professional training/development	<ul style="list-style-type: none"> The candidate has at least started (planning) the University Teaching Qualification (UTQ); where this has not been possible due to planning conflicts, proper evidence is provided 	<ul style="list-style-type: none"> The candidate is given the opportunity to participate in the UTQ as soon as possible
Leadership	<ul style="list-style-type: none"> Personal leadership: has demonstrated self-knowledge and the capacity to reflect Contribution to the team/teams: ensures a healthy, inclusive working climate and demonstrates respectful behaviour towards colleagues and students (regardless of hierarchical relationships) Academic leadership: has innovative ideas that fit within the department's line of research and education programme, in line with the principles of open science, and acts in accordance with standards of academic integrity 	<ul style="list-style-type: none"> Manager encourages reflection in conversations The department is actively working to create a more open, safe and inclusive working environment and actively involves Assistant Professors in this development Senior colleagues set a good example by treating colleagues and students with respect, respecting employees' work-life balance and displaying academic integrity Efforts are ongoing to establish a culture in which issues relating to all those aspects can be raised for discussion
Management	<ul style="list-style-type: none"> Spends 10 – 20% of their time on minor organisational tasks Actively participates in departmental meetings Has a plan for participating in a formal committee or working group (such as a programme committee, examination board, diversity committee, works council, etc.) 	<ul style="list-style-type: none"> Is given the opportunity to perform organisational tasks Is given the opportunity to participate in a formal committee or working group

Education	<ul style="list-style-type: none"> • Active participation in at least one bachelor's or master's course as a lecturer • Successfully supervising bachelor's and/or master's theses • Is aware of the characteristics of a "reflective education professional" in the VU Amsterdam Education Performance Framework • Knowledge and understanding of the education system, including: <ul style="list-style-type: none"> ○ The Dutch grading system; ○ The role of the programme director and programme coordinator, programme committee, and examination board in degree programmes; ○ The Canvas education platform. • Active participation in cross-course educational activities, for example attending lecturers' meetings 	<ul style="list-style-type: none"> • The faculty provides an information pack and a short course on the Dutch/VU Amsterdam education system for new Assistant Professors • The department facilitates a buddy system under which new Assistant Professors are paired with a more senior colleague
Research	<ul style="list-style-type: none"> • Has made a start on a long-term research vision with concrete goals for a period of 1-5 years • Has made a contribution to the implementation and development of the department's research programme in the form of, for example, demonstrable research results sufficient for an article, a publishable manuscript or a publication • Is recognised and valued by colleagues within the department (and/or outside) as a constructive research interlocutor or collaborator 	<ul style="list-style-type: none"> • The manager is available as an interlocutor to help translate the candidate's research vision • The candidate is given the opportunity to contribute to the implementation and development of the department's research programme, for example by being involved in research acquisition activities • Colleagues involve the candidate in research as an interlocutor or collaborator • The department has a conference policy with a general guideline of at least one conference visit per year with an active role for the candidate

Impact	<ul style="list-style-type: none"> Is aware of the importance of valorisation, which resources are available to achieve it and which target groups are relevant; has ideas on how to apply those resources in order to support valorisation and displays motivation Has the potential to engage in dialogue about academic results with non-academic partners or audiences 	<ul style="list-style-type: none"> The candidate is given the opportunity to follow courses related to impact if they wish The department itself actively develops knowledge about the (social) impact of research
---------------	--	--

4.4 BASIC CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR 1

The expectation is that, from the time of their appointment as Assistant Professor 2 (UD2), the employee will, on average, advance to Assistant Professor 1 (UD1) in three to seven years, depending on their starting level, FTE percentage and personal circumstances. From the start of their appointment as Assistant Professor 2, the candidate can (temporarily) choose a profile in one of the domains of education, research or impact, or a mixture of these. The details of the profile are agreed between the candidate, the manager and the departmental management.

The university job ranking system (UFO³) is the starting point for all career path variants. Achievements may vary between domains (education, research or impact), in accordance with the compensation principle: if a person excels in one or more of the domains, their performance in the other domains may be of a lesser standard. This helps avoid unreasonable expectations of an individual's performance in all aspects of their role and creates an environment at VU Amsterdam in which everyone's talents can flourish.

All professors must satisfy the leadership requirements for their specific level: professional training and development in leadership and management are prerequisites for vertical career progression. The possible combinations are shown in schematic form below:

Table 4: Assessment schedule for Assistant Professor 1 (UD1) by focus profile

Focus profile	Criteria			
	Education	Research	Impact	Development, Leadership, Management
Assistant Professor 1, standard	Table 5 plus selection from education criteria (table 6)	Table 5 plus selection from research criteria (table 7)	Table 5 plus selection from impact criteria (table 8)	Basic criteria for Assistant Professor 1 (table 5)
Assistant Professor 1,	Table 5 plus education	Basic criteria for Assistant	Basic criteria for Assistant	Basic criteria for Assistant Professor

³ The UFO does not currently comply fully with the principles of Recognition & Rewards. This career policy aids in interpreting the UFO profiles from a Recognition & Rewards perspective.

education focus	criteria (table 6)	Professor 2 (table 3)	Professor 2 (table 3)	1 (table 5)
Assistant Professor 1, research focus	Basic criteria for Assistant Professor 2 (table 3)	Table 5 plus research criteria (table 7)	Basic criteria for Assistant Professor 2 (table 3)	Basic criteria for Assistant Professor 1 (table 5)
Assistant Professor 1, impact focus	Basic criteria for Assistant Professor 2 (table 3)	Basic criteria for Assistant Professor 2 (table 3)	Table 5 plus impact criteria (table 8)	Basic criteria for Assistant Professor 1 (table 5)

The criteria for promotion to Assistant Professor 1 are dependent on the agreed job profile. The basic criteria for the standard profile are shown in Table 5. In addition, there are 3 to 5 profile-specific criteria (see tables 6, 7 and 8), or a mixture of these, which apply to everyone.

Table 5: promotion to Assistant Professor 1 (UD1)		The candidate can expect the following support from the department:
Professional training/development	<ul style="list-style-type: none"> The candidate has obtained the University Teaching Qualification (UTQ) The candidate has completed the 'Holding annual interviews for new managers' course. The candidate has completed the 'Supervising academics' course (the successor to 'Supervising PhD students') <i>if their work involves supervising PhD students</i> The candidate has completed the 'Project management' course <i>if their work involves acquiring external project funding</i> The candidate has completed the 'Awareness of social safety' course <p><i>If Dutch is not the candidate's first language:</i></p> <ul style="list-style-type: none"> The candidate has made a start on the Dutch/Academic Dutch course. Candidates who are involved in a programme taught in Dutch are expected to have attained level B2 if they do not give lectures in Dutch 	<ul style="list-style-type: none"> The candidate is given the opportunity to participate in the required courses The candidate has at least one period per year free of course teaching, to give them more time for development or research

	<p>and C1 if they do give lectures in Dutch⁴.</p> <p><i>If English is not the candidate's mother tongue or they have been assessed at C1 level English:</i></p> <ul style="list-style-type: none"> The candidate has completed the Teaching English course 	
Leadership	<ul style="list-style-type: none"> Personal leadership: has demonstrated self-knowledge and the capacity to reflect Contribution to the team/teams: ensures a healthy, inclusive working climate and demonstrates respectful behaviour towards colleagues and students (regardless of ranks and hierarchical relationships), in accordance with the VU Art of Engagement Academic leadership: has innovative ideas that fit within the department's line of research and education programme, acts in accordance with standards of academic integrity and communicates academic integrity towards those under their supervision 	<ul style="list-style-type: none"> Manager encourages reflection in conversations The department is actively working to create a more open, safe and inclusive working environment and actively involves Assistant Professors in this development Senior colleagues set a good example by treating colleagues and students with respect, respecting employees' work-life balance and displaying academic integrity Efforts are ongoing to establish a culture in which issues relating to all those aspects can be raised for discussion
Management	<ul style="list-style-type: none"> Spends 10 – 20% of their time on minor organisational tasks Actively and constructively participates in departmental meetings Makes a demonstrable contribution in a formal role, committee or working group within the university (e.g. participatory body, programme committee, examination board, diversity committee, research data management, academic advisor or programme coordinator). 	<ul style="list-style-type: none"> Is given the opportunity to participate in a formal committee or working group The candidate is given the opportunity to spend 10-20% of their time on minor organisational tasks. Special arrangements are made for more time-consuming organisational tasks

⁴ If the candidate has not yet met the expected language level, custom arrangements are agreed to support the development of their language skills.

	<ul style="list-style-type: none"> The candidate competently exercises management responsibility, formally or informally, over at least one person, and has held or been involved in annual interviews with them (e.g. PhD student, postdoc, junior lecturer; this does not include teaching assistants) 	(>20%); expectations for education, research and impact are adjusted accordingly.
Education	<ul style="list-style-type: none"> Fulfils the characteristics of a 'competent lecturer' ('mid-level lecturer') in the VU Amsterdam Education Performance Framework, with regard to: <ul style="list-style-type: none"> Education Designing education Leadership in educational development Organising education and collaboration Quality assurance: reflective & learning capacity Performs additional work activities within their role and the scope of their duties, such as supervising new members of teaching staff and matters pertaining to the organisation of education 	<ul style="list-style-type: none"> The department supports lecturers, coordinators and thesis supervisors in learning from each other, for example through peer-review meetings and theme-based educational lunch meetings The department supports adequate staffing of courses (e.g. tutorials) Ideally, an attempt is made to strike a good balance between education and the development of the Assistant Professor, insofar as possible, for example a balance between teaching at bachelor's and master's level, and between teaching general subjects and subjects in which the Assistant Professor has specific expertise.
Research	<ul style="list-style-type: none"> Has demonstrably made a productive start on their own line of research and/or makes an important contribution to a research team (NB this can also be research on educational impact) in the form of high-quality research output as recorded by the department 	<ul style="list-style-type: none"> The department has recorded and communicated the required research output for promotion to Assistant Professor 1 If possible, the candidate is given the

	<ul style="list-style-type: none"> • Has proven experience in supervising PhD students on thesis content as a co-supervisor • Has innovative ideas that are consistent with the departmental vision and is able to develop research domains/contribute to their development • Has submitted multiple applications as the applicant (or a significant joint applicant) that have been assessed by peers as being of good quality (for example being invited for an interview or to submit a 'full proposal' after submitting a 'pre-proposal') • Is recognised and valued by colleagues within the department and outside as a constructive research interlocutor or collaborator • Makes an active contribution to the international academic community, for example as a reviewer for academic journals or grant-awarding bodies or a member of a programme committee 	<p>opportunity to act as a co-supervisor</p> <ul style="list-style-type: none"> • The candidate is given sufficient guidance in navigating the grant landscape, and is supported in making applications • Colleagues involve the candidate in research as an interlocutor or collaborator
Impact	<ul style="list-style-type: none"> • Is aware of the importance of impact, knows which resources are available for valorisation, which target groups are relevant, and uses that knowledge to support valorisation. • Encourages colleagues (PhD candidates and postdocs) and students who wish to engage in valorisation activities (for example by means of a valorisation chapter in their thesis) • Has a proven ability to engage in dialogue with non-academic partners or audiences about academic results. • The candidate has made a proven contribution to open science, and encourages those under their supervision to do the same 	<ul style="list-style-type: none"> • The candidate is acquainted with the opportunities for valorisation and is supported in valorisation projects and in external communication
Profile requirements	Specific, additional requirements for education, research or impact profile, or a mixture of these: 3-5 criteria	<ul style="list-style-type: none"> • The manager guides the candidate from the start in defining the

		profile of the role, taking account of the wishes of the department
--	--	---

4.5 CRITERIA PER PROFILE

If an employee has a specific profile in the area of education, research or impact, as agreed with the manager and department, the manager facilitates the employee in further developing and specialising in that area, with support from the department. Nevertheless, all the basic criteria of the previous job level must first be met for growth to a higher job level with a specific profile. Thus, for promotion to Assistant Professor 1 with a specific profile, the candidate must achieve the minimum level for Assistant Professor 2 in education, research and impact; see schedule in table 4.

4.5.1 STANDARD PROFILE

It is by no means always desirable or possible for an Assistant Professor to explicitly adopt a profile in one of the three core tasks (education, research or impact) ahead of promotion to Assistant Professor 1. In such cases, the relevant Assistant Professor, in consultation with their manager and department, can opt for a *standard profile*, with the focus being divided between at least two of the three key result areas. For promotion to Assistant Professor 1 with a standard profile, the candidate must fulfil the basic criteria for Assistant Professor 1 (table 5) plus 3-5 criteria from the education (table 6), research (table 7) or impact (table 8) profiles. The expectation is that the standard profile will be the most common profile at Assistant Professor level. As careers progress, more specific profiles will occur.

4.5.2 EDUCATION PROFILE

The criteria listed below are based on [the Education Performance Framework](#), in particular the part that relates to 'senior lecturers'. The criteria mean that VU Amsterdam and the department commit themselves to giving the employee with an education profile the required information, training courses and opportunities to develop in the area of education.

Table 6: Additional requirement for promotion to Assistant Professor 1 (UD1) for candidates with a education profile.

The candidate:

- Meets the characteristics of 'senior lecturer' in at least three of the five areas in the VU Amsterdam Education Performance Framework
- Is a highly experienced lecturer with well-developed education and organisational qualities
- Has 3-7 years' education experience as a coordinator and/or lead lecturer on two or more courses at bachelor's and/or master's level, ideally with a balance, insofar as possible, between e.g. highly specialised subjects and wide-ranging general subjects
- Fulfils the conditions for admission to the senior teaching qualification (SKO), in particular having a concrete SKO project and personal learning goal
- Has at least one formal leadership role (if possible):
 - Chair of education-related working groups at faculty level
 - Member of education-related working groups at departmental/faculty level
 - Chair of programme committee
 - Chair of examination board

<ul style="list-style-type: none"> ○ Minor coordinator ○ Programme coordinator
<p>The Assistant Professor with a education profile is able to demonstrate which of the following two directions they have developed in:</p> <ul style="list-style-type: none"> • Specialist educator <ul style="list-style-type: none"> ○ Has outstanding qualities in terms of both developing and delivering education ○ Is a recognised specialist in in the field of professional and educational development, a source of inspiration for students and an example for fellow lecturers • Educational innovator <ul style="list-style-type: none"> ○ Has highly developed innovative qualities ○ Has a clear and well-founded vision of good education ○ Is capable of connecting and motivating lecturers around shared goals ○ Plays a leading role when it comes to improving work activities, approach, material within a department or programme ○ Contributes towards educational development and innovation

4.5.3 RESEARCH PROFILE

Table 7: Additional requirements for promotion to Assistant Professor 1 (UD1) for candidates with a research profile.

The candidate:

<ul style="list-style-type: none"> • Has demonstrably made a productive start on their own internationally competitive line of research and plays a leading role in the research team
<ul style="list-style-type: none"> • Has a research output of exceptional quality and volume as recorded by the department
<ul style="list-style-type: none"> • Has substantial and demonstrable personal experience of supervising PhD students on thesis content as a co-supervisor, to the satisfaction of PhD students and thesis supervisor(s)
<ul style="list-style-type: none"> • Plays a constructive role in the PhD supervision team in terms of content and interpersonal relationships
<ul style="list-style-type: none"> • Has innovative ideas that are consistent with the department's vision and plays a leading role in the development of an important and distinctive research domain
<ul style="list-style-type: none"> • Has submitted multiple applications and obtained grants from external financiers as the applicant/a significant joint applicant, with the number of applications and their monetary value being confirmed by the department
<ul style="list-style-type: none"> • Is recognised and valued by colleagues within the department (and/or outside) as a constructive research interlocutor or collaborator and sets an example in this regard
<ul style="list-style-type: none"> • Makes an active contribution to the international academic community, for example as the editor of an academic magazine or the chair of a programme committee

4.5.4 IMPACT PROFILE

Table 8: Additional requirements for promotion to Assistant Professor 1 (UD1) for candidates with an impact profile.

The candidate:

<ul style="list-style-type: none"> • Has demonstrated at least one achievement in terms of the cultural, economic, industrial, environmental or social relevance of scientific results that is <i>exceptional</i> for the department, using one of the seven valorisation strategies: <ol style="list-style-type: none"> 1. Postgraduate education / lifelong development 2. Public debate and dialogue 3. Co-creation between science and society

<ol style="list-style-type: none"> 4. Contract research 5. Public-private partnerships 6. Innovations in professional practice (e.g. improving sustainability, general improvements, cost savings, etc.) in the form of (clinical) guidelines, (policy) advice, tools, interventions, an article in a professional journal, etc. 7. Entrepreneurship and intellectual property
<ul style="list-style-type: none"> • Is proactive in building relationships and long-term partnerships with non-academic partners, as demonstrated by multiple examples
<ul style="list-style-type: none"> • Is innovative in creating dialogue forms for interaction between academic and non-academic partners or audiences
<ul style="list-style-type: none"> • Has made a proven contribution to open science, and encourages those under their supervision to do the same

5 APPENDIX 2: CRITERIA FOR ASSOCIATE PROFESSOR

5.1 INTRODUCTION

This document sets out the criteria for an Associate Professor (UHD). The criteria are based on existing university and faculty policy documents, existing guidelines of departments within the Faculty of Science, and conversations with staff within the departments represented in the Associate Professor and Full Professor criteria focus group. In line with the VU Amsterdam 'Recognition & Rewards' philosophy, the intention is to give candidates the opportunity to develop – and achieve promotion – in the areas of education, research or impact, or a mixture of these. Employees must be able to focus on areas in which they excel without having to be 'Jacks of all trades'. The work of academics is valued across the full breadth of their activities. Alongside education and research, that also means rewarding educational innovations, leadership, impact and contributions to the team/teams and the academic community. For a full description, see the 'Career policy for faculty academic staff'.

In order to be eligible for promotion to Associate Professor, all the basic criteria must be met for Assistant Professor 1 in the domains of education, research and impact and for professional training and development, leadership and management (table 5, [Appendix 1](#)). With regard to the Associate Professor criteria, achievements in a specific domain (education, research, impact) that exceed the Associate Professor criteria can compensate for achievements that fall short. Accordingly, in consultation with the manager and the departmental management, the candidate can choose a profile focused on a specific domain. The Associate Professor criteria for professional training and development, leadership and management apply to all candidates regardless of their profile. A distinction is drawn between basic criteria and profile criteria as elaborated under the Assistant Professor criteria. The detailed elaboration of different profiles for Assistant Professor 1 ([Appendix 1](#)) can provide a model for describing individual Associate Professor pathways with specific profiles.

The criteria are primarily qualitative and can be backed up with quantitative data. The goal is to make the Associate Professor criteria consistent across departments, as far as possible, while also offering scope for customisation. The departments within the faculty differ in terms of academic traditions and how achievements are assessed. Departments are therefore permitted to work out some of the criteria themselves (see [Appendix 5](#)). The Faculty Board is responsible for ensuring the equivalence of criteria used in different departments. For this reason, the department-specific criteria are coordinated with the HR advisor and shared with the Faculty Board. Finally, the criteria

should not be viewed as a checklist but as a way of obtaining an overall perspective on the candidate's performance.

5.2 CRITERIA FOR APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR

In line with the career principle, most Associate Professors (UHDs) are appointed following internal promotion and only in exceptional cases are external recruitment procedures held for Associate Professors. A dispensation request is required from the Faculty Board for the external recruitment of an Associate Professor. The rest of the procedure is the same as for the recruitment of an Assistant Professor, and for this reason the reader is referred to [Chapter 4](#).

While VU Amsterdam expects all academic staff to have a dual foundation in education and research, in their individual careers they may choose to focus on one of the domains of education, research or impact. Promotion from Assistant Professor 1 to Associate Professor is expected to take 5 years on average, depending on the individual's starting level, FTE percentage and personal circumstances. Promotion is not guaranteed and is not essential. In fact, the new career policy offers greater recognition and more development opportunities for the Assistant Professor 1 position. More responsibilities and greater visibility are expected of an Associate Professor in terms of leadership and management, and in one of the domains of education, research and/or impact.

A candidate can (temporarily) choose a profile in one of the domains of education, research or impact, or a mixture of these. The details of the profile are agreed between the candidate, the manager and the departmental management. The candidate's profile is the starting point for the assessment for an appointment or promotion to Associate Professor. The profile is defined not only by the amount of time spent on a particular task (education, research, impact), but more importantly by the type of activities and the impact generated by them, and how the performance of those activities is valued by colleagues, peers and students. The profile determines how the criteria are used in the assessment (see table 1). This helps avoid unreasonable expectations of an individual's performance in all aspects of their role and creates an environment at VU Amsterdam in which everyone's talents can flourish.

The criteria are intended as a guideline, based on the principle of 'comply or explain'. The university job ranking system (UFO⁵) is the starting point for all career path variants.

Table 1: Criteria for Associate Professor 2 (UHD2) Criteria for education, research or impact for which the candidate displays above average achievements can compensate for criteria which they do not (yet) fulfil:		The candidate can expect the following support from the department:
General	For promotion to Associate Professor, all the basic criteria for Assistant Professor 1 have been met (see table 5, Appendix 1)	
Professional training/ development	<i>If Dutch is not the candidate's first language:</i> <ul style="list-style-type: none"> Candidates who are involved in a programme taught in Dutch are expected to 	<ul style="list-style-type: none"> The manager and MT ensure that the candidate has the

⁵ The UFO does not currently comply fully with the principles of Recognition & Rewards. This career policy aids in interpreting the UFO profiles from a Recognition & Rewards perspective.

	<p>have attained level B2 if they do not give lectures in Dutch and C1 if they do give lectures in Dutch⁶.</p> <ul style="list-style-type: none"> All permanent staff from Associate Professor upwards⁷, regardless of whether they lecture in Dutch, are expected to have attained at least level B1, i.e. the ability to participate in working groups/discussions in Dutch. <p><i>If English is not the candidate's first language:</i></p> <ul style="list-style-type: none"> For candidates involved in an English-language course, English level C1 is required⁸. 	<p>opportunity to follow this training</p>
Leadership	<p>General</p> <p>Visibility and impact of leadership are broader than the candidate's own department/involvement in a degree programme/degree programmes. Good leadership is revealed by, for example:</p> <ul style="list-style-type: none"> ➤ the promotion of a healthy collaborative environment, talent development, social safety and inclusiveness. ➤ an open, connecting, facilitating and inspiring attitude towards colleagues. <p>The candidate:</p> <ul style="list-style-type: none"> sets an example in creating a safe, respectful and inspiring environment in line with the VU Amsterdam code of conduct has a vision: is able to take a step back and focus on the big picture and the long-term policy, and displays development in the following aspects of leadership: Personal leadership: has self-knowledge and the capacity to reflect, actively seeks feedback and learns from their own mistakes. Contribution to the team/teams: proactively contributes to ensuring amicable and effective collaboration with 	<ul style="list-style-type: none"> Manager encourages reflection in conversations The department is actively working to create a more open, safe and inclusive working environment and actively involves staff in this development Fellow senior colleagues set a good example by treating colleagues and students with respect, respecting employees' work-life balance and displaying academic integrity Efforts are ongoing to establish a culture in which issues relating to all those aspects can be raised for discussion

⁶ If the candidate has not yet met the expected language level, custom arrangements can be agreed to support the development of their language skills.

⁷ For externally recruited, international Associate Professor candidates, custom arrangements are agreed with regard to their Dutch language skills.

⁸ If the candidate has not yet met the expected language level, custom arrangements are agreed to support the development of their language skills.

	<p>colleagues and to an open, safe and inclusive working and learning environment in order to achieve VU Amsterdam's aims in line with the Art of Engagement.</p> <ul style="list-style-type: none"> • Academic leadership: propagates a vision of the field in accordance with the principles of open science that inspires, guides and encourages researchers, teachers and students at home and abroad. 	
Management	<p>General See the Management Framework, which provides the basis for leadership development: Operational management - responsible for people and processes.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has experience of managing at least 3 employees (PhD students, postdocs, junior lecturers or support staff, etc.) and has actively contributed to employees' career development. • has made a proven contribution to formal committees, working groups or roles, etc. • plays an important role in exemplifying good leadership. 	<ul style="list-style-type: none"> • Is given the opportunity to perform organisational tasks • Is given the opportunity to participate in a formal committee or working group
Education	<p>General See the VU Amsterdam Education Performance Framework, which is the basis for professional development in education; the framework specifies that an Associate Professor is expected to perform at least at the level of a 'reflective education professional' (mid-level lecturer) and to develop into an education innovator/specialist (senior lecturer) in the areas of:</p> <ul style="list-style-type: none"> ○ Education ○ Designing education ○ Leadership in educational development ○ Organising education and collaboration ○ Quality assurance <p>The candidate:</p> <ul style="list-style-type: none"> • has a long-term vision of education • has 7-10 years' teaching experience on both bachelor's and master's programmes and supervising BA/MA students with internships/theses. 	<ul style="list-style-type: none"> • The faculty provides an information pack and a short course on the Dutch/VU Amsterdam education system for new Assistant Professors • The department facilitates a buddy system under which new Assistant Professors are paired with a more senior colleague

	<ul style="list-style-type: none"> • makes innovative contributions to the development and/or redesign of curricula and learning pathways and has experience in significantly improving existing courses or developing new courses. 	
Research	<p>The candidate:</p> <ul style="list-style-type: none"> • has a long-term vision of research • is a respected researcher with their own line of research that is visible in the department's research programme • has good publications or other research output • contributes to relevant academic activities in their own field, such as organising symposia/conferences, peer reviews, editorship • has the capacity to attract funding that contributes to the department's research programme • performs a senior role in research programmes (e.g. work package leader, lead applicant), etc. • has significant experience of supervising PhD candidates as a day-to-day supervisor or co-supervisor. 	<ul style="list-style-type: none"> • The manager is available to discuss the candidate's research vision with them • The candidate is given the opportunity to contribute to the implementation and development of the department's research programme • Colleagues involve the candidate in research as an interlocutor or collaborator • The manager and MT give the candidate the opportunity to develop as a supervisor of PhD students by facilitating courses/training (see the HR/CTL offering)
Impact	<p>The candidate:</p> <ul style="list-style-type: none"> • has a long-term vision of impact • is demonstrably focused on and contributes to the cultural, economic, industrial, environmental or social relevance of academic results via one of the seven valorisation strategies: <ol style="list-style-type: none"> 1. Postgraduate education / lifelong development 2. Public debate and dialogue 3. Co-creation between science and society 4. Contract research 5. Public-private partnerships 6. Innovations in professional practice (e.g. improving sustainability, general 	<ul style="list-style-type: none"> • The candidate is given the opportunity to follow courses related to impact if they wish • The department itself actively develops knowledge about the (social) impact of research

	improvements, cost savings, etc.) in the form of (clinical) guidelines, (policy) advice, tools, interventions, an article in a professional journal, etc.	
	7. Entrepreneurship and intellectual property	

5.3. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR 1

Promotion from Associate Professor 2 (UHD2) to Associate Professor 1 (UHD1) is expected to take 5 years on average, depending on the individual's starting level, FTE percentage and personal circumstances. Promotion is not guaranteed and is not essential. For Associate Professor 1, criteria have been drawn up in the areas of development, leadership and management (table 2).

Table 2: Criteria for Associate Professor 1 (UHD1)		The candidate can expect the following support from the department:
General	The candidate has demonstrated growth in the role of Associate Professor, both in the areas of education, research and impact and specifically in leadership and management (see criteria).	
Professional training/development	The candidate has followed Leadership and Management training or achieved the senior teaching qualification (SKO) (or equivalent).	The manager and MT ensure that the candidate has the opportunity to follow this training for nomination as Associate Professor 1.
Leadership	General: Proven visibility and impact of leadership in education, research and/or impact at the <i>international</i> level.	
Management	General See the Management Framework , which provides the basis for leadership development: Tactical management – Fully responsible for people, processes and finances. The candidate: <ul style="list-style-type: none"> • has proven experience as a <i>senior</i> member/chair of a formal committee, working group or role, etc. • has experience as a manager with an <i>increased span of</i> 	<ul style="list-style-type: none"> • The candidate is given the opportunity to participate in a formal committee or working group or is nominated for a role.

	<i>control/support</i> of employees (PhD students, postdocs, junior lecturers, Assistant Professors or support staff, etc.)	
--	---	--

6 APPENDIX 3: CRITERIA FOR FULL PROFESSORS

6.1 INTRODUCTION

This document sets out the criteria for a Full Professor (HL). The criteria are based on existing university and faculty policy documents, existing guidelines of departments within the Faculty of Science, and conversations with staff within the departments represented in the Associate Professor and Full Professor criteria focus group. In line with the VU Amsterdam 'Recognition & Rewards' philosophy, the intention is to give candidates the opportunity to develop – and achieve promotion – in the areas of education, research or impact, or a mixture of these. Employees must be able to focus on areas in which they excel without having to be 'Jacks of all trades'. The work of academics is valued across the full breadth of their activities. Alongside education and research, that also means rewarding educational innovations, leadership, impact and contributions to the team/teams and the academic community. For a full description, see the 'Career policy for faculty academic staff'.

In order to be eligible for promotion to Full Professor, all the criteria must be met for Associate Professor 1 in the domains of education, research and impact and for professional training and development, leadership and management (tables 1 and 2, [Appendix 2](#)). It is not expected that everyone will advance to Full Professor, which is why no expected timeline is linked to this promotion. The Full Professor criteria require that achievements in at least one specific domain (education, research, impact) should be excellent. Accordingly, in consultation with the manager and the departmental management, the candidate can choose a profile focused on a specific domain. The Full Professor criteria for professional training and development, leadership and management apply to all candidates, regardless of their profile. A Full Professor plays a key role in setting an example and therefore excels in leadership.

The criteria are primarily qualitative and can be backed up with quantitative data. The goal is to make the Full Professor criteria consistent across departments, as far as possible, while also offering scope for customisation. The departments within the faculty differ in terms of academic traditions and how achievements are assessed. Departments are therefore permitted to work out some of the criteria themselves (see [Appendix 5](#)). The Faculty Board is responsible for ensuring the equivalence of criteria used in different departments. For this reason, the department-specific criteria are coordinated with the HR advisor and shared with the Faculty Board. Finally, the criteria should not be viewed as a checklist but as a way of obtaining an overall perspective on the candidate's performance.

6.2 CRITERIA FOR APPOINTMENT OR PROMOTION TO FULL PROFESSOR

In line with the career principle, most Full Professors (HL) are appointed following internal advancement, and only in exceptional cases are external recruitment procedures held for Full Professors. A dispensation request is required from the Faculty Board for the external recruitment of a Full Professor. The rest of the recruitment procedure for Full Professors is set out in the [VU Professorship Policy](#).

While VU Amsterdam expects all academic staff to have a dual foundation in education and research, in their individual careers they may choose to focus on one of the domains of education, research or impact. Promotion from Associate Professor 1 to Full Professor is not guaranteed and is

not essential. In fact, the new career policy offers greater recognition and more development opportunities for Assistant Professor/Associate Professor positions. A Full Professor is expected to display excellent leadership, as evidenced by documented responsibilities and visibility, and by excellent achievements in at least one of the domains of education, research and/or impact.

A candidate can (temporarily) choose a profile in one of the domains of education, research or impact, or a mixture of these. The details of the profile are agreed between the candidate, the manager and the departmental management. The candidate's profile is the starting point for the assessment for an appointment or promotion to Full Professor. The profile is defined not only by the amount of time spent on a particular task (education, research, impact), but more importantly by the type of activities and the impact generated by them, and how the performance of those activities is valued by colleagues, peers and students. The profile determines how the criteria are used in the assessment (see table 1). This helps avoid unreasonable expectations of an individual's performance in all aspects of their role and creates an environment at VU Amsterdam in which everyone's talents can flourish.

The criteria are intended as a guideline, based on the principle of 'comply or explain'. The university job ranking system (UFO⁹) is the starting point for all career path variants. A career track to Full Professor is a custom individual development pathway; for this reason, no column has been added setting out generic support that the candidate can expect from the department, as in the case of Assistant Professor and Associate Professor.

A promotion to Full Professor 1 is an exceptional situation. The relevant criteria are set out in the VU Amsterdam Professorship Policy. The faculty has described the procedure in the Full Professor 1 Promotion Policy, which may be found on the faculty webpage or requested from hrm.beta@vu.nl.

Table 1: Criteria for Full Professor 2 (HL2)

General	For promotion to Full Professor, all the criteria for Associate Professor must have been met (see tables 1 and 2, Appendix 2)
Professional training/ development	The candidate has followed Leadership and Management training or achieved the senior teaching qualification (SKO) (see Associate Professor 1) and fulfils the requirements for language skills or has agreed custom arrangements to develop their language skills (see Associate Professor 2).
Leadership	Excellent leadership, the visibility and impact of which are broader than the candidate's own department or involvement in a degree programme/degree programmes. The candidate has a broad and innovative vision of the field/discipline and is able to demonstrate how that vision has been implemented by reflecting on their own role in this (personal leadership), collaboration (contribution to teams) and international expertise (academic leadership).
Management	General

⁹ The UFO does not currently comply fully with the principles of Recognition & Rewards. This career policy aids in interpreting the UFO profiles from a Recognition & Rewards perspective.

	See the Management Framework , which provides the basis for leadership development: Strategic management: the candidate has direct/indirect and overall responsibility for the people, processes, finances and strategy of their own unit and has the ability to tie them into the overarching (VU Amsterdam) strategy. Through good management, the candidate has achieved good results in terms of innovation or improvements in education, research, impact or administration of the department/degree programme/faculty.
A Full Professor excels in leadership and in at least one of the university's three core tasks, with three possible career-specific profiles or a mixture of these:	
Education	<p>Excels at education (examples from the VU Amsterdam Education Performance Framework):</p> <p>The candidate:</p> <ul style="list-style-type: none"> • is an excellent supervisor of students, as evidenced by peer reviews and 360-degree feedback from students and fellow lecturers • has functioned at senior level for at least 5-10 years • is responsible for and initiates cross-curricular educational development, innovation and quality assurance, as evidenced by faculty, university or national learning pathways, for example. • has final responsibility for the strategy and organisation of a education programme and contributes to establishing and formulating educational policy at the level of an educational domain or faculty (cross-departmental).
Research	<p>Excels in research:</p> <ul style="list-style-type: none"> • Excellent supervisor of PhD candidates, as evidenced by peer reviews and 360-degree feedback from PhD candidates and supervisors/co-supervisors and doctorates completed on time. • Is an internationally recognised authority with proven influence in their research area, evidenced, for example, by leading roles in large national or international research programmes, membership of the editorial board of leading national or international academic journals in the field, participation in the academic debate and being a keynote speaker for leading international research consortia. • Amply meets the publication standards of the department or field within the DORA framework, and is regularly the lead or senior author of peer-reviewed publications or other research output. • Successfully acquires indirect and contract funding (incl. public funding), enabling them to consolidate their own line(s) of research for the long term. • Coordinates and is responsible for a coherent research programme consisting of multiple projects.
Impact	<p>Excels in valorisation:</p> <ul style="list-style-type: none"> • Responsive, entrepreneurial and leading role in seeking and initiating valorisation opportunities, as demonstrated by examples. • Ability to reflect on personal assumptions and perspectives and the various roles of science in society. • Proven expertise in establishing an open dialogue with various groups within society. • Nationally or internationally recognised authority in the realm of valorisation, as evidenced by (for example): <ul style="list-style-type: none"> - Postgraduate education - Public debate and dialogue (via media) - Co-creation between science and society

	<ul style="list-style-type: none">- Contract research- Public-private partnerships- Innovations for professional practice- Entrepreneurship and intellectual property
--	--

7 APPENDIX 4: TASKS OF MANAGER AND APPOINTMENT ADVISORY COMMITTEE IN RECRUITMENT AND EVALUATION

7.1 RECRUITMENT OF ASSISTANT PROFESSORS/ASSOCIATE PROFESSORS

The recruitment of an Assistant Professor/Associate Professor (UD/UHD) is included in the department's strategic personnel plan.

7.1.1 COMPOSITION OF APPOINTMENT ADVISORY COMMITTEE FOR RECRUITMENT

The Appointment Advisory Committee (*Benoemingsadviescommissie, BAC*) for recruitment consists of at least the following members:

- Chair: Full Professor/Associate Professor from a different research area of the department
- The candidate's line manager
- Full Professor/Associate Professor from the section/area within which the Assistant Professor/Associate Professor will be working
- Associate Professor/Full Professor, preferably from another university, with expertise in the relevant scientific field
- The department's HR advisor

Preferably also:

- Associate Professor/Full Professor from another department of the Faculty of Science
- A student, PhD candidate, junior lecturer or postdoc

In addition, the Appointment Advisory Committee must always meet the following (non-cumulative) criteria:

- The line manager of the Assistant Professor/Associate Professor may not be the committee's chair
- At least one programme director (or a comparable role)
- At least one female and one male scientist, but preferably at least two female and two male scientists

7.1.2. TASKS AND WORKING METHOD OF APPOINTMENT ADVISORY COMMITTEE FOR RECRUITMENT

- The committee is actively involved in drawing up an inclusive recruitment profile and deciding on the recruitment channels.
- Alongside selection and assessment, the committee has an important role to play in active and diverse recruitment. It also ensures that the relevant scientific networks are approached.
- The candidate is interviewed by at least two committee members. At the start of the interview, the candidate gives a brief presentation on education, research and impact. The other committee members can provide written feedback and/or take part in the interview remotely.
- The committee asks the candidate for two referees, whom it contacts to request letters of reference.
- The committee assesses the candidate's dossier based on the qualitative job requirements.
- The committee issues a brief written recommendation to the management of the department in the form of a report.
- The committee's report should include:

- a. A brief description of the process, i.e. information about open/closed recruitment, recruitment channels, numbers of m/f/x candidates, number of interviews and any other relevant information.
- b. Assessment of the candidate in the domains of education, research, impact, and management/leadership
- c. A recommendation on the appointment

7.2 EVALUATION FOR PERMANENT APPOINTMENT

Between 9 months and 15 months (at the latest) of the candidate taking up their position, an assessment is held for a permanent appointment as Assistant Professor/Associate Professor.

7.2.1 TASKS AND WORKING METHOD OF THE LINE MANAGER

The line manager of the Assistant Professor/Associate Professor candidate is responsible for their evaluation for a permanent appointment, in respect of which they perform the following tasks:

- Has guided the employee from day one, based on the criteria in table 3 and, ahead of the evaluation, discusses the outline of a portfolio that needs to be completed around the 15-month mark with the employee.
- Establishes whether the candidate meets the criteria in general terms in the relevant key result areas for the role for which they have been hired, whether they have demonstrated sufficient growth potential in order to progress to a higher academic level in the coming years.
- Checks whether there are any 'red flags' with regard to the candidate's interaction with colleagues, collaboration and reflective capacity, etc.
- The written evaluation by the manager takes a narrative format, focusing on the candidate's current development and future capacity for development. The evaluation ends with a definite conclusion containing a clear recommendation to either offer the candidate a permanent position or terminate their temporary contract.
- The evaluation by the manager is presented to the candidate, who is then given the opportunity to provide feedback on it, including a reflection on any areas for improvement.
- The manager's evaluation, along with the candidate's own feedback, is presented to the departmental management.

7.2.2 TASKS AND WORKING METHOD OF DEPARTMENTAL MANAGEMENT

- Obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives,¹⁰ also checking whether there are any 'red flags' in terms of interaction with colleagues, collaboration and reflective capacity, etc.
- Takes the formal decision on whether or not to award the candidate a permanent appointment, with the recommendation of the candidate's manager generally being followed.

7.3 EVALUATION(S) DURING CAREER AND EVALUATION FOR PROMOTION

The candidate has an annual interview with the manager at least once per year, after which relevant career development goals are recorded.

If the candidate meets the criteria for promotion to a higher job level/profile, they and/or the

¹⁰ If there are any doubts based on the consultation with 2 to 4 colleagues, or otherwise, a decision can be taken at that point not to form an Appointment Advisory Committee.

manager can submit a written nomination to the departmental management. The manager is not involved in the evaluation. The departmental management obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives. Based on this consultation round, the MT can decide on:

- 1) promotion to a higher *job level* (Assistant Professor 2 → Assistant Professor 1, or Associate Professor 2 → Associate Professor 1)
- 2) forming an Appointment Advisory Committee (BAC) to advise on promotion to a higher *job profile* (see 7.3.1).

7.3.1 COMPOSITION OF APPOINTMENT ADVISORY COMMITTEE FOR EVALUATIONS

The Appointment Advisory Committee (BAC) advises on promotions to a higher job profile (Assistant Professor 1 → Associate Professor 2 and Associate Professor 1 → Full Professor 2) and consists of at least the following members:

- chair: a Full Professor/Associate Professor from a different research area of the department
- a Full Professor/Associate Professor from the section/area within which the Assistant Professor/Associate Professor is working
- The department's HR advisor

Preferably also:

- an Associate Professor/Full Professor from another department of the Faculty of Science
- a student, PhD candidate, junior lecturer or postdoc

In addition, the Appointment Advisory Committee must always meet the following (non-cumulative) criteria:

- at least one programme director (or a comparable role)
- at least one female and one male scientist, but preferably two
- the manager is not a member of the Appointment Advisory Committee/evaluation committee

The candidate is interviewed by at least two members of the Appointment Advisory Committee. The other members can also give written feedback.

7.3.2 TASKS AND WORKING METHOD OF THE APPOINTMENT ADVISORY COMMITTEE FOR EVALUATIONS

- the MT approaches the chair/members of the Appointment Advisory Committee (BAC) to ask if they wish to interview the employee for a promotion.
- a delegation from the committee (at least two members) interviews the employee based on the portfolio submitted by the candidate, which provides evidence for how they have fulfilled the predetermined criteria for promotion.
- the committee assesses the candidate's dossier based on the criteria for Associate Professor/Full Professor.
- the committee issues a short written report to the head of department based on the interview and the written dossier.
- the report should include:
 - a. A brief description of the process, i.e. information about the nomination by the manager/candidate and, if applicable, the number of interviews or any other relevant information.
 - b. An assessment of the candidate in the domains of education, research, impact and management/leadership
 - c. Recommendation on promotion

- in consultation with the departmental management, the head of department takes the formal decision on whether or not to nominate the candidate to the Faculty Board for promotion to Associate Professor/Full Professor.
- the head of department informs the manager of the decision.
- the manager discusses the committee's report and the decision of the departmental management with the candidate.

7.4 TEMPLATE FOR EVALUATION(S) FOR PERMANENT APPOINTMENTS, PROMOTIONS AND CAREER TRACK GOALS

This template is used for evaluations for permanent appointments and promotions. For full information about the process and criteria, the reader is referred to the relevant chapters of the career policy. The template is structured as follows:

- A. At the start of the individual's career or after a promotion, **career development goals or career track goals**¹¹, including profile (if applicable), are recorded in section A. The career development goals are agreed between the employee and the manager(s) and checked with the departmental management in order to ensure that the career development goals/career track goals fit within the strategic personnel plan of the department.
- B. During the **evaluation**, the manager(s) can use the template to evaluate the criteria in relation to the career development goals agreed.
- C. The **employee** can reflect on the manager's evaluation in section C.
- D. If an **Appointment Advisory Committee (BAC)** has been formed – for promotions to a higher job profile – to advise on the promotion, then its recommendation can be added in section D.

The departmental management takes the decision on a permanent appointment or promotion (Assistant Professor), or presents the decision to the Faculty Board (Associate Professor and Full Professor), based on the above information.

Request for permanent appointment/promotion to role: [complete field]

Name	
Position	
Starting date of contract/role	
End date of contract (if applicable)	
Department	
Section/research group (if applicable)	
Manager	
Appendices:	Annotated list of academic achievements/summary CV (guideline 2-5 A4) Department-specific documents (if applicable), i.e....

1. Training/development
A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee
2. Leadership

¹¹ A career track is a personal career path with goals for promotion (typically 3-5 years).

A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee
3. Management
A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee
4. Education
A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee
5. Research
A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee

6. Impact
A. Career development goals/career track goals
B. Evaluation by manager
C. Candidate's reflection
D. Recommendation of the Appointment Advisory Committee
7. Red flags
Evaluation by manager
Candidate's reflection

Approval of career development goals/career track goals	
Candidate's name	
Date	
Signature	
Manager's name	
Date	
Signature	
Recommendation of the manager	
The recommendation is to offer the candidate a permanent position / promote the candidate:	
<input type="radio"/> Yes <input type="radio"/> No	
Manager's name	
Date	
Signature	
Recommendation of the Appointment Advisory Committee (BAC)	
The recommendation is to promote the candidate (appendix: Appointment Advisory Committee report):	
<input type="radio"/> Yes <input type="radio"/> No	
Names of Appointment Advisory Committee members	
Name of Appointment Advisory Committee	

chair	
Date	
Signature	

9. APPENDIX 5: ASSESSMENT PORTFOLIO FOR FULL PROFESSORS

The format of the Assessment Portfolio for Full Professors can be obtained from bestuurssecretariaat.beta@vu.nl. This format replaces the factsheet for professors/professors occupying an endowed chair.

The format refers to faculty guidelines. The faculty has no faculty guidelines, but departments may have departmental guidelines. The departmental guidelines are available from the HR advisor or the MT.

Please note: Part 3 ‘career-specific activities’ of the format consists of optional components. Only the components relevant for the candidate should be completed.

9.1. GUIDE FOR 360-DEGREE FEEDBACK

Part of the Assessment Portfolio for Full Professors is 360-degree feedback from colleagues that serves as input for the self-reflection. The 360-degree feedback is a development instrument for the candidate. The goal of 360-degree feedback is to obtain a broad and complete picture from multiple sources, allowing different aspects and perspectives to be revealed. More information on 360-degree feedback can be found [here](#).

9.1.1. WORKING METHOD FOR 360-DEGREE FEEDBACK

- Selecting feedback providers: make sure you get feedback from a range of people in order to obtain a complete picture. Ask a minimum of 3 and a maximum of 10 colleagues, for instance:
 - Manager(s) in education, research and impact
 - Colleagues (academic staff and support staff) you work with
 - Employees or students who you supervise or manage
- Number of questions: maximum three questions per respondent
- Collecting and using feedback: Ask for the feedback yourself, collect the answers and share the feedback with your manager. Use the feedback as input for the self-reflection. *Please note:* You are not required to add the feedback to your portfolio.
- Subjects for feedback include:
 - Collaboration
 - Leadership
 - Social safety
 - Education, research and impact
 - Academic integrity and open science
- Types of questions: you can ask about concrete experiences, contributions, areas for improvement, supervision, and specific examples relating to the above topics.

10. APPENDIX 6: WHAT ADDITIONAL CRITERIA CAN DEPARTMENTS SPECIFY THEMSELVES?

In view of differences in academic traditions and practices between departments within the Faculty of Science, departments can, if they wish, work out some of the points in this document in greater detail in conjunction with their HR advisor. The points listed are examples and are not meant to be exhaustive. The additional criteria put forward by departments can differ depending on the job level (Assistant Professor, Associate Professor, Full Professor). See examples below:

- What additional ‘red flags’ are there, if any, for the 15-month evaluation at which the candidate is assessed for a permanent appointment?
- Research profile:
 - What is an exceptional achievement for a research profile?
 - How many PhD students must the candidate have supervised?
- Education profile:
 - What is an exceptional achievement for an education profile?
- Impact profile:
 - Has demonstrated at least one achievement in terms of the cultural, economic, industrial, environmental or social relevance of scientific results that is exceptional for the department, using one of the seven valorisation strategies.
- All profiles and basic criteria:
 - How much external funding is an employee expected to acquire for the standard and profile criteria?
 - What are the indicators for research output?
 - What are the expectations with regard to open science?
 - What is a realistic amount of bachelor’s and master’s teaching on an annual basis in EC?
 - How many students must the candidate supervise on an annual basis?
 - What are the expectations with regard to leadership?

11. APPENDIX 7: GUIDE FOR CONSULTATION ROUND

The consultation round helps the MT form a broader picture of a candidate in terms of collaboration and leadership ahead of a promotion procedure. The consultation round is employed as an evaluation instrument. A consultation round is used to assess whether the candidate is ready for the proposed promotion before initiating (or deciding not to initiate) the formal promotion procedure.

The consultation round is a confidential way of obtaining information from various colleagues about their experiences with the candidate in terms of collaboration and leadership. Particular attention is required for the so-called 'red flags':

1. Inappropriate behaviour towards colleagues or students
2. Nonchalance/violations with regard to academic integrity
3. Failure to (properly) conduct research or education
4. Lack of willingness to participate in relevant meetings
5. Not being open to recommendations for improvement when problems are identified
6. Lack of willingness to take on management/organisational tasks or constructively contribute to achieving a fair division of those tasks

11.1. WORKING METHOD FOR CONSULTATION ROUND

- The consultation is conducted by an MT member in order to assure an independent and safe evaluation process.
- The MT member obtains input from 2-4 colleagues who have had the opportunity to observe the colleague's collaboration and leadership qualities from different perspectives.
- The MT member approaches a representative group including peers, team members and colleagues (academic staff and support staff) in education, research or impact .
- Their input is treated confidentially. Colleagues can provide input both in writing and verbally.
- Formulate questions focused on concrete experiences, observations and examples.
- The MT discusses any areas for improvement, signals and concerns with the manager.
- The manager discusses any areas for improvement, signals or concerns with the candidate.
- Based on this consultation round, the head of department decides, in consultation with the MT, whether or not to continue with the promotion procedure. If the candidate's line manager is a member of the MT, they are not involved in this decision.