

Memorandum

From
Board of the Faculty of Arts

Date
1 April 2025

Memo number
L25.00124

Topic
Promotion policy (in the context of Recognition & Rewards)

1 Background

In 2019, the Universities of the Netherlands (UNL), Netherlands Foundation of University Medical Centres (NFU), Royal Netherlands Academy of Arts and Sciences (KNAW), Dutch Research Council (NWO), and Netherlands Organization for Health Research and Development (ZonMw) published the position paper ‘Ruimte voor ieders talent’ (‘Room for everyone’s talent’). This position paper states that many researchers experience an overly one-sided emphasis on research performance, resulting in the other core domains—teaching, impact, and leadership—regularly being valued insufficiently. The paper therefore calls for change regarding a number of matters:

1. Making career paths more diverse and dynamic.
2. When assessing researchers, ensuring:
 - a. a focus on quality;
 - b. a balance between individual performance and performance for the collective;
 - c. the stimulation of academic leadership;
 - d. the stimulation of open science.

In addition to the objectives mentioned in this paper, the Faculty of Arts also strives to ensure the well-being of its staff members. The Staff Satisfaction Survey, the recently published report by the Netherlands Labour Authority, and signals from the workplace reveal that workload has been a problem for a long time. In this context, reducing workload is therefore considered an additional objective.

Furthermore, the Faculty Board also intends to flesh out the qualitative criteria inherent to the humanities sector in appointment and promotion procedures. In doing so, the starting position or professional phase and life events of the candidate should be taken into account.

The UG Recognition & Rewards Committee has drafted two framework memoranda for the domains of teaching and research. A number of administrative agreements have since been formulated on the grounds of these memoranda (see the Board of the University letter, reference HR/22.007041). On the basis of this, in the current memorandum, the Faculty Board will elaborate on the way the Faculty of Arts will shape these administrative agreements.

This memorandum and the attached documents lay out the regulations and procedures applicable to the appointment of academic staff (WP) at the Faculty of Arts of the University of Groningen (UG). The new policy will be implemented as from 1 April 2025. An evaluation will take place after the first year.

National and university regulations were used in drafting this document, supplemented by the existing regulations (HR) and decisions of the Faculty Board, clusters, and research institutes.

This has resulted in a coherent whole, allowing supervisors and staff members to see which criteria pertain to which job position at a glance. All regulations, procedures, and forms can also be found on the Faculty's website.

2 Vision

Although for centuries, the primary tasks of universities have been described as researching and teaching, the time, place, and environment in which we find ourselves largely determine the way in which we can execute these tasks. In other words, the university as an organization develops itself based on internal and external factors, thus depending on events within and between the various academic disciplines as well as on the socio-political context, financial preconditions, and so forth.

The Faculty of Arts, as part of the University of Groningen, strives to be a determining factor in this development. To this end, we jointly carry the responsibility and we depend on everyone.

The Board of the Faculty of Arts of the University of Groningen underscores the University's vision on the diversification of academic career paths. It is useful to note here that appointment and promotion procedures for all academic job levels within our Faculty require performances in the areas of our primary tasks: research, teaching, impact, and leadership. We are frontrunners within the University in the area of teaching innovation and we encourage continuous professionalization in the teaching domain through the University Teaching Qualification (UTQ), Senior Teaching Qualification (STQ), educational leadership, and the Committee for Permanent Professionalization.

In recent years, the Faculty of Arts has also invested in presenting itself as the research faculty that it is. In the current Faculty Strategic Plan, we indicated that we appoint academic staff members who possess a convincing research profile and perspective and who are additionally able to deliver excellent teaching. This stems from our deep-rooted conviction that our teaching must be led by our research. In this way, we aim to strengthen the research profile of the Faculty while simultaneously ensuring the quality of our teaching. In addition, we would like to offer perspective to staff members who profile themselves excellently in the teaching domain and who also perform well in the research domain more than we have done until now. We would therefore like to recognize, reward, and encourage the talents of academic staff in a transparent and balanced manner. In this revised policy, we will delve more specifically into the vertical development line (promotion). However, it is of great importance that we continue seeking horizontal development opportunities and other forms of recognition and rewards together. This ensures that careers paths are always individual, instead of one-size-fits-all.

3 Implementation

The revised appointment and promotion regulations are part of the Faculty of Art's implementation of the University's vision on Recognition and Rewards. The new regulations are one the one hand intended to revise a number of procedures and principle, and on the other hand to clarify and strengthen a number of elements of our current staffing policy.

3.1 Career path profiles

We are implementing two career path profiles: one focused on teaching and one focused on research. These horizontal development profiles apply to positions from the level of Assistant Professor 2 (UD2) to Associate Professor 1 (UHD1). Cluster boards will determine where there is space and need for assistant and associate professors with a teaching focus on the basis of their Strategic Personnel Plan, which must align with the Faculty's Strategic Plan and the

vision described above. The choice of a specific profile is only possible once the general basic level, as described in the University Job Classification (UFO) profile, has been achieved.

The following principles apply when implementing the two career path profiles:
The basic principle underlying the diversification of career path profiles remains the integration of teaching and research. This means that academic staff in both the teaching and research domain must at least be assessed as 'good', i.e., must satisfy the minimum requirements as described in the respective job profiles (see the job profiles of assistant/associate/full professors).

- For a staff member to be promoted within one of the two career path profiles, their performance in the chosen domain must be assessed as 'very good' (and at least as 'good' in the other domain).
- Performance regarding indirect government funding or contract research funding forms an underlying criterion for either the research domain or the teaching domain (depending on the chosen career path profile).

In addition to assessment based on research and teaching criteria, the staff member will also be assessed on the core domains of impact and leadership. This is in line with the principles of Recognition and Rewards and enables us to ensure the following when assessing academic staff:

- a focus on quality;
- a balance between individual performance and performance for the collective;
- the stimulation of academic leadership;
- the stimulation of open science.

This results in the following career path profiles up to the level of Associate Professor 1 (UHD1):

1. research profile emphasizing impact;
2. research profile emphasizing leadership;
3. teaching profile emphasizing impact;
4. teaching profile emphasizing leadership.

From the position of Associate Professor 1 (UHD1) onwards, appointment is based on generally applicable criteria and thus a distinction between research and teaching profiles is no longer made.

The focus on one profile is not set in stone; it is possible to switch profiles over time. This must take place in consultation with the staff member's supervisor and the respective cluster board due to effects on the cluster's Strategic Personnel Plan (SPP). When changing profiles, a transition period of two years applies during which promotion is not possible, so the staff member can work on achieving results within the new profile.

3.2 Promotion principles and procedure

In accordance with the Collective Labour Agreement for Dutch Universities (CAO-NU), the [Recruitment Code of the Dutch Network for HR Professionals](#) (Nederlandse Vereniging voor Personeelsbeleid, NVP) applies to all recruitment and selection procedures at the University. The University's own [Recruitment Guide](#) is a guide for an open, transparent, and quality-based recruitment and selection procedure.

Unlike promotion within a job category once criteria to this end have been met, the step from one position to another (e.g., Assistant Professor 1 to Associate Professor 2, or Associate Professor 1 to Full Professor 2) is only possible by means of an application procedure and depends on the positions available in the context of the Strategic Personnel Plans of the clusters (in the case of Associate Professor 2) and of the Faculty (in the case of Full Professor 2). Current

assistant or associate professors will prioritize internal candidates in application procedures, in accordance with HR regulations.

3.2.1 Creation of a vacancy and drafting a candidate profile

If an assistant, associate, or full professor position becomes available due to the departure of a current assistant professor or due to an open spot in the SPP as approved by the Faculty Board to ensure long-term financial embedding, the following steps will be taken:

- The Cluster Board will draft a job profile in consultation with the director of the research institute affiliated with the position and will present this to HR.
- The Cluster Board will compose an Appointment Advisory Committee (BAC) in consultation with the director of the research institute affiliated with the position and will present this to HR.
- The vacancy will be published internally and/or externally in consultation with the Faculty Board. For full professor positions, external recruitment always applies.

3.2.2 Recruitment and selection

The to-be-appointed Appointment Advisory Committee (BAC) will recruit and select suitable candidates for the position. This must take place through an inclusive, well-structured recruitment procedure that is strictly confidential and as unbiased as possible. It is therefore highly important that the [UG Recruitment Guide](#) is followed.

In addition to this Guide, the Faculty of Arts has established the following member profiles for the composition of the BAC:

- an independent BAC chair at the level of full professor (but working at the Faculty) and thus from a different cluster than the one in which the vacancy is positioned;
- a professor from the department/chair group in which the vacancy is positioned;
- a student of the degree programme affiliated with the vacancy;
- a staff member from the affiliated Programme Committee;
- an expert from the affiliated research area, working at a different university.
- The HR advisor acts as an advisory member.

In composing the BAC, as diverse a composition as possible should be sought. At least one member of the BAC must be a female academic staff member who has reached at least assistant professor level and at least one member must be a male academic staff member who has reached at least assistant professor level.

The chair and permanent members of the BAC must have taken the [Inclusive Recruitment Training](#) course.

3.2.3 Appointment

At the start of the appointment, the supervisor, in cooperation with the cluster and HR, will discuss at which point which criteria should be achieved, the facilities available, and who within the cluster is available as a mentor/coach. These agreements will be addressed during the annual results and development (R&O) interviews. Requests for permanent appointment for assistant professor positions will be presented to the Permanent Appointments and Lecturer Promotions Assessment Committee.

3.3 Promotion principles and procedure

All distinct position levels, except that of Assistant Professor 2 [UD2], qualify as possible final levels. This results in a promotion policy in which it is possible to be promoted within a job category (Assistant/Associate/Full Professor) once the staff member has fulfilled the criteria. It is reasonable to expect an Assistant Professor 2 to be promoted to Assistant Professor 1 within

five years after appointment as Assistant Professor 2¹. Promotion from Associate Professor 2 to Associate Professor 1 takes place once the staff member has fulfilled the criteria for Associate Professor 1. No specific time frame is set to this end. Promotion from Full Professor 2 to Full Professor 1 is only possible in exceptional circumstances and takes place through a procedure that includes a decision by the Board of the University.

Due to the lack of research time for lecturer positions and the principle of minimum requirements in the research domain in the case of a teaching career profile, it is not possible to be automatically promoted from a lecturer position to an assistant professor position. To make the development opportunities for lecturers transparent, the Faculty established a new lecturer policy in 2021 and revised this in 2023 (see Appendix 2). The lecturer policy of the Faculty of Arts describes the possible roles that lecturers within the Faculty may have, the way in which lecturers may be embedded within the organization, and the opportunities for professional development and promotion to a higher job level. One of the goals of the lecturer policy is to limit the amount of temporary appointments by clustering them, where possible, into larger vacancies that are posted for a longer period or permanently. Where structural tasks are involved, lecturer positions are posted as permanent positions. Requests for promotion within lecturer positions will be presented to the Permanent Appointments and Lecturer Promotions Assessment Committee.

3.3.1 Promotion procedure

The first evaluation in a promotion request (from Assistant Professor 2 to Assistant Professor 1 or from Associate Professor 2 to Associate Professor 1) lies with the relevant cluster board. The request is then assessed by the Faculty Promotion Committee, who will advise the Faculty Board.

- If an Assistant or Associate Professor 2 thinks they are eligible for promotion to Assistant or Associate Professor 1, they should discuss this with their supervisor, for example during a results and development (R&O) interview. If this supervisor is not a cluster board member, either the staff member or the supervisor must consult the cluster board.
- The cluster board or the Faculty Board can also nominate someone for promotion on their own initiative, e.g., after talent scouting.
- In both situations, after receiving approval from the cluster board, the candidate must draft a promotion dossier based on the relevant job profile and submit this to the cluster board.
- If the cluster board considers the dossier to be of sufficient quality, they will write a letter to the Faculty Board requesting the promotion. This promotion request must briefly explain how the candidate has satisfied the criteria and offers insight into the long-term financing of the new position (approved Strategic Personnel Plan).
- If the Faculty Board agrees with the submission, they will send the letter from the cluster board and the candidate's promotion dossier to the Faculty Promotion Committee for advice.
- The Promotion Committee will compare the information in the candidate's dossier and in the cluster board's letter with the job profile and the promotion policy. They will take norms in the respective discipline into account. The Promotion Committee provides a maximum of two A4 pages of advice to the Faculty Board.
- The Faculty Board makes a decision and explains it to the cluster board. The cluster board communicates this decision to the staff member in coordination with HR. For

¹ If an Assistant Professor 2 does not fulfil the criteria of Assistant Professor 1 within five years, their supervisor will make agreements with them regarding the support they require to fulfil the criteria.

maximum transparency, the cluster board will also forward the Promotion Committee's written advice to the staff member.

3.3.2 Promotion Committee

The Faculty Promotion Committee comprises a core committee and an alternating staff member who has reached at least Associate Professor level and who aligns with the expertise of the candidate for promotion.

For the research profile, the core committee comprises the following:

- an external chair at the level of Associate or Full Professor;
- the director of a research institute;
- a cluster board member.

For the teaching profile, the core committee comprises the following:

- an external chair at the level of Associate or Full Professor;
- the director of a research institute;
- a member of the Permanent Professionalization Committee (CPP).

3.3.3 Promotion dossier

For the assessment of promotion requests from the level of Assistant Professor 2 to Assistant Professor 1 and from Associate Professor 2 to Associate Professor 1, candidates must draft a career portfolio. In this portfolio, they must address all result areas and activities within the job position in a manner that is focused on providing evidence for these various components. This includes a mix of qualitative and quantitative data. The portfolio should be structured as follows:

1. A self-reflection including the following components:
 - a reflection on leadership in the context of the [UG vision on leadership](#);
 - a reflection on the team(s), with attention paid to the staff member's own role in, e.g., developing the chair group, research group, cluster, Faculty, School(s), and university;
 - a reflection on academic integrity and open science.
2. Academic activities, including:
 - the most important activities and results regarding teaching;
 - the most important activities and results regarding research;
 - the most important activities and results regarding impact.
3. Profile-specific information regarding research and/or teaching that, according to staff members themselves, has been very important in these domains for the group, cluster, Faculty, School(s), and/or university
4. A peer review from group members, colleagues, supervisors, including the current supervisor, in the teaching and research domains, and students about the staff member's substantive contribution and contribution to collaboration. This peer review should be carried out in accordance with the [UNL Digital Competence Instrument](#);
5. A brief personal development plan.
6. Evidence of general matters, such as grant request assessments, a UTQ certificate, and proof of language proficiency.