

**rijksuniversiteit  
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faculteit economie  
en bedrijfskunde

# **The Tenure Track System**

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## 1 Introduction

The Tenure Track system is a career path for academic staff which, if followed successfully, will lead to a professorship. The Tenure Track system is characterized by a careful, strict selection policy, directed towards attracting extremely talented researchers. At fixed points in the track, based on predefined criteria, the Internal Promotion Committee (CIP: *Commissie Interne Promotie*) will determine whether the staff member in question is able to progress in the track from Assistant Professor (UD: *Universitair Docent*) via Tenure Track Professor (UHD: *Universitair Hoofddocent*) to Full Professor. A great deal of attention will be paid throughout the track to supervising the staff member and improving teaching and management skills. All vacancies where progression to the position of Full Professor is envisaged fall under the Tenure Track system. Exceptions will be made if the nature of the field, the budget or the labour market require this.

In order to provide young and talented researchers with career opportunities, where possible the Faculty has chosen to attract staff at the level of UD. However, appointment at the level of UHD is also possible based on the staff member's experience and achievements. Tailor-made agreements will be made in this case. An initial appointment will be untenured for a period of no more than six years. The recruitment and selection of a UD will follow virtually the same procedure as that of a Full Professor in order to maximize the chances of the Tenure Track system being followed successfully. However, no sister faculties will be consulted during the appointment procedure. If the appraisal a maximum of six years after the initial appointment shows that the UD's performance warrants promotion, the UD will be promoted to UHD with tenure. If after six years the UD does not satisfy the required criteria for the position of UHD, then the untenured position will cease and the candidate will be given every assistance in the form of outplacement in order to find an alternative position outside the Faculty. Following promotion to UHD, and after a further period of no more than six years, the Tenure Track path can be rounded off with promotion to Full Professor, on condition that the achievements at that point continue to justify this. In consultation with the Dean, a UHD may be appointed as Associate Professor (with *ius promovendi*), the right to supervise PhD students).

The policy aims at flexible personnel management with a focus on the individual. Academic achievement is seen as being of central importance to the career, and every attempt will be made to remove any organizational impediment to advancement. Excellent performance may speed up the career process. The Tenure Track periods listed in section 2.4 are *maximum* terms.

The main advantage of the Tenure Track system for staff members is the prospect of temporary employment for many years, during which time promotion from the position of UD to UHD and finally to the position of Full Professor can take place in accordance with an agreed route. The appraisal criteria and methods are set out in advance, resulting in transparent mutual expectations. The main advantage for the organization is that talented researchers can be appointed and can grow within the Faculty, so that optimum profit can be derived from their increasing academic level. A second advantage is that academic vacancies that will arise over time can already be filled. This offers particular advantages through overlap constructions with professors who will retire within a period of five years.

Of course the system also has disadvantages. One disadvantage for the member of staff is that the system is based on 'up or out'. This means that if their academic development is not rapid enough or goes less well than expected, the member of staff must look for a position elsewhere when the first part of the Tenure Track system is completed. In the second part of the Tenure Track system, disappointing performances will prevent the envisaged promotion to professor. In addition, the criteria for progression within the Tenure Track system are rather strict and the requirements are high. The system is particularly suitable for the real 'high potentials'.

## **2 Tenure Track career path**

This chapter will describe the Tenure Track positions, providing a brief explanation of the career path and the appointment characteristics at UD, UHD and Full Professor (H: *Hoogleraar*) level.

The associated official job descriptions (UFO profiles) can be found at the RuG-website. Explicit Tenure Track criteria have been defined for the positions UD, UHD2 and H2 (see Chapter 4,5,6), largely based on these profiles. Staff members must satisfy both the UFO profiles and the Tenure Track criteria in order to qualify for promotion.

The Tenure Track promotion schedule can be found in Chapter 2.4.

### **2.1 Assistant Professor (UD)**

The UD is expected to conduct innovative research of a type that dovetails with the Faculty's academic programme. It is seen as essential for the individual research profile that agreements be made about it at an early stage. In addition to the direct superior, the director(s) of the relevant research programme(s) will be involved. The member of staff must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of work and test types and an understanding of their possibilities, demonstrated, inter alia, by having obtained the University Teaching Qualification (UTQ). In addition, the member of staff must have a relevant international network, preferably demonstrated by a stay at an academic institution abroad.

This appointment is a temporary one (CAO article 3.6.1) for a maximum period of six years. The member of staff will in principle be appointed as UD2. After a positive appraisal by the CIP within no more than three years, and with the approval of the FB, the UD2 will be promoted to UD1. To this end the member of staff must satisfy the UFO profile for UD1 (see RuG-website) and have gained the UTQ.

In the event of a negative assessment, the temporary appointment will be terminated and the member of staff will be assisted in finding a job outside the University of Groningen via an outplacement procedure.

If the member of staff's achievements are satisfactory, he or she will be eligible for a permanent appointment as UHD after a maximum of six years.

A meeting will then be held between the candidate and the Faculty Board to discuss how the candidate wishes to proceed in the Tenure Track career path. In the event that the candidate does not want to follow the relevant career path, this will be recorded in writing and any future promotion to Full Professor will only be possible if there is a position available.

### **2.2 Tenure Track Professor / Associate Professor (UHD)**

After having been appointed as UD for a maximum of six years, a positive appraisal by the CIP will result in promotion to UHD2 with tenure. Depending on good job performance, promotion to UHD1 will follow after two to three years (based on the UHD1 profile, see RuG-website).

During the UHD phase (UHD1) and prior to promotion to Full Professor, the Dean will discuss the possibility of promotion to Associate Professor (UHD with *ius promovendi*) with the staff member. This is possible for a period of up to seven years in accordance with the Professor Policy. If the UHD/Associate Professor does not satisfy the requirements for the position of Full Professor within seven years, he or she will be 'demoted' to the position of UHD1, retaining the *ius promovendi* for another five years so that current PhD programmes can be completed. In this situation the Faculty Board will have a meeting with the staff member in question to discuss his/her further career.

The UHD is expected to carve out his or her own niche in research and teaching within the Faculty. Upon positive assessment by the CIP, the UHD 1 will be promoted to the position of Full Professor 2 within a period of no more than six years. If the UHD fails to satisfy the requirements for promotion to Full Professor 2 within these six years, he/she will retain the position of UHD1 and the Faculty Board will hold a meeting with him/her to discuss his/her further career progress. In the event that the candidate chooses to discontinue the Tenure Track career path, this will be recorded in writing and any future promotion to Full Professor will only be possible if there is a position available.

### 2.3 Full Professor

In addition to Associate Professors, a small number of Full Professors are employed within each faculty. These Full Professors are expected to contribute significantly to the successful continuation of the recruitment, coaching and supervision of Tenure Track staff.

### 2.4 Promotion schedule

The table below sets out the promotion procedure for each position, as well as the consequences of insufficient performance.

The track will begin with an appointment as UD2.

Promotion	Desired scale	Advice from	Procedure	Duration
UD2 → UD1	12	LG and CIP	Depending on his/her performance, the UD2 will be promoted to UD1 after about three years following a positive appraisal by the CIP and with the approval of the Faculty Board (FB). If the staff member does not receive a positive appraisal after three years, the temporary appointment will be terminated and the staff member will be assisted in finding a job outside the University of Groningen via an outplacement procedure.	Total max. 6 years
UD1 → UHD2	13	CIP	After a positive appraisal by the CIP and the approval of the FB, a permanent appointment as Tenure Track Professor (UHD2) follows after no more than 6 years. If the staff member does not satisfy the TT criteria for UHD2, then the contract, if a temporary one, will expire as intended and he/she will be assisted via an outplacement procedure in finding a job outside the University of Groningen.	
UHD2 → UHD1	14	LG	Promotion to UHD1 will follow after two to three years upon a positive appraisal.	Total max. 6 years, extension may be possible if the staff member is appointed as UHD/Associate Professor
UHD1 → Associate Professor	14	CIP	If desired, the FB will start the process for an appointment to Associate Professor with the Board of the University (only possible if the staff member has a permanent appointment).	
UHD/ Associate Professor	H2	CIP	After a positive assessment by the CIP and the approval of the FB, the procedure for promotion to Full Professor 2 will start. In	

<p>→ Full Prof.2</p>			<p>the event of a negative appraisal by the CIP, the FB will have a meeting with the staff member to discuss his/her future career path. If the Associate Professor does not manage to be promoted to Full Professor 2 within 7 years, he/she shall retain the <i>ius promovendi</i> for current PhD students for a maximum of 5 years, after which he/she shall return to UHD1 without the <i>ius promovendi</i>. In this situation, too, the FB will discuss the staff member's future career path with him/her.</p>	
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## 2.5 Appointment and promotion

Section 3 of this memorandum describes the duties, responsibilities and working method of the Internal Promotion Committee (CIP). The CIP is the permanent advisory committee to the Faculty Board, which issues advice with regard to promotions within the Tenure Track and nominations to the Board of the University for appointment to Full Professor and Associate Professor. The Faculty Board will always decide on appointments, promotions and nominations.

Section 4,5 and 6 describes the academic positions for each results area. In addition, this section discusses the assessment criteria with regard to the main career steps for staff members who are eligible for promotion. These results areas are set out in the job descriptions (UFO profiles), which define the actual duties and responsibilities for each position. Based on the UFO profiles and the Tenure Track criteria set out in this memorandum, Results and Development interviews are held annually between each staff member and his/her supervising professor to discuss the staff member's performance and make agreements about results to be achieved and competences and skills to be developed. The criteria apply to partially quantifiable aspects of an academic's performance. In cases where such quantitative requirements can be defined, they shall be *minimum* requirements.

### **3 The Internal Promotion Committee (CIP)**

#### **3.1 Aims, duties and composition**

The CIP is the permanent advisory committee to the Faculty Board, which issues advice with regard to promotions for UDs, UHDs, Associate Professors and Full Professors within as well as outside the Tenure Track and nominations to the Board of the University for appointment to Full Professor and Associate Professor.

The Faculty Board will always decide on appointments, promotions and nominations.

The CIP is responsible for issuing advice to the Faculty Board about the following topics:

1. Internal promotions to UD1, UHD2, Associate Professor, H2 (and H1) and possible points of attention with regard to follow-up
2. Extension of appointment for UD2 staff (Tenure Track) after three years and possible points of attention with regard to follow-up
3. Granting permanent appointments to UDs and UHDs (both within and outside the Tenure Track)
4. Admission of 'pre-Tenure Track staff' to the Tenure Track.

The CIP is appointed by the Faculty Board and consists of a number of permanent members as well as two experts in a certain field. The composition is as follows:

1. A permanent (external) Chair
2. The Dean of the Faculty (advisor)
3. The Director of SOM
4. An HR advisor (advisor)
5. For each meeting, two professors will be selected by the Board and added to the committee to issue advice on the presented files.

The candidate's immediate superior, the relevant departmental chair, the relevant programme director and the relevant research director may *not* be part of the CIP. However, they will be asked to provide information.

The committee meets no more than four times a year. The dates of the CIP meetings will be published so that managers keep abreast of the possibilities for proposing staff for promotion. Outside these published dates, the Faculty Board will only deal with requests for promotion in exceptional cases.

#### **3.2 Working method**

The office of the Faculty Board will provide the complete file:

1. written advice from the manager
2. written advice from the head of the department
3. the candidate's CV, including 3 PDF files of recent key publications
4. an overview of the teaching evaluations of recent years (no more than 5 years)
5. a written advice from a programme director at the request of the Faculty Board
6. a written advice from a research director at the request of the Faculty Board
7. if relevant: the chair profile in question.

A meeting between the CIP and the staff member may be held to explain the staff member's candidacy if either of the parties desires this.

Before a member of staff can be proposed to the CIP for promotion, a test of reasonableness will be conducted by the Faculty Board. The Board will conduct this assessment based on a letter from a manager with a motivated advice to the Dean and a CV (including a list of publications) . The

Faculty Board will determine whether or not the promotion can be proposed to the CIP. A decision by the Faculty Board to submit a file to the CIP for advice may not be interpreted as a positive assessment by the Faculty Board concerning the relevant promotion request.

The CIP will use the agreements made upon appointment as a starting point for the assessment.

The CIP will ask the candidate's PhD students to comment on the quality of the supervision provided by the candidate.

The CIP will have at its disposal all relevant student evaluations and assessments in the fields of teaching, research and the candidate's performance within the department and the Faculty.

The CIP is required to report back to the Faculty Board concerning all relevant criteria and competences.

The CIP is free to impose higher requirements, for example in subdisciplines where the number of publications is above average. Needless to say, the candidate must be informed of these requirements in advance. The Faculty Board will always have the final say on whether the arguments justifying deviation from a certain criterion are acceptable.

### **3.3 Specific stipulations for promotion to UHD**

In the event of promotion to the position of UHD, upon a positive recommendation by the CIP the Faculty Board will gather references from internal or external experts with regard to the staff member's qualities.

In the event of promotion to the position of UHD, the Faculty Board will explicitly ask the CIP for advice with regard to promotion to UHD2 or Associate Professor. In the event of promotion to the position of Associate Professor, the candidate will subsequently be asked whether he or she would like to be appointed Adjunct Professor. In this situation, the CIP will provide the Faculty Board with three alternatives:

1. The UD1 is promoted to UHD2 with tenure
2. The UHD1 is proposed to the Board of the University for promotion to Associate Professor.
3. The appointment is not extended. If required, the candidate will be assisted in seeking a career outside the Faculty.

### **3.4 Specific stipulations for promotion to Full Professor**

In the event of promotion to Full Professor 2, the CIP will provide the Faculty Board with two alternatives:

1. Recommendation to the Board of the University for promotion to Full Professor 2, according to the procedure set out in the *Benoemingsprocedure hoogleraren* [Procedure for professorial appointments].
2. Turning down the professorial appointment.

The Faculty Board must adhere to the *Benoemingsprocedure hoogleraren*, which states that the definitive decision with regard to appointing professors is the responsibility of the Board of the University.

If the promotion to Full Professor 2 is turned down, the Faculty Board will have a meeting with the staff member in question to discuss his/her further career. A member of staff who has been turned down for promotion to Full Professor will retain the right for five years to supervise current PhD students or to complete current PhD projects.

#### **4 Appointment criteria for Assistant Professors (UD).**

The following criteria have been defined:

1. The candidate must hold a PhD degree.
2. The candidate must possess the qualities required for excellent academic research, preferably demonstrated by one or more publications in renowned international journals (3 or 5-point category according to the SOM criteria) in the field.
3. In addition, the candidate must have a relevant international network, for example demonstrated by a stay at an academic institution abroad. If the candidate has not spent time abroad, agreements will be made for the staff member to spend a few periods of 2 to 6 months abroad in order to build up a relevant international network.
4. The candidate must have relevant teaching competences, demonstrated by good assessments or at least a completed teacher-training programme for higher education (UTQ: University Teaching Qualification). If the candidate has not obtained the UTQ, he or she must obtain it within three years of the start of the Tenure Track.
5. The candidate must have demonstrable organizational qualities and excellent communication skills.
6. The candidate must be able to develop an important subdiscipline within the Faculty.

In cases of equal suitability, preference shall be given to female applicants.

## 5 Appointment criteria for Tenure Track Professors (UHD)

### 5.1 Results areas for Research

#### General

This stage of the assessment determines whether the candidate has the potential to develop into a leader who guides and inspires. The question whether the candidate has developed an independent research field is a crucial criterion.

#### 5.1.1 Conducting research

##### *Duties*

Collecting, analysing and interpreting research data, as well as supervising academic staff, in order to solve the problem being investigated by the research. Monitoring the relationship between the candidate's own research and that of others, and monitoring the progress of his or her own research.

Core activities: Setting up a research plan: formulating the problem and the working hypothesis, and defining the necessary research data, methods and target groups needed; exchanging knowledge with research colleagues and other experts. Supervising and coordinating the activities of support personnel and academic personnel, both temporary and permanent.

##### *Criteria*

1. The member of staff must have developed a high-quality, clear and productive line of research within the Faculty's research programme, with potential for an outstanding assessment.
2. The member of staff must function well in the Faculty and make a significant contribution to the research programme and organizational tasks of the Faculty.
3. The member of staff must have international experience, as proven by a minimum of six successful months (publications!) spent at an academic institute abroad.

##### *Competences*

1. Creativity: The member of staff must be able to devise original solutions for academic and other problems and to combine several lines of approach/insights into something new.
2. Communication skills: the member of staff must be able to give and receive feedback to and from colleagues, support staff and students. He or she must be able to critically evaluate his or her own behaviour and standpoints and be receptive to those of others.

#### 5.1.2. Supervising PhD students

##### *Duties*

Supervision of PhD students as they conduct and progress in their research, with a view to producing high-quality research and completing the thesis on time.

Core activities: Informing PhD students about possible topics and discussing the progress of the PhD research with the students. Jointly assessing the PhD student's thesis. Supervising PhD students or postdocs in preparing and organizing a (joint) course unit and providing feedback.

##### *Criterion*

1. The member of staff must be the co-supervisor of at least two PhD candidates, or have supervised them during the review period to the completion of their degrees.

### 5.1.3 Acquisition of indirect government funding and contract research

#### *Duties*

Investing significant effort in the acquisition of external funding for research that dovetails with the research programme of the Faculty.

Core activities: Writing research proposals and developing and maintaining contacts with funding institutions.

#### *Criterion*

1. During the UD period (within or outside the Tenure Track), the member of staff must have been awarded at least one substantial research grant from indirect government funding or contract research (e.g. for a PhD or postdoc position). This concerns an independent application with the member of staff acting as 'principal investigator' (PI).

### 5.1.4 Publications

#### *Duties*

Publication of research results, in consultation with co-authors, with a view to sharing the knowledge and understanding acquired with colleagues and receiving feedback, thereby improving the positioning of the knowledge area. Conveying knowledge through the various media with a view to making academic knowledge more approachable and understandable for a wider public and making a contribution to the position of the research programme.

Core activities: Preparing conference papers and publications for international academic journals. Giving lectures at conferences, congresses, external organizations, etc. Making the academic results more accessible to a wider public. Giving lectures and interviews in various media. Participating in seminars and congresses. Receiving and giving feedback from and to colleagues. Maintaining an international network of contacts in the particular research field.

#### *Criteria*

1. The member of staff must have a high-quality list of publications that meets the criteria for SOM fellows. During his or her career the candidate must have written two five-point and two three-point publications and/or one single-authored five-point publication and four three-point publications. At least one of these five-point and two three-point publications must have been published or accepted in the past six years.
2. The importance of the staff member's research must be recognized by his/her colleagues, and demonstrated by, for example, the following: prizes, decorations, membership of the editorial board of international academic journals, invitations to speak and participation in international committees.

## 5.2 Results areas for Teaching

### 5.2.1 Teaching implementation

#### *Duties*

The preparation and implementation of the allocated course units of the relevant degree programme(s), with a view to ensuring that students achieve the required learning outcomes relating to knowledge, understanding, competences and skills.

Core activities: Complete familiarity with the professional, didactic and organizational competences necessary for expanding and implementing the teaching activities. Supervising and assessing students during curricular activities (projects, lectures, independent study), final projects, and oral and written reports. Being able to judge whether the required learning outcomes have been achieved to standard by the students.

*Criteria*

1. The member of staff must translate the research field he/she has developed into teaching, for example by means of a regular course unit or elective in a Master's, Research Master's or Bachelor's degree programme that in the opinion of the programme director matches the size and content of the Faculty's course units.
2. The member of staff must spend a substantial part of the working hours on teaching, based on the relevant standards of the Faculty.
3. Performance of the teaching activities is good, as shown by both student evaluations and assessments by the relevant programme director.
4. The member of staff must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of work and test types, and an understanding of their possibilities, as demonstrated, inter alia, by having obtained the UTQ (University Teaching Qualification).
5. The member of staff must have sufficient knowledge of English to teach properly in this language

### 5.2.2 Curriculum development

*Duties*

Maintaining and improving the allocated course units in the relevant degree programme(s), taking account of changes in the standard of the students, developments in the subject field, the needs of society and the relationship to other course units.

Core activities: Keeping abreast of relevant developments in their own research field and in higher education, and of the market's requirements regarding graduate profiles. Introducing recent developments in the field (research) into the curriculum. Developing and implementing effective, efficient and motivating ways of working and suitable learning materials.

*Criterion:*

1. If desired, the member of staff must have introduced demonstrable improvements in, for example, learning materials or working methods.

### 5.2.3 Curriculum organization

*Duties*

Contributing to the smooth running of the curricula in the Faculty, concerning both the relationship between individual course units and to administrative/staff aspects.

Core activities: Working as a team, for example in programme committees, dovetailing activities and collaborating with colleagues. Supervising student assistants and/or PhD students when performing their teaching duties. Planning the logistics of teaching materials, exams, and the administrative embedding and polishing of teaching activities. Gaining understanding of those Faculty regulations relevant to the curriculum, such as the role of the Board of Examiners, the programme committee, the programme director, the Faculty Board and the Teaching and Examination Regulations.

*Criteria*

1. The member of staff must have a good understanding of the curriculum organization and regulations of the Faculty.
2. The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.
3. The member of staff must have organizational qualities, demonstrated, for example, by functioning as degree programme manager, programme director or member of a programme committee.

**5.2.4 Professionalization**

*Duties*

Development into a flexible, competent academic lecturer, who dovetails with the teaching policy of the Faculty.

Core activities: Keeping abreast of academic developments in the relevant discipline and related disciplines so that the content of the curriculum can be assessed to the appropriate academic standard. Keeping abreast of developments in the didactics of higher education so that the methods used match the required learning outcomes. Exchanging knowledge with colleagues, subject to the methodology and didactics of higher education. Introducing social developments (labour market, legislation, ethics) in the discipline into the teaching context.

*Criteria*

1. The member of staff must use or be able to use state-of-the-art and varied learning materials which explicitly place the discipline into its academic and social context.
2. After due consideration (in consultation with the programme director), the member of staff must have participated in professionalization activities such as workshops, seminars, faculty education days, etc. for an average of two days per year.
3. The member of staff must be able to give and receive feedback to and from colleagues, support and academic staff and students.
4. The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.

## **6 Appointment criteria for Full Professors**

### **6.1 Results areas for research**

#### **General**

In order to be considered for promotion to Full Professor 2, the member of staff must have an international reputation in his or her field. A high academic standard will be the decisive factor. Considerable emphasis will be placed on competences, in particular the competence 'guiding and inspiring leadership'.

#### **6.1.1 Conducting and coordinating research**

##### *Duties*

Responsibility for the performance and quality of the research conducted within the scope of the chair. Collection, analysis and interpretation of research data, as well as the supervision of support staff and academic staff. Monitoring the relationship between the candidate's own research and that of others, and monitoring the progress of his/her own research. Keeping abreast of internal and external developments, as well as collecting and setting down ideas and priorities from the chair, with the aim of making strategic suggestions concerning the research programme.

Core activities: Setting up a research plan: formulating the problem and the working hypothesis, and defining the necessary research data, methods and target groups needed; exchanging knowledge with research colleagues and other experts. Keeping abreast of specialist literature, attending conferences and maintaining contacts with fellow researchers. Managing and guiding academic and research support personnel. Holding meetings with the head of department concerning the progress of the research under the auspices of the chair. Consulting with the director of the research programme and the head of the department concerning staff numbers.

##### *Criteria*

1. The member of staff must have developed a high-quality, clear and productive line of research within the research institute's research programme, demonstrated by outstanding assessments (e.g. research visitations).
2. The member of staff is responsible for developing and implementing a reputable research programme. In addition, he or she must function well within the research institute and make a significant contribution to the execution and coherence of the research programme and the organizational tasks of the Faculty.
3. The member of staff maintains international contacts and participates in joint ventures, demonstrated among other things by joint publications and working visits.

##### *Competences*

1. Creativity: The member of staff must be able to devise original solutions for academic and other problems and to combine several lines of approach/insights into something new.
2. Communication skills: The member of staff must be able to give and receive feedback to and from colleagues, support and academic staff and students. He/she must be able to critically evaluate his/her own behaviour and standpoints and be receptive to those of others.
3. Guiding and inspiring leadership: The member of staff must direct individual members of staff, among other things by setting goals. The member of staff must stimulate and instruct others to complete these tasks and fulfil these responsibilities to the best of their ability.
4. Strategic activities: The member of staff must translate the long-term vision into concrete goals and realize them by guiding and managing within the organization.

### 6.1.2 Supervising PhD students

#### *Duties*

Selection, supervision and assessment of PhD candidates as they conduct and progress in their research, with a view to producing high-quality research and completing the thesis on time.

Core activities: Informing PhD students about possible topics, discussing the progress of the PhD research with the students. Jointly assessing the PhD student's thesis.

Supervising PhD students or postdocs in preparing and organizing a (joint) course unit and providing feedback.

#### *Criterion*

1. During the five to seven years preceding the assessment, the member of staff must have supervised at least four PhD students, either as supervisor or co-supervisor. At least two of these PhD students must have indeed gained their PhD whereas the other(s) are still working on their theses.

### 6.1.3 Acquisition of indirect government funding and contract research

#### *Duties*

Investing significant effort in the acquisition of external funding for research that dovetails with the research programme of the Faculty.

Core activities: Writing research proposals and developing and maintaining contacts with funding institutions. Reconnoitring the external market for funding and examining the demands of external potential partners or funders of research. Negotiating with external parties about the requirements of indirect government funding or contract research. Reporting to the client on performance and results. Discussing progress with those carrying out contract teaching and indirect government funding or contract research, for example by means of progress reports. Developing and maintaining contacts with cutting-edge researchers and institutions. Stimulating members of staff to apply for external financing.

#### *Criterion*

1. During the past ten years, the member of staff must have been awarded at least two substantial research grants from indirect government funding or contract research (e.g. for a PhD or postdoc position). This concerns an independent application with the member of staff acting as 'principal investigator' (PI).

### 6.1.4 Publications

#### *Duties*

Publication of research results, in consultation with co-authors, with a view to sharing the knowledge and understanding acquired with colleagues and receiving feedback, thereby improving the positioning of the knowledge area. Conveying knowledge through the various media with a view to making academic knowledge more approachable and understandable for a wider public and making a contribution to the position of the Faculty.

Core activities: Preparing publications for recognized academic journals. Writing papers for conferences and giving lectures at conferences, congresses, external organizations, etc. Making the academic results more accessible to a wider public. Giving lectures and interviews in various media. Participating in seminars and congresses. Asking for, receiving and giving feedback from and to colleagues. The member of staff must maintain an international network of contacts in his or her own research field.

*Criteria*

1. During the past six-year review period, the member of staff must have written at least two five-point or four three-point publications.
2. The member of staff must meet the SOM fellow criteria.
3. The importance of the staff member's research must be recognized by his/her colleagues, and demonstrated by, for example, the following: prizes, decorations, membership of the editorial board of international academic journals, invitations to speak and participation in international committees.

## **6.2 Results areas for teaching**

### **6.2.1 Teaching implementation**

*Duties*

The preparation and implementation of the allocated course units in the relevant degree programme(s), with a view to ensuring that students achieve the required learning outcomes relating to knowledge, understanding, competences and skills.

Core activities: Complete familiarity with the professional, didactic and organizational competences necessary for expanding and implementing the teaching activities. Supervising and assessing students during curricular activities (projects, lectures, independent study), final projects, and oral and written reports. Being able to judge whether the required learning outcomes have been achieved to standard by the students.

*Criteria*

1. The member of staff must translate the research field he/she has developed into teaching, for example by means of a regular course unit or elective in a Master's, Research Master's or Bachelor's degree programme that in the opinion of the programme director matches the size and content of the Faculty's course units.
2. The member of staff must spend a substantial part of the working hours on teaching, based on the relevant standards of the Faculty.
3. Performance of the teaching activities must be good, as shown by both student evaluations and assessments by the relevant programme director.
4. The member of staff must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of work and test types, and an understanding of their possibilities, as demonstrated, inter alia, by having obtained the UTQ (University Teaching Qualification).
5. The member of staff must have sufficient knowledge of English to teach properly in this language.
6. If the member of staff has lived in the Netherlands for more than five years, he or she is expected to be able to communicate in Dutch as well.

### **6.2.2 Curriculum development**

*Duties*

Updating and improving the allocated course units in the relevant degree programme(s), taking account of changes in the standard of the students, developments in the subject and the needs of society. Contributing to strengthening the cohesion of the curriculum. Initiating curriculum renewal over and above course unit level.

Core activities: Keeping abreast of relevant developments in his or her own research field, higher education and the labour market. Introducing recent developments in the field (research) into the

curriculum. Developing and implementing effective, efficient and motivating ways of working and suitable learning materials.

*Criteria*

1. If desired, the member of staff must have introduced demonstrable improvements in, for example, learning materials or working methods.
2. The member of staff must have made demonstrable contributions to activities at degree programme level (specialization or variant), over and above course unit level, for example in curriculum renewal projects.

### **6.2.3 Curriculum organization**

*Duties*

Contributing to the smooth running of the curricula in the Faculty, with regard to both the relationship between individual course units and administrative/staff aspects.

Core activities: Supervising student assistants and/or PhD students when performing their teaching duties. Planning the logistics of teaching materials, exams, and the administrative embedding and polishing of teaching activities. Guiding and stimulating the teaching and professionalization activities of staff. Participating in Faculty bodies relevant to the teaching, such as the Board of Examiners, programme committees, etc.

*Criteria*

1. The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.
2. The member of staff must have actively stimulated the teaching activities of his or her colleagues.
3. The member of staff must have demonstrably contributed to curriculum management, for example through fulfilling the role of degree programme manager, programme director or chair of a programme committee, or by successfully setting up and implementing a curriculum renewal project.

### **6.2.4 Professionalization**

*Duties*

Development into a flexible, competent university professor, who dovetails with the teaching policy of the faculty.

Core activities: Keeping abreast of academic developments in the relevant discipline and related disciplines so that the content of the curriculum can be assessed to the appropriate academic standard. Keeping abreast of developments in the didactics of higher education so that the methods used match the required learning outcomes. Exchanging knowledge with colleagues, subject to the methodology and didactics of higher education. Introducing social developments (labour market, legislation, ethics) in the discipline into the teaching context.

*Criteria*

1. The member of staff must use or be able to use state-of-the-art and varied learning materials which explicitly place the discipline into its academic and social context.
2. After due consideration (in consultation with the programme director), the member of staff must have participated in professionalization activities such as workshops, seminars, faculty education days, etc. for an average of two days per year.
3. The member of staff must be able to give and receive feedback to and from colleagues, support and academic staff and students.

### **6.3 Personnel policy (HR)**

#### *Duties*

Managing the members of the department, giving work instructions, discussing progress and participating in recruitment, selection and assessment. Implementing the HR policy determined by the Faculty Board within the chair in question and in accordance with the Collective Labour Agreement (CAO) and central guidelines of the institute, with the aim of ensuring quantitative and qualitative staffing for the implementation of teaching and research programmes. Participating in or chairing meetings of committees and work groups. Informing staff under the supervision of the chair about matters discussed during working group/committee meetings.

Core activities: Discussing professional and academic development with staff. Coaching and guiding members of staff. Conducting Results and Development interviews with staff members, in consultation with programme directors and the directors of research institutes. Bearing responsibility for the recruitment and selection of personnel. Keeping staff informed of matters discussed by the various consultative committees.

#### *Criteria*

1. The member of staff must have held Results and Development interviews with the staff for whom he/she is responsible and investigated the career prospects of these staff members.
2. The member of staff must have participated in appointment advisory committees or other committees concerning the organization of the teaching and research in the Faculty or the University.
3. The member of staff must have participated in the University of Groningen Academic Leadership course. The member of staff must have helped to maintain a good working atmosphere and team spirit, and contributed to the discussion and delegation of duties within the department of which he/she is head or joint head.
4. The member of staff must contribute efficiently and effectively to the smooth running of the teaching and research processes in which he/she is involved. He/she must have demonstrable organizational qualities within the chair group, the department and the Faculty.

In the attachment, please find a summary of the appointment criteria for each position (UD, UHD, HGL (Full Professor)), further information about the appointment committee (BAC) and an overview of the competences required for an academic career, as well as of specific Faculty agreements (4,5,6).

Appendix 7 provides a summary of the Tenure Track changes since 2012.

**Appendix 1 Overview of criteria**

	<b>TT Assistant Professor (UD)</b>
<b>Appointment criteria for Assistant Professors (entry in TT)</b>	<ol style="list-style-type: none"> <li>1. The candidate must hold a PhD degree.</li> <li>2. The candidate must possess the qualities required for excellent academic research, preferably demonstrated by one or more publications in renowned international journals (3 or 5-point category according to the SOM criteria) in the field.</li> <li>3. In addition, the candidate must have a relevant international network, for example demonstrated by a stay at an academic institution abroad. If the candidate has not spent time abroad, agreements will be made for the staff member to spend a few periods of 2 to 6 months abroad in order to build up a relevant international network.</li> <li>4. The candidate must have relevant teaching competences, demonstrated by good assessments or at least a completed teacher-training programme for higher education (UTQ: University Teaching Qualification). If the candidate has not obtained the UTQ, he or she must obtain it within three years of the start of the Tenure Track.</li> <li>5. The candidate must have demonstrable organizational qualities and excellent communication skills.</li> <li>6. The candidate must be able to develop an important subdiscipline within the Faculty.</li> </ol>

	<b>Appointment criteria for Tenure Track Professors UHD/Associate Professors</b>	<b>Appointment criteria for Full Professors</b>
<b>Research performance</b>	<ol style="list-style-type: none"> <li>1. The member of staff must have developed a high-quality, clear and productive line of research within the Faculty's research programme, with potential for an outstanding assessment.</li> <li>2. The member of staff must function well in the Faculty and make a significant contribution to the research programme and organizational tasks of the Faculty.</li> <li>3. The member of staff must have international experience, as proven by a minimum of six successful months (publications!) spent at an academic institute abroad.</li> </ol>	<ol style="list-style-type: none"> <li>1. The member of staff must have developed a high-quality, clear and productive line of research within the research institute's research programme, demonstrated by outstanding assessments (e.g. research visitations).</li> <li>2. The member of staff is responsible for developing and implementing a reputable research programme. In addition, he or she must function well within the research institute and make a significant contribution to the execution and coherence of the research programme and the organizational tasks of the Faculty.</li> <li>3. The member of staff must maintain international contacts and participate in joint ventures, demonstrated among other things by joint publications and working visits.</li> </ol>
<b>PhD supervision</b>	The member of staff must be the co-supervisor of at least two PhD candidates, or have supervised them to the completion of their degrees.	During the six years preceding the assessment, the member of staff must have supervised at least four PhD students, either as supervisor or co-supervisor. At least two of these PhD students must have indeed gained their PhD while the remainder are still working on their theses.
<b>Acquisition from indirect government funding or contract research</b>	During the UD period (within or outside the Tenure Track), the member of staff must have been awarded at least one substantial research grant from indirect government funding or contract research (e.g. for a PhD or postdoc position). This concerns an independent application with the member of staff acting as 'principal investigator' (PI).	During the past ten years, the member of staff must have been awarded at least two substantial research grants from indirect government funding or contract research (e.g. for a PhD or postdoc position). This concerns an independent application with the member of staff acting as 'principal investigator' (PI).
<b>Publications</b>	<ol style="list-style-type: none"> <li>1. The member of staff must have a high-quality list of publications that meets the criteria for SOM fellows. During his or her career the candidate must have written two five-point and two three-point publications and/or one single-authored five-point publication and four three-point publications. At least one of these five-point and two three-point publications must have been published or accepted in the past six years.</li> <li>2. The importance of the staff member's research must be recognized by his/her colleagues, and demonstrated by, for example, the following: prizes, decorations, membership of the editorial board of international academic journals, invitations to speak and participation in international committees.</li> </ol>	<ol style="list-style-type: none"> <li>1. During the past six-year review period, the member of staff must have written at least two five-point or four three-point publications.</li> <li>2. The member of staff must meet the SOM fellow criteria.</li> <li>3. The importance of the staff member's research must be recognized by his/her colleagues, and demonstrated by, for example, the following: prizes, decorations, membership of the editorial board of international academic journals, invitations to speak and participation in international committees.</li> </ol>
<b>Curriculum implementation</b>	1. The member of staff must translate the research field he/she has developed into teaching, for example by means of a regular course unit or elective in a Master's, Research Master's or Bachelor's degree programme that in the opinion of the programme director	1. The member of staff must translate the research field he/she has developed into teaching, for example by means of a regular course unit or elective in a Master's, Research Master's or Bachelor's degree programme that in the opinion of the programme director

	<b>Appointment criteria for Tenure Track Professors UHD/Associate Professors</b>	<b>Appointment criteria for Full Professors</b>
	<p>matches the size and content of the Faculty's course units.</p> <ol style="list-style-type: none"> <li>The member of staff must spend a substantial part of the working hours on teaching, based on the relevant standards of the Faculty.</li> <li>Performance of the teaching activities must be good, as shown by both student evaluations and assessments by the relevant programme director.</li> <li>The member of staff must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of work and test types, and an understanding of their possibilities, as demonstrated, inter alia, by having obtained the UTQ (University Teaching Qualification).</li> <li>The member of staff must have sufficient knowledge of English to teach properly in this language.</li> </ol>	<p>matches the size and content of the Faculty's course units.</p> <ol style="list-style-type: none"> <li>The member of staff must spend a substantial part of the working hours on teaching, based on the relevant standards of the Faculty.</li> <li>Performance of the teaching activities must be good, as shown by both student evaluations and assessments by the relevant programme director.</li> <li>The member of staff must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of work and test types, and an understanding of their possibilities, as demonstrated, inter alia, by having obtained the UTQ (University Teaching Qualification).</li> <li>The member of staff must have sufficient knowledge of English to teach properly in this language.</li> </ol> <p>If the member of staff has lived in the Netherlands for more than five years, he or she is expected to be able to communicate in Dutch as well.</p>
<b>Curriculum development</b>	If desired, the member of staff must have introduced demonstrable improvements in, for example, learning materials or working methods.	<ol style="list-style-type: none"> <li>If desired, the member of staff must have introduced demonstrable improvements in, for example, learning materials or working methods.</li> <li>The member of staff must have made demonstrable contributions to activities at programme level (learning method or variant), over and above course unit level, for example in curriculum renewal projects.</li> </ol>
<b>Curriculum organization</b>	<ol style="list-style-type: none"> <li>The member of staff must have a good understanding of the curriculum organization and regulations of the Faculty.</li> <li>The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.</li> <li>The member of staff must have organizational qualities, demonstrated, for example, by functioning as degree programme manager, programme director or member of a programme committee.</li> </ol>	<ol style="list-style-type: none"> <li>The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved.</li> <li>The member of staff must have actively stimulated the teaching activities of his or her colleagues.</li> <li>The member of staff must have demonstrably contributed to curriculum management, for example through fulfilling the role of degree programme manager, programme director or chair of a programme committee, or by successfully setting up and implementing a curriculum renewal project.</li> </ol>
<b>Professionalization</b>	<ol style="list-style-type: none"> <li>The member of staff must use or be able to use state-of-the-art and varied learning materials which explicitly place the discipline into its academic and social context.</li> <li>After due consideration (in consultation with the programme director), the member of staff must have participated in professionalization activities such as workshops, seminars, faculty education days, etc. for an average of two days per year.</li> </ol>	<ol style="list-style-type: none"> <li>The member of staff must use or be able to use state-of-the-art and varied learning materials which explicitly place the discipline into its academic and social context.</li> <li>After due consideration (in consultation with the programme director), the member of staff must have participated in professionalization activities such as workshops, seminars, faculty education days, etc. for an average of two days per year.</li> </ol>

	<b>Appointment criteria for Tenure Track Professors UHD/Associate Professors</b>	<b>Appointment criteria for Full Professors</b>
	<ol style="list-style-type: none"> <li>3. The member of staff must be able to give and receive feedback to and from colleagues, support and academic staff and students.</li> <li>4. The member of staff must contribute efficiently and effectively to the smooth running of the teaching and research processes in which he/she is involved.</li> </ol>	<ol style="list-style-type: none"> <li>3. The member of staff must be able to give and receive feedback to and from colleagues, support and academic staff and students.</li> </ol>
<b>HR policy</b>		<ol style="list-style-type: none"> <li>1. The member of staff must have held Results and Development interviews with the staff for whom he/she is responsible and investigated the career prospects of these staff members.</li> <li>2. The member of staff must have participated in appointment advisory committees or other committees concerning the organization of teaching and research in the Faculty or the University.</li> <li>3. The member of staff must have participated in a leadership course.</li> <li>4. The member of staff must have helped to maintain a good working atmosphere and team spirit, and contributed to the discussion and delegation of duties within the department of which he/she is head or joint head.</li> <li>5. The member of staff must contribute efficiently and effectively to the smooth running of the teaching and research processes in which he/she is involved. He/she must have demonstrable organizational qualities within the chair group, the department and the Faculty.</li> </ol>

## **Appendix 2. The Appointment Advisory Committee (BAC: *Benoemings adviescommissie*)**

The BAC is the advisory committee that is established by the Faculty Board for each vacancy. The BAC is responsible for recruitment and selection of candidates for such a vacancy. The BAC issues advice to the Faculty Board with regard to the appointment of selected candidates, with which the Faculty Board decides whether or not to appoint a candidate.

The BAC must consist of a maximum of 7 members, including at least one woman, and with at least the following participants:

1. The director of the relevant research programme
2. A programme director
3. The head of the relevant department
4. The director of SOM
5. An HR advisor.

The Dean will attend the first BAC meeting.

If preferred and if the University of Groningen guidelines require this, the persons listed below will be added to the committee:

- An external expert in the same discipline
- An expert from the University of Groningen
- A student from the Faculty.

### **Procedure**

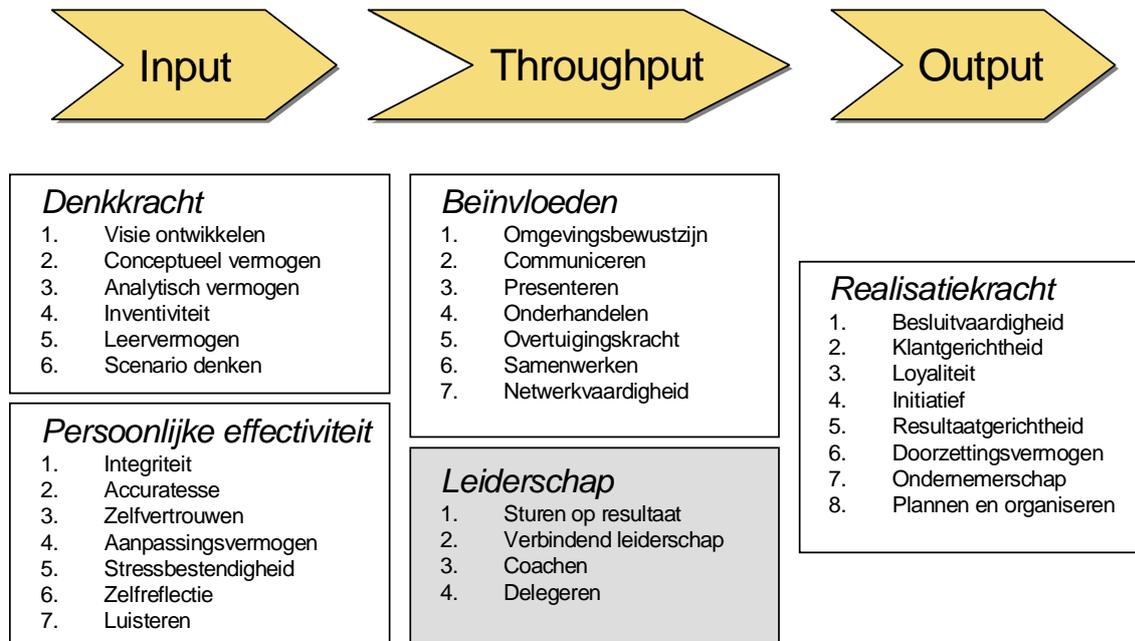
1. The BAC submits a profile of the chair (1-2 A4 pages) to the FB, listing the teaching responsibilities of the Assistant Professor and the research field. In addition, a draft advertisement text is submitted, in consultation with HR-Advice.
2. After approval by the FB, the recruiting procedure may begin. Candidates shall be recruited by means of an open procedure, via channels such as national media, the internet, international networks and job markets, facilitated by HR-Advice.
3. The BAC submits a list of nominations to the FB based on each candidate's CV, list of publications and research plan, references, a seminar for the relevant research institute and an interview with the BAC. Candidates will not have to provide letters of reference; stating a number of referees will suffice.
4. After approval by the FB, the candidate will be appointed. Written agreements specifying research, teaching responsibilities, periodic evaluations, terms of employment, etc. will be confirmed.
5. The BAC is required to report back to the Faculty Board concerning all relevant criteria and competences.

The BAC is free to impose higher requirements, for example in subdisciplines where the number of publications is above average. Needless to say, the candidate must be informed of these requirements in advance. The BAC is also free to nominate candidates who do not satisfy certain criteria for appointment on the basis of their excellent results on other criteria, on condition that it has detailed and convincing arguments for this nomination. The Faculty Board will always have the final say on whether the arguments justifying deviation from a certain criterion are acceptable.

### Appendix 3 Competence overview

#### *Competence clusters (the VSNU competence set for all universities)*

The basic competences have been divided into five clusters. These clusters are concerned with how people approach their working environment and handle work-related situations. The division into clusters enables a better overview of the competences. The five clusters can be defined as follows:



#### **1. Mental ability**

The competences in this cluster are concerned with the ability to understand certain situations or problems or to create new lines of approach.

#### **2. Personal effectiveness**

The competences in this cluster are mainly concerned with personal traits that may indicate how a job holder will approach working situations in general.

#### **3. Influencing**

The competences in this cluster are concerned with a job holder's ability to communicate with others and to persuade others to work together towards a certain goal.

#### **4. Leadership**

The competences in this cluster are concerned with how a job holder uses the role of leader to persuade others to work towards the goals of the organization (team, business unit, etc.)

#### **5. Achievement drive**

The competences in this cluster are concerned with how job holders set their goals, how they define what they should focus on, or how they discover and use opportunities.

*Definitions of competences*

<b>Mental ability</b>	<b>Definition:</b>
<b>1. Develop vision</b>	Roughly defines the direction the organization, the organizational processes, the discipline and its surroundings is heading. Places findings and events in a broader context. Formulates long-term goals.
<b>2. Conceptual ability</b>	Establishes links between situations that do not seem to be strongly related and finds key factors in complex situations. Builds conceptual frameworks or models and formulates multiple concepts, hypotheses or ideas on the basis of complex information.
<b>3. Analytical ability</b>	Understands a situation by splitting it up into smaller parts, or by defining its consequences. This includes comparing various parts or aspects and understanding the cause-and-effect or if-then connections between facts.
<b>4. Inventiveness</b>	Introduces original ideas and solutions. Combines various perspectives and insights to something new.

<b>Personal effectiveness</b>	<b>Definition:</b>
<b>1. Integrity</b>	Consistently maintains generally accepted social, ethical and professional norms in both word and deed, even when tempted or pushed to bend the rules. Is approachable on this point and tackles others about it.
<b>2. Self-reflection</b>	Is able to critically evaluate his or her own behaviour, standpoints and methods and is receptive to those of others; demonstrates that he or she has learned from these evaluations by showing altered behaviour, standpoints or methods.

<b>Influencing</b>	<b>Definition:</b>
<b>1. Social awareness</b>	Demonstrates a good knowledge of relevant social and political developments, the interplay of forces in his or her own organization and other environmental factors, and is able to effectively use this knowledge in his or her own position or the organization.
<b>2. Communication</b>	Communicates ideas and information clearly and correctly, bearing in mind the conversational partners, listeners and readers, and making sure the message comes across and is understood.
<b>3. Presentation</b>	Communicates facts, ideas and opinions in a systematic, coherent and interesting way. Has didactic knowledge relevant to the subject, an overall view of work and testing types and their possibilities, is able to develop learning situations and teaching material, has an understanding of didactic problems with the material.
<b>4. Network skills</b>	Develops and maintains formal and informal contacts within and outside the own organization and uses these to acquire information, support and cooperation.

<b>Leadership</b>	<b>Definition:</b>
<b>1. Result-driven management</b>	Provides guidance and content-related support to staff in order to realize goals.
<b>2. Loyalty leadership</b>	Introduces synergy to a group of staff and motivates them to form effective alliances.
<b>3. Coaching</b>	Stimulates and helps others to utilize all their personal qualities in their current position and to develop their talents for their future career

<b>Achievement drive</b>	<b>Definition:</b>
<b>1. Loyalty</b>	Is loyal to the own organization and colleagues, both internally and towards the outside world; accepts decision-making in the organization and implements it
<b>2. Entrepreneurship</b>	Spots opportunities or possibilities to develop new knowledge and application areas, products or services. Acts accordingly and is ready to take measured risks.
<b>3. Planning and organizing</b>	Supervises the work, organizes the planning process (actions, time, resources), sets priorities, monitors progress.

#### **Appendix 4 Agreements with Tenure Track staff; division of teaching and research**

By order of the FB, 12 January 2010

N.B. For vacancies that are published **in the course of an academic year**, 50% of the research costs will be borne by the FB.

##### **Tenure Track**

Standard: 50% research, 50% teaching.

40% of the research time is borne by the FB,

- 10% by the programme director (who thereby becomes jointly responsible for ensuring quality in recruitment and supervision)

##### *Administrative:*

- until achieving the status of SOM fellow: 40% borne by FB, 10% by programme director.
- After achieving fellow status: 40% SOM status, 10% borne by programme director.
- If research director is willing to grant up to 10% extra: 10% borne by programme director.

The 50%/50% agreement will apply to a maximum of the first 6 years – as soon as a permanent appointment is granted, the regular allocation of research time will apply.

## **Appendix 5 Research sabbatical after maternity leave**

Date: 26 April 2010

During the last 2 years we have noticed a need among parties involved and departmental heads for a compensation regulation with regard to maternity leave that is fair to both the person involved and the department.

The following rules will therefore apply within FEB as of April 2010:

- A UD or UHD may, if she desires, be exempt from teaching duties for a period of four months after her maternity leave. This period may start directly after the leave period or at the beginning of the next academic year.
- The relevant department may hire a student assistant for 0.2 FTE during this four-month period to assist the other members of the department in their teaching and research duties.

The staff member in question can apply for this provision in writing to the Faculty Board.

Last modified on: 15 May 2012

## **Appendix 6 Travel budget for FEB Tenure Track staff**

As of 1 January 2010, Tenure Track staff at FEB without a fixed appointment will be permitted to spend EUR 5000 over a period of no more than five years on research-related costs (e.g. student assistants, research costs) and research-related trips abroad (incl. accommodation costs abroad, visiting conferences abroad).

This sum is separate from the travel budgets awarded via SOM.

Tenure Track staff whose first appointment is for less than 5 years will initially be awarded a budget of EUR 2500; once the appointment has been extended they will qualify for a further sum of no more than EUR 2500.

Current Tenure Track staff without a fixed appointment will also be granted this budget, on condition that they have not yet claimed any such expenses.

SOM will manage and monitor these Tenure Track 'rugzak' budgets. Staff members must submit a written request, including a spending plan, to SOM in consultation with their manager in order to qualify for this budget.

SOM will provide the Faculty Board with an overview of expenses once a year.

## **Appendix 7 Changes to the Tenure Track policy since 2012**

The first version of the Tenure Track policy was approved in autumn 2008.

### **Revised version, November 2012**

During the first months of 2012, our Faculty's Tenure Track policy was thoroughly evaluated. This evaluation resulted in a number of both editorial and content-related changes to the Tenure Track memorandum. The most important content-related changes are summarized below.

The pre-Tenure phase has been discontinued and the publication requirements as part of the entry requirements for the position of Assistant Professor (UD) have been redefined and slightly relaxed. In addition, the definition of an 'international network' has been broadened somewhat. Individual agreements with regard to reaching the next step will be made with staff members in this phase of the Tenure Track career path.

New staff members will be offered a contract for six years, aiming to reach the position of Tenure Track Professor (UHD) and a permanent appointment (tenure) by the end of these six years. Staff members will be assessed after no more than three years, and the contract will be terminated in the event of a negative assessment. Two years after having reached the position of UHD, a staff member who is promoted to UHD1 may also be appointed Associate Professor. An appointment request to this end may be submitted to the Board of the University if the staff member is interested in this position. According to the University guidelines, the position of Associate Professor includes the *ius promovendi*: the right to supervise PhD students, use the title of Professor and wear a gown.

The Internal Promotion Committee (CIP: *Commissie Interne Promotie*) is included in the memorandum as an advisory committee that issues advice to the Faculty Board with regard to promotions in the Tenure Track career path. A description of the duties and composition of the CIP can be found in Appendix 3.

### **Revised version, May 2014**

The UTQ (University Teaching Qualification) was officially approved as a criterion for promotion to UD1 (although this policy was already implemented in practice).

Changes to the publication criterion for promotion to UHD2. This criterion has been changed to: 'During his or her career the candidate must have written two five-point and two three-point publications and/or one single-authored five-point publication and four three-point publications. *At least one of these five-point and two three-point publications must have been published or accepted in the past six years*' (Previous version: 'At least one of these five-point and three three-point publications must have been published or accepted within the review period.')

The CIP has been allocated a fourth duty: Issuing advice with regard to extension of the UD2's appointment, promotion to UD1 after three years.