



university of
 groningen

faculty of science
 and engineering

board

Career Paths in Science and Engineering



Inhoud

1	Introduction	5
2	Career system	6
2.1	Introduction	6
2.2	Career system in a nutshell	6
2.3	Focus domain and time allocation	8
2.4	Career steps	9
2.4.1	Tenure and promotion to Assistant Professor 1	9
2.4.2	Promotion to Associate Professor 2	10
2.4.3	Promotion to Associate Professor 1	10
2.4.4	Promotion to Full Professor 2	11
2.4.5	Promotion to Full Professor 1	11
3	Development and support	12
3.1	Introduction	12
3.2	Start of the tenure track	12
3.3	Role of the supervisors	12
3.4	R&D interviews	13
3.5	Mentors and other advisors	13
3.6	Competence development	14
4	Recruitment	15
4.1	Introduction	15
4.2	Profile report committee	15
4.3	Selection committee	15
4.4	Appointment	15
4.5	Hiring policies aimed at increasing diversity	16
5	Promotion procedures	17
5.1	Introduction	17
5.2	General information	17
5.2.1	Committees	17
5.2.2	Portfolio	17
5.2.3	Criteria and exceptions	18
5.2.4	BC1 and BC2	18
5.2.5	Ad hoc assessment committees	20
5.2.6	Assessment of competencies	20
5.3	Tenure and promotion to Assistant Professor 1	20
5.4	Promotion to Associate Professor 2	21



5.5	Promotion to Associate Professor 1	21
5.6	Promotion to Full Professor 2.....	22
5.7	Promotion to Full Professor 1	22
5.8	Focus change.....	22
6	Ius promovendi.....	24
7	Transition scheme.....	26
8	Criteria	27



university of
 groningen

faculty of science
 and engineering

board



1 Introduction

This document describes the FSE career policy Career Paths in Science and Engineering. For a brief overview, see Career system in a nutshell (chapter 2.2).

Background

The mission of the Faculty of Science and Engineering (FSE) is to excel in research and education in a broad range of disciplines, to promote innovation and have impact in society, and to challenge and support students and staff to develop themselves academically, professionally, and personally. This mission can only succeed if talented staff members are attracted and retained. To this end FSE introduced in 2001, at the initiative of Dean Prof. Douwe Wiersma, Career Paths in Science: a career system that (a) focussed on open recruitment of academics at the level of Assistant Professor in international competition and (b) offered them the perspective of promotion to Associate Professor and ultimately Full Professor. Individual performance, rather than staffing configurations, thus became leading in the academic's career.

Recognition and rewards

Career Paths in Science has been updated three times over the years. This new version was developed in response to the national movement on 'recognition and rewards'. The aim of this movement is to set up a career system at universities in the Netherlands that enables diversification and vitalisation of career paths; acknowledges the individual qualities and ambitions of scientists as well as contributions to teams and the wider organization; emphasizes quality of work next to quantitative results; encourages open science; and fosters high-quality academic leadership. These ideas are included in this new version of the FSE career policy for Assistant, Associate and Full Professors, which we call 'Career Paths in Science and Engineering'.

Other major changes

But there are, also in the spirit of recognition and rewards, other important changes. First, Career Paths in Science and Engineering offers Assistant Professors at an earlier stage a permanent position. Second, academic positions as an Assistant or Associate Professor are no longer seen merely as intermediate steps towards a Full Professorship: while making career steps is still encouraged, it is from now on also possible not to opt for promotion, or to postpone this to a later moment in one's career. Third, all promotion procedures are accessible to all Assistant and Associate professors at FSE, irrespective of under what conditions they were appointed and without the need of satisfying more stringent criteria. Together, these changes make this new version a more extensive update than earlier versions of Career Paths in Science. Yet, the core of Career Paths in Science is still in place: Career Paths in Science and Engineering offers Assistant Professors a perspective to become Associate Professor, and Associate Professors a perspective to become Full Professor, all on the basis of their own merit.



2 Career system

2.1 Introduction

It is of crucial importance for FSE to attract national and international top talent and stimulate this talent to further develop within the organization. Academic staff is, after all, responsible for the faculty's main tasks of education, research, (societal) impact and management. For this reason, FSE has a diverse and dynamic career system with three distinct paths that all include the perspective of becoming Full Professor.

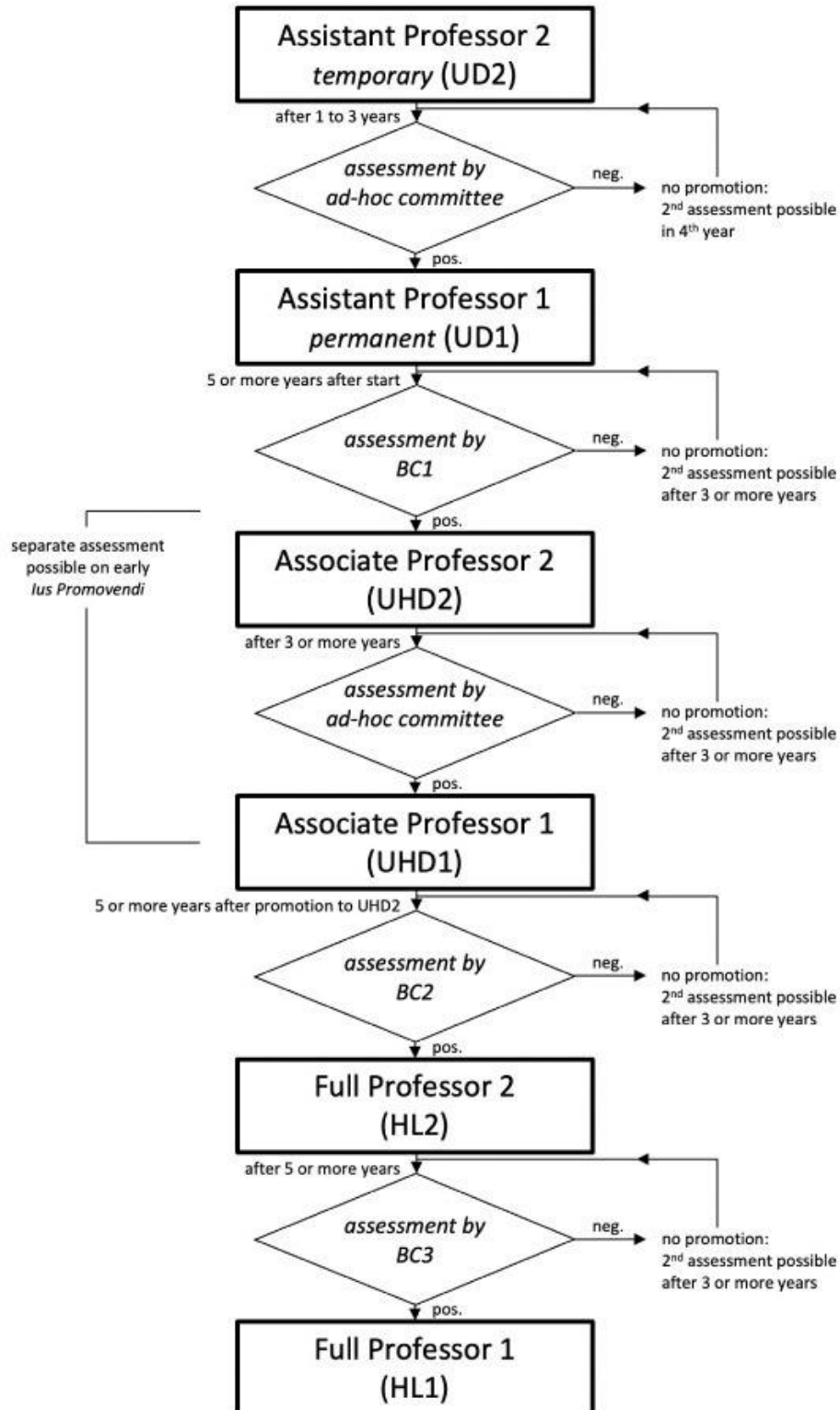
Use the buttons on the left to learn about the main elements of Career Paths in Science and Engineering.

2.2 Career system in a nutshell

Career Paths in Science and Engineering is organized as follows:

- Academics are recruited for the position of Assistant Professor with either a focus on education or research, or for the position of Associate Professor with a focus on education, research or impact.
- Assistant Professors are appointed for six years and apply for tenure between one to three years after the start of their appointment. In case of a part-time appointment, the duration of the contract and the timeframe for tenure are adjusted accordingly.
- Assistant Professors and Associate Professors can apply for promotion to respectively Associate Professor and Full Professor at a time of their choosing, by default after having been appointed for at least five years.
- Decisions about tenure and promotion are made on the basis of the staff member's progress in four domains of results (education, research, impact, and organization) and two supporting domains (professionalization and competences). How much progress is expected in each of the domains depends on one's focus domain.

The figure on the next page gives an overview of the steps in the career system, including the default times. The other web pages in this area provide more details about these career steps and about the critical concept of focus domain. An important note to make is that the descriptions on these webpages presuppose typical career paths, whereas in practice it is possible that customized arrangements are made to account for individual differences.





2.3 Focus domain and time allocation

Staff members appointed on the basis of Career Paths in Science and Engineering spend most of their working time on the main domains of education and research. In addition, they are expected to invest time in achieving societal impact and to do a certain amount of academic community service (that is, organizational tasks within the university beyond their own group). How much time is allocated to each of these four domains of results depends on the staff member's focus domain as well as on their career stage.

Focus domain

To say that a domain is the staff member's focus domain means that their activities concentrate within this domain and that it is within this domain that they develop themselves most strongly. It also means that the staff member's career path concentrates on this domain and that, in order to make career progress, results in this domain are particularly important. The choice for the focus domain is made when the position is created by the Faculty Board and is based on the needs of the organization. The focus domain is therefore clear from the beginning: it is specified in the vacancy text and the associated profile report (extended job description) when the position is advertised and it is incorporated in the employment contract of the staff member.

Time allocation of Assistant Professors (first five years)

When staff members have just started their career at FSE as Assistant Professor, they are expected to invest the majority of their time (60%) in activities related to their focus domain, which is either education or research. This includes professionalization activities, which are supposed to concentrate on skills and competences that are particularly relevant to one's focus domain. By spending the majority of their time on education or research, Assistant Professors further specialize in one of these two main domains. The remaining time is spent for the most part (30%) on the other main domain, research or education, while 10% is reserved for activities related to impact and organizational tasks. This time allocation applies to the first five years of the appointment of the Assistant Professor.

Time allocation of other staff

The above time allocation evolves in the course of time. Assistant Professors who have been appointed for five years or longer, Associate Professors, and Full Professors still have a focus domain: they continue to concentrate on activities related to that domain, including domain-related organizational tasks, and keep developing themselves most strongly in this domain. These more senior staff members allocate their time according to the following principles:

- Senior staff members spend at least 40% of their time on education, to cover the needs of the FSE degree programs.
- They devote at least 10% of their time to academic community service, which is essential to cover the organizational needs of our degree programmes, the research institute, the faculty, and the university. Note that, in practice, staff members typically spend somewhat more than 10% on academic community service and that it may temporarily be substantially more, for example when a staff member takes up a role as director.
- They spend at least 20% of their time on research so that their research always forms a solid foundation underlying activities in the domains of education and impact.
- Each senior staff member makes agreements with their supervisor and the institute's scientific and education director about how to spend the remaining 30% of their time, with the criteria and associated activities of their focus domain serving as the natural starting point. These agreements are made and can be revisited in the context of the R&D cycle.



Change of focus domain

A staff member's focus domain is connected to their position. A position's focus domain is chosen on the basis of the needs of the organization and it plays a key role in the recruitment process: a staff member is selected in part because of the fit between their interests and talents and the focus domain. For these reasons, a change of focus domain is not to be taken lightly and cannot be made in the first five years of one's appointment at the FSE. However, a staff member's interests may change during their career, as may the needs of the organization. In such cases, it may be possible to change one's focus domain and switch to another career path. Staff members who have been appointed at FSE for longer than five years may request a change of their focus domain, under two further conditions:

The change of focus domain must be in the interest of the research institute and the organization more broadly.

The staff member must satisfy the criteria associated with their current position in their intended career path. For example, an Associate Professor with a research focus who wishes to change their focus to education must satisfy the criteria associated with that of Associate Professor in the career path with a focus on education.

A change of focus domain must be approved by the Faculty Board. The procedure is described in chapter 2.3.

2.4 Career steps

SE values employees at all levels and stages of their careers. Employees who have the ambition to make further career steps are actively encouraged and supported. The basic principles for all steps are:

- Staff members choose themselves when they are assessed for a career step. For each career step, a default time is set that in practice needs to have passed since the previous career step was made (see figure below). If a staff member wishes to be assessed for promotion before this time has passed, they can request the Dean to grant them permission.
- Staff members are granted tenure or promotion provided they show sufficient progress in their focus domain as well as in the other domains.
- If tenure or a promotion is not granted, staff members are given a second opportunity after a number of years have passed.



Read more information about each of the career steps in the chapters below. The criteria that must be satisfied for each of the steps are described in the Appendix.

2.4.1 Tenure and promotion to Assistant Professor 1



Assistant Professors 2 apply for promotion to Assistant Professor 1 and tenure* one to three years after the start of their appointment. It is up to the Assistant Professor 2 to choose when to apply within this timeframe. In case of a part-time appointment, the upper end of the timeframe is adjusted in accordance with the staff member's working hours, up to 3 years and 9 months in case of a 0,8 fte appointment. The evaluation for tenure is performed by an assessment committee that advises the Faculty Board.

If the staff member meets the relevant criteria, they receive tenure and are promoted to Assistant Professor 1. If it is concluded that the staff member does not yet meet the relevant criteria, they remain Assistant Professor 2 without tenure. The staff member can in that case apply again for tenure in the 4th year of their appointment after at least one year has passed. If the conclusion regarding tenure is again negative this second time, the Assistant Professor 2 will be offered outplacement support. The staff member will retain their appointment for up to one year to engage in outplacement activities and find a job elsewhere.

The procedure is described in chapter 5.3.

Life events

Assistant Professors 2 who have faced a life event (such as illness, pregnancy or parental leave, or the death of a loved one) can request a postponement of their appraisal for tenure. This request can be sent to the Faculty Board and should include a recommendation from the scientific director of the staff member's institute. The postponement of the appraisal is linked to the duration of the life event.

**Assistant Professors 2 who have already received tenure can also request this meeting one to three years after the start of their appointment, but the review will in that case only concern the promotion to Assistant Professor 1.*

2.4.2 Promotion to Associate Professor 2

Tenured Assistant Professors can apply to be appraised for promotion to the rank of Associate Professor 2 at a time of their choosing, by default after having been appointed as Assistant Professor for at least five years. The assessment is carried out by the permanent assessment committee 1 or 'BC1'. If the appraisal is positive, the Assistant Professor will be promoted to Associate Professor 2. If the appraisal is negative, the Assistant Professor will remain appointed as Assistant Professor and can apply one further time for promotion after a period of at least 3 years has passed.

The procedure is described in chapter 5.4.

Ius promovendi

An Assistant Professor can in the context of the promotion to Associate Professor 2 request to be granted the ius promovendi, the right to act as formal supervisor of PhD students. Read more information about the procedure and the criteria in chapter 6.

2.4.3 Promotion to Associate Professor 1

Associate Professors 2 can apply to be appraised for the rank of Associate Professor 1 at a time of their choosing, by default after having been appointed as Associate Professor 2 for at least 3 years. The assessment is carried out by an ad hoc committee that is called together by the scientific director of the Associate Professor's institute. If the outcome of the procedure is positive, the Associate Professor 2 is promoted to Associate Professor 1. If the outcome of the procedure is negative, the Associate Professor 2 will remain



appointed as Associate Professor and can apply one further time for promotion after a period of at least 3 years has passed.

The procedure is described in chapter 5.5.

2.4.4 Promotion to Full Professor 2

Associate Professors can apply to be appraised for the rank of Full Professor at a time of their choosing, by default after having been appointed as Associate Professor (1 or 2) for at least five years. The assessment is carried out by the permanent assessment committee 2 or 'BC2'. If the appraisal is positive, the Associate Professor will be promoted to Full Professor 2. If the appraisal is negative, the staff member will remain appointed as Associate Professor and can apply one further time for promotion after a period of at least 3 years has passed.

The procedure is described in chapter 5.6.

2.4.5 Promotion to Full Professor 1

Full Professors 2 who have been appointed as such for at least five years can apply to be assessed for promotion to the rank of Full Professor 1 when this promotion procedure takes place. In contrast to the promotion to the rank of Associate and Full Professor 2, promotions to the rank of Full Professor 1 do not depend on individual merit alone, but take place in competition between the incumbent Full Professors 2. This is because the Executive Board of the University and the faculties have agreed that the number of staff holding the position of Full Professor 1 at every faculty may be no more than one third of the total number of Full Professors. An increase in Full Professors 2 due to promotions, together with the retirement of Full Professors 1, may temporarily skew this ratio to a level where the appointment of a number of new Full Professors 1 will become possible again. In this event, the Faculty Board will organize a promotion round and invite Full Professors 2 to apply for promotion. This happens approximately every five years. for more information about the procedure.

The procedure is described in chapter 5.7.



3 Development and support

3.1 Introduction

Career Paths in Science and Engineering challenges staff members to get the best out of themselves. To help staff members do this, the organization offers various forms of guidance and support.

Use the buttons on the left to learn more about how staff members in Career Paths in Science and Engineering are stimulated and supported to develop themselves.

3.2 Start of the tenure track

It is important for the new staff member to from the start take full responsibility for the development of their own career. This first of all requires that the staff member becomes aware of what is expected of them in terms of teaching, research, impact, organization and professionalization. Secondly, the staff member needs to early on start planning on what they need to do to satisfy the criteria of their career path. The staff member should not do this alone; the staff member and their supervisors are jointly responsible for making concrete agreements about expected results and about the development of competencies. Two important instruments in this respect are the personal development plan and the funding plan, which the staff member draws up under the guidance of their supervisors.

A good start also requires familiarity with the organization. The staff member's direct supervisor should ensure that the staff member is introduced to relevant rules, customs, and practices. Moreover, the direct supervisor should ensure that the staff member is introduced to relevant persons within (and possibly outside of) the research institute. This includes the scientific director and the education director of the institute, who will inform the staff member respectively about the strategy of the research institute and about the education organization. The education director also ensures the staff member is assigned fitting teaching tasks.

Finally, a good start requires having good advisors. The staff member can count on their supervisors for this, but it is important to also find other advisors, such as a mentor.

3.3 Role of the supervisors

The direct supervisor, the scientific director and the education play a crucial role throughout the staff member's trajectory in Career Paths in Science and Engineering. Each of these supervisors can offer the staff member advice on anything related to the development of their individual research line and teaching portfolio, on their role in the basic unit, the research institute and the degree programme, or on anything else that will help make their position and academic development successful. The supervisors also offer advice and support in building a national and international research network to increase visibility and fundraising.

While each of the aforementioned supervisors can offer guidance and support, they do have different roles and responsibilities in the staff member's trajectory:

- The direct supervisor--typically the chairperson of the basic unit or leader of the research discipline in which the staff member is embedded--is the supervisor with whom the staff member will have contact most frequently. Two particularly important responsibilities of the direct supervisor are to help the staff member have a good start and to hold Result and Development interviews with the staff member.



- The education director of the research institute is responsible for assigning teaching tasks to the staff member, as well as for offering guidance in the development of the staff member's didactic skills.
- The scientific director of the research institute remotely monitors the staff member's development as well as the supervision provided by the direct supervisor.

If necessary, the staff member can at any time take the initiative for discussions about supervision with the direct supervisor or directors of the institute.

3.4 R&D interviews

Result and Development (R&D) interviews are annual interviews between the staff member and their supervisor. They are conducted to review the previous year: have last year's objectives been achieved and are staff members on their way to meeting the relevant criteria? In addition, agreements are laid down for the next year. The staff member's personal development plan and the role of their supervisor are also addressed in the R&D meeting. The meeting is prepared on the basis of the R&D form (click for the form).

The institute's scientific director, education director and HR advisor may join the R&D interview at the request of either the staff member or the supervisor, or at their own request. The R&D form is completed during or after the interview and is signed by the staff member and the supervisor. The scientific director and education director have to approve the agreements made during the interview; hence they sign the form too, regardless of their presence during the interview.

Before R&D interviews within a research institute take place, the scientific director and the education director prepare these interviews with the relevant supervisor and in consultation with the institute's HR advisor. Topics to address include:

- institute-wide topics to address in the R&D meetings
- the development of the staff members
- potential future (prize) nominations and organizational roles.

The goal of this preparation is to enhance the effectiveness of R&D interviews and to improve talent development more broadly, by creating a shared view on and a shared responsibility for the development of staff within the institute.

3.5 Mentors and other advisors

It is important for every staff member to have good models and advisors. Such advisors can be selected from the network that the staff member built before coming to Groningen, for example a former supervisor or manager, but it is also important to build up a network of advisors at the University of Groningen. Advisors can be direct colleagues or managers, funding officers, business coordinators, project controllers, HR advisors, etc.

In addition, all staff members are strongly encouraged to at the start of their trajectory find someone within the University of Groningen to take the role of mentor. Mentors are typically one or two steps ahead of mentees on their career paths. Conversations between mentors and mentees are confidential and allow more experienced academics to share their knowledge and skills with less experienced academics. Mentors can advise on the development of research skills, teaching, leadership, outreach and management. In addition, mentors can address topics



that the mentee considers important. Mentors can also offer an attentive ear, a fresh perspective, feedback and advice based on personal experience. In short, mentors are the sounding boards of the mentees.

Selecting a mentor

The scientific director of the staff member's research institute can offer guidance in who to select as a mentor and should ensure that new staff members receive a mentor within 6 months. The institute's HR advisor can also mediate in finding a mentor if desired, i.e. in establishing a good match between mentor and mentee. A good match means that both mentor and mentee look forward to the mentorship. The relationship between mentors and mentees is not hierarchical, so mentors cannot simultaneously be supervisors of mentees, nor can they be direct co-workers.

3.6 Competence development

Becoming a good Assistant, Associate and Full Professor requires developing the right competences. But as individuals differ, so do their development needs. That is why each academic in the trajectory of Career Paths in Science and Engineering has their own personal development plan. It is up to the staff member to incorporate courses and other training opportunities into their personal development plan, in consultation with their supervisor. The criteria of the staff member's career path should serve as the starting point for these choices, in particular those of the staff member's focus domain and the organization domain. The staff member can also ask advice from the directors of the research institute, their mentor, HR, or take an assessment test in order to identify their development opportunities.

Mandatory elements

While each staff member has their own personal development plan, it is important to note that some elements must be incorporated in every personal development plan. All staff members must obtain a University Teaching Qualification (UTQ) within the first 3 years of their appointment and staff members that supervise PhD students must follow the course Coaching PhD Students. Furthermore, Assistant Professors are expected to take the Academic Leadership 1 course at the beginning of their career to help them with their new responsibilities and tasks, whereas Associate Professors and Full Professors are required to have completed Academic Leadership 2. For those who do not yet have sufficient command of Dutch or English it is compulsory to undertake activities to improve their language skills.

Training institutions

The University of Groningen offers many courses and other training opportunities via the University's Corporate Academy. This includes the aforementioned courses, but also courses on personal leadership, project management, writing and presentation skills geared towards fundraising, conducting R&D interviews, professional recruitment and selection, media skills, societal impact, intercultural competences, and various advanced didactic courses, such as the Senior Teaching Qualification. Staff members can also select training opportunities provided by external organizations. In consultation with the HR advisor or supervisors, it is possible to opt for guidance from an external coach for the development of specific competencies. Courses and other training opportunities are in principle paid for from a central FSE budget.



4 Recruitment

4.1 Introduction

New academics typically enter the Career Paths in Science and Engineering trajectory as Assistant Professor, although the direct recruitment of Associate Professors or Full Professors is possible as well. The recruitment procedures are in more detail described on the FSE intranet.

4.2 Profile report committee

The recruitment process starts with the appointment of a profile report committee by the Faculty Board. This committee is tasked with writing the profile report, which outlines the position of the candidate and what is expected of them and the vacancy text for the position. Committee members are nominated by the scientific director of the institute that has a vacancy, with the consent of the research institute's board. The profile report committee consists of 5 - 7 academic staff members. It always includes the scientific director and the education director of the institute. The other members are chosen on the basis of their fit with the field and/or the focus domain of the position. The committee must have a majority of Full Professors and include at least two women.

4.3 Selection committee

After the profile report and the vacancy text have been approved by the Faculty Board, the Faculty Board appoints a selection committee based on nominations by the profile report committee. The selection committee is tasked with recruiting an Assistant Professor, based on the profile report and the vacancy text. The selection committee consists of 7 members, including:

- the scientific director of the research institute with the vacancy (Committee Chair)
- the education director of the research institute
- one academic from another research institute within FSE (preferably)
- one academic in the rank of Full Professor from outside the University of Groningen
- one student.

The committee must have a majority of Full Professors and be sufficiently diverse; it must at least include two women, but preferably more. An HR Advisor advises and supports the selection committee.

The selection committee concludes the selection process by submitting its nomination and the relevant documentation to the Faculty Board.

4.4 Appointment

After receiving a selection committee nomination, the Dean invites the nominated candidate and the scientific director of the relevant institute to discuss the candidate's terms of employment. After informal agreement is reached, the candidate receives a formal offer from the Faculty Board. If the candidate accepts the offer, the candidate is appointed by the Faculty Board or, if it concerns a Full Professorship, nominated for appointment to the Executive Board of the University. After a decision to appoint has been made by either the Faculty Board or the Executive Board of the University, HR takes care of the administrative process.



4.5 Hiring policies aimed at increasing diversity

Like at many other universities in Europe, women, and minorities are underrepresented in academic staff positions at the University of Groningen, including at FSE. FSE has various policies in place to improve this situation.

FSE has a long-standing and active policy to increase the percentage of female academic staff. While this policy has indeed led to an increase in female academic staff, the desired level has not yet been attained, particularly not at the levels of Associate and Full Professor. Policies that are specifically directed at increasing the number of female staff include the following:

- FSE regularly reserves special positions for women with great academic potential, particularly under the Rosalind Franklin program.
- The Faculty Board requires selection committees within the Faculty to actively search for female candidates and in principle to shortlist at least 40% female candidates for interviews.
- Female candidates for academic positions are given preference over male candidates with equivalent qualifications.

Measures directed at increasing diversity more generally include the rule that selection committees work in accordance with the UG recruitment guide and that all FSE members of these committees must have followed inclusive recruitment training in the past five years.



5 Promotion procedures

5.1 Introduction

FSE wants to have transparent and fair procedures for decision-making about career steps. These procedures are therefore described in detail in this document. The General information in this chapter gives a description of general concepts and elements of the procedures. The procedures for each of the career steps are then described.

5.2 General information

5.2.1 Committees

When a staff member applies for tenure, promotion, or for a change of their focus domain, this request is assessed by a committee. This committee interviews the staff member, reviews their documentation, and on the basis of this prepares an advice to the Faculty Board about the request of the staff member. Requests for promotion to the position of Associate Professor or promotion to the position of Full Professor are assessed by the permanent assessment committee 1 (or BC1) or the permanent assessment committee 2 (or BC2). These are **permanent committees** that are faculty-wide. Requests for tenure and promotion from Assistant Professor 2 to 1, promotion from Associate Professor 2 to 1, and a change of focus domain are assessed by an **ad hoc assessment committee**. The assessment committee is a smaller committee that is formed for the purpose of the assessment.

5.2.2 Portfolio

In preparation for an assessment for tenure and/or promotion, the candidate prepares a portfolio by means of which they demonstrate their results and development to the assessment committee. The portfolio always includes the following elements:

1. A cover letter in which the candidate briefly explains why they are applying for a promotion. In this letter, the candidate can also highlight aspects for which there is no room in any of the other requested documents.
2. An extensive academic Curriculum Vitae. For the desired content click here. Note that the Curriculum Vitae should include a teaching and research statement. These statements can also be added at the end of the CV.
3. A self-evaluation of the candidate's performance and development regarding teaching, research, impact, organization, professionalization and competences, since they have started their current position. By means of the self-evaluation, the candidate explains to what extent they meet the relevant criteria for promotion and, if applicable, tenure. The candidate is expected to do this on the basis of the 'How to substantiate' sections that can be found on the website with the criteria associated with the intended career step. The candidate is advised to in their self-evaluation link to their CV and other documents and may also add documents as appendices to the self-evaluation.
4. A brief citation analysis, based on either Web of Science, Google Scholar or other internationally recognized literature databases in the relevant field of research. The candidate is requested to describe the publication standard in their field (for example the typical number of publications per year, conference proceedings versus journal publications) and how in their field typically the order of co-authors is determined and what each position in the list of authors means.



5. If relevant, the candidate includes the grant letters for external grants received. If the candidate did not get the grant as a sole Principal Investigator (PI), but as a co-PI or as part of a consortium, they are requested to also submit documents detailing their role as a co-PI or within the consortium as well as the budget that was specifically awarded to their research.

6. An overview of training activities the candidate has undertaken.

5.2.3 Criteria and exceptions

As a general principle, candidates for tenure, promotion, or a change of focus domain are expected to satisfy all the criteria associated with the respective career step--the main criterion as well as the more specific criteria, via which the main criterion is elaborated. However, there are situations in which staff members do not need to (fully) satisfy the criteria as they are stated. These are explained on this page.

Compensation

To accommodate diversity among staff members and respect the fact that achieving excellence on certain points may come at a cost, weaker performance on certain criteria can be compensated for by exceptional performance on others, at the discretion of the assessment committee. Compensation may occur across domains except for the candidate's focus domain: if a candidate does not fully satisfy a specific criterion within their focus domain, this can only be compensated for by exceptional performance on other criteria within their focus domain, but not by results in another domain.

Time-sensitive criteria

Some promotion criteria are time-sensitive. Such criteria assume that a staff member works full-time. If a staff member works part-time instead or has experienced life events due to which they did not work for a significant amount of time, the timeframe mentioned in time-sensitive criteria has to be adapted accordingly. For example, in order to be promoted to Full Professor with a focus on research, one must have supervised at least 4 PhD students in the 5 years preceding the appraisal, assuming one has a full-time contract; if instead one has a 0.8 fte appointment and taken parental leave for four months, one should have shown to have supervised 4 PhD students in a period of 6 years and 7 months.

PhD students and life events

For most career steps, a staff member needs to have supervised a number of PhD students within a given timeframe. However, when circumstances have arisen that were outside the control of the staff member, for instance life events of PhD students, the assessment committee may diverge from such criteria.

The criteria for tenure, promotion, or for a change of focus domain associated with the three career paths can be found in the introduction (chapter 1).

5.2.4 BC1 and BC2

An assessment for promotion to Associate Professor or Full Professor is carried out respectively by the permanent assessment committees 1 (BC1) or 2 (BC2). The committees each consist of six permanent members. For each assessment, the committee is extended by two members with specific expertise on the focus domain and/or the field of the candidate. The committees are supported by an HR advisor.



In no event will the staff member's direct supervisor, i.e. the chair of the basic unit or the director of the research institute, be on the permanent assessment committee. If one of the permanent committee members is also the supervisor of a candidate under appraisal, he or she will withdraw as a member for the appraisal of this candidate and is replaced by a former committee member if possible.

Permanent members

The permanent assessment committees 1 and 2 (BC1 and BC2) each consist of 6 permanent members, including the chair of the committee, and a student member. These members are in principle involved in all assessments for promotion to the rank of Associate Professor (the BC1 members) or the rank of Full Professor (the BC2 members), independent of the focus domain of the candidate. The permanent committee members of the BC1 are Associate or Full Professors; the permanent committee members of the BC2 are Full Professors. They are appointed by the Faculty Board for a 3-year term that can be extended, on the understanding that 1 member is replaced every year. The student members are appointed annually. The permanent committee members are also involved in ad hoc assessment committees that are called together to advise the Faculty Board on decisions about tenure and promotion to Assistant Professor 1, promotion to Associate Professor 1, or focus change.

Selection of expert members

For each assessment, the BC1 or BC2 is extended by two members with specific expertise on the focus domain and/or the field of the candidate. At least one of these expert members is not appointed at the UG. The expert members are selected and approached by the chair of the committee, in consultation with the director of the research institute if desired.

At least two months before the assessment takes place, the scientific director of the research institute, in consultation with the institute's education director and the candidate's supervisor, provides at least 8 names of potential expert members who might participate in the BC. These must be Associate or Full Professors with expertise in the candidate's domain and/or field of research. At least half of the suggested experts must not have a prior working relationship with the candidate; for all other experts, the nature of this relationship must be reported. The list of suggested expert members must include multiple women.

Selection of references

The candidate and the scientific director of the research institute where the candidate works must independently provide the chair of the permanent assessment committee with the names and addresses of potential references at least 2 months before the meeting of the committee. The number and required expertise of references depend on the candidate's focus domain.

- **Focus on education**

The scientific director must provide at least 3 names of experts who are able to give an opinion on the candidate's accomplishments in education and 3 experts who are able to give an opinion on the candidate's research, in consultation with the candidate's supervisor and the institute's education director. The candidate must provide the names of 5 experts who are able to give an opinion on their education and 5 who are able to give an opinion on their research.

- **Focus on impact**

The scientific director must provide at least 3 names of experts who are able to give an opinion on the candidate's societal impact and 3 experts who are able to



give an opinion on the candidate's research, in consultation with the candidate's supervisor and the institute's education director. The candidate must provide the names of 5 experts who are able to give an opinion on their societal impact and 5 who are able to give an opinion on their research.

- **Focus on research**

The scientific director must provide at least 6 names of experts who are able to give an opinion on the candidate's research, in consultation with the candidate's supervisor. The candidate must provide the names of at least 10 such experts.

5.2.5 Ad hoc assessment committees

When a staff member applies for tenure and promotion to Assistant Professor 1, for promotion from Associate Professor 2 to 1, or for a change of their focus domain, an ad hoc assessment committee is formed. This committee consists of the scientific director of the staff member's institute (who chairs the committee), the education director of the staff member's institute, a member of one of the permanent assessment committees BC1 (if the candidate is Assistant Professor) or BC2 (if the candidate is Associate Professor), and is supported by an HR advisor. The permanent committee member is always of a different institute than the staff member whose application is assessed. The staff member's supervisor is not a member of the committee but can be approached by the committee for advice. In case one of the directors is the staff member's supervisor, another staff member may be selected for the ad hoc committee, in consultation with the Dean.

5.2.6 Assessment of competencies

In their assessment, selection committees and assessment committees take into account the evaluation of the required competencies as set out in the domains. The committee or the Faculty Board may request that candidates undergo a competency assessment by an external agency to obtain a better impression of their competencies and opportunities for development. Candidates who apply for a promotion or a job agree to comply with this request if relevant.

5.3 Tenure and promotion to Assistant Professor 1

Assistant Professors 2 apply for promotion to Assistant Professor 1 and tenure one to three* years after the start of their appointment by requesting their scientific director to initiate the procedure. The scientific director will form an assessment committee and plan an interview. In preparation for the interview by the assessment committee, the Assistant Professor 2 prepares a portfolio by means of which they demonstrate to meet the criteria for tenure of the relevant career path. The assessment subsequently holds interviews with the staff member and with the staff member's supervisor.

On the basis of these interviews and the documentation provided by the staff member, the assessment committee writes a report and advice to the Faculty Board. If the assessment committee unanimously concludes that the candidate satisfies the relevant criteria, it nominates the candidate for tenure and promotion to Assistant Professor 1 to the Faculty Board. If the committee does not unanimously conclude that the candidate meets the criteria, it will advise against tenure. In either case, the assessment committee motivates its advice with respect to the criteria. The Faculty Board will subsequently decide about the advice, inform the candidate, and set the relevant procedures in motion.

If a staff member does not receive tenure the first time, they can apply again for tenure in the fourth or fifth year of their appointment. If the conclusion regarding tenure is again negative this second time, the Assistant Professor 2 will be offered an outplacement track. The staff



member will in that case retain their appointment for up to one year to engage in outplacement activities and find a job elsewhere.

**In case of a part-time appointment, the upper end of the timeframe is adjusted in accordance with the staff member's working hours, up to 3 years and 9 months in case of a 0,8 fte appointment.*

5.4 Promotion to Associate Professor 2

After having received tenure and having been appointed for five years, Assistant Professors can apply for promotion by requesting to be appraised by the BC1. The BC1 meets 3 times per year, on the first Tuesdays of December, March, and June. Staff members can apply for an appraisal by asking their scientific director to initiate the procedure.

Appraisal

The appraisal is based on the portfolio of the candidate and on interviews with the candidate, the candidate's direct supervisor, the scientific director of the institute, and the education director of the institute. The BC1 will also take into account how candidates developed in the period up to the appraisal. The advisory HR member of the committee has access to reports of the R&D interviews and will be able to point out any major discrepancies between the R&D interviews and the findings of the BC1. In such cases, the R&D interview reports may still be added to the file with the candidate's permission, so as to give the BC1 access.

The BC1 can also look into the possibility that the candidate receives the *ius promovendi*. Assistant Professors should mention their wish to be granted the *ius promovendi* in their cover letter and demonstrate that they meet the relevant criteria in their promotion file.

Advice BC1

If the BC1 finds that a candidate meets the criteria for promotion to Associate Professor 2 in the relevant career path, it will advise the Faculty Board to promote the candidate. In addition, the BC1 may advise the Faculty Board to request the Board of Promotions to grant the candidate the *ius promovendi*. If the committee finds that a candidate does not fully meet all the criteria and that this is not compensated by exceptional performance in other areas, it will advise against promotion. In either case, the BC1 motivates its advice with respect to the criteria. The Faculty Board will subsequently decide about the advice, inform the candidate, and set the relevant procedures in motion. If the Faculty Board decides not to promote the staff member to Associate Professor 2, they remain Assistant Professor and can apply once more for promotion after a period of at least 3 years has passed.

5.5 Promotion to Associate Professor 1

Staff members can apply for promotion to Associate Professor 1 after having been appointed as Associate Professor 2 for at least 3 years by requesting their scientific director to initiate the procedure. The scientific director will form an assessment committee and plan an interview. In preparation for the interview by the assessment committee, the Assistant Professor 2 prepares a portfolio by means of which they demonstrate to meet the criteria for promotion to Associate Professor 1 of the relevant career path. The assessment subsequently holds interviews with the staff member and with the staff member's supervisor.

On the basis of these interviews and the documentation provided by the staff member, the assessment committee writes a report and advice to the Faculty Board. If the assessment committee unanimously concludes that the candidate satisfies the relevant criteria, it nominates the candidate for promotion to Associate Professor 1. If the committee does not unanimously conclude that the candidate meets the criteria, it will advise against promotion. In either case, the assessment committee motivates its advice with respect to the criteria. The Faculty Board



will subsequently decide about the advice, inform the candidate, and set the relevant procedures in motion. If the Faculty Board decides not to promote the candidate, the staff member remains Associate Professor 2 and can request to be assessed for promotion one other time after 3 years have passed.

5.6 Promotion to Full Professor 2

After having been appointed for five years, Associate Professors (1 or 2) can apply for promotion by requesting to be appraised by the BC2. The BC2 also meets 3 times per year, on the third Wednesdays of November, February and May ([click here for the schedule](#)). Staff members can apply for an appraisal by asking their scientific director to initiate the procedure.

Appraisal

The appraisal is based on the portfolio of the candidate and on interviews with the candidate, the candidate's direct supervisor, the scientific director of the institute, and the education director of the institute. The BC2 will also take into account how candidates developed in the period up to the appraisal. The advisory HR member of the committee has access to reports of the R&D interviews and will be able to point out any major discrepancies between the R&D interviews and the findings of the BC2. In such cases, the R&D interview reports may still be added to the file with the candidate's permission, so as to give the promotion committee access.

Advice BC2

If the BC2 finds that the candidate meets the criteria for promotion to Full Professor 2 in the relevant career path, it will advise the Faculty Board to promote the candidate. If the committee finds that the candidate does not fully meet all the criteria and that this is not compensated for by exceptional results in other areas, it will advise against promotion. In either case, the BC2 motivates its advice with respect to the relevant criteria. The Faculty Board will subsequently decide about the advice, inform the candidate, and set the relevant procedures in motion. In case the Faculty Board decides to nominate the candidate for promotion to Full Professor 2 to the Board of the University, this nomination will be accompanied by the candidate's complete file, accompanied by the BC2 advice and the profile report for the new position (as updated by the scientific director of the institute). If the Faculty Board decides not to promote the staff member to Full Professor 2, they remain Associate Professor and can apply one other time for promotion after a period of at least 3 years has passed.

5.7 Promotion to Full Professor 1

A procedure for promotion to Full Professor 1 is organized approximately once every five years when there is a sufficient number of positions available. All Full Professor 2 who have been appointed for 5 years or longer can apply. The Faculty Board will appoint an ad hoc assessment committee (also known as the BC3), consisting of a number of Full Professors 1 from FSE and a Full Professor from another faculty, that will advise on the promotion requests. As the number of available positions is necessarily limited--the Executive Board of the University and the faculties have agreed the number of staff holding the position of Full Professor 1 at every faculty may be no more than one-third of the total number of Full Professors--the committee will be asked to compile a priority list of candidates.

In the Appendix you can find the criteria for promotion to Full Professor.

5.8 Focus change

Staff members whose ambitions have changed in the course of their career can change their focus domain and switch to another career path provided a number of conditions are met.

Conditions for focus change



A staff member's focus domain can only be changed if three conditions are met. The first condition is that the focus change is in the interest of the research institute and the organization more broadly. Among other things, this implies that the change is supported by the staff member's supervisor and the scientific and education directors of their institute. The second condition is that the staff member meets the criteria associated with the position in the career path to which they wish to switch. For example, an Associate Professor 2 with a research focus can only change their focus to education if they meet the criteria for promotion to Associate Professor 2 with an education focus. The third condition is that the staff member has been employed at FSE for at least five years.

Procedure

A staff member who wishes to change their focus domain and who has been appointed for at least five years at FSE as Assistant, Associate or Full Professor discusses their wish to change their focus domain with their supervisor and the scientific and education directors of their institute. If the supervisor and the directors support the staff member's ambitions request and are convinced that the change would be in the interest of the research institute more broadly, they may make adjustments to the staff member's tasks to enable the staff member to work on satisfying the relevant criteria.

At the moment that the staff member seems to satisfy the relevant criteria, the scientific director can form an ad hoc assessment committee that will evaluate the staff member's request to change their focus domain. The committee consists of the scientific director, the education director, and a member of the BC1 or BC2 (depending on the candidate's position), and is supported by an HR advisor. In preparation of the interview, the staff member prepares a file by means of which they demonstrate to meet the promotion criteria associated with their current rank in the intended career path. For example, an Associate Professor with a research focus who wishes to change their focus domain to education, and thus switch to the career path with a focus on education, has to demonstrate meeting the criteria for promotion to Associate Professor with a focus on education. The assessment committee forms a conclusion about the application for focus change on the basis of the candidate's file and an interview with the candidate.

If the committee unanimously concludes that the conditions for focus change are met, the committee proposes the change to the Faculty Board, after which the Faculty Board makes the final decision. The proposal will be accompanied with a report in which the assessment committee motivates its proposal with respect to the aforementioned conditions. If the Faculty Board approves the proposal, the scientific director will be requested to provide an updated profile report that reflects the new focus domain.



6 Ius promovendi

The ius promovendi, i.e. the right to act as formal supervisor of PhD students, is automatically granted to all Full Professors. In addition, it can be granted to Associate Professors provided they meet the following criteria:

The Associate Professor has a proven track record in research.

The Associate Professor has independently and successfully supervised at least 2 PhD students, where 'independent' means that the candidate has served as the daily supervisor of these PhD students and has determined the direction of their research together with them. Ideally, the PhD students involved have already completed their PhD theses. If not, the PhD students must be close to completing their theses.

The Associate Professor has taken part in the UG training course 'Coaching PhD students'.

There are two ways in which staff members can apply for the ius promovendi.

Assistant Professors can apply for the ius promovendi when applying for promotion to Associate Professor 2.

Associate Professors can apply at any moment for the ius promovendi by sending a request to the Faculty Board.

Via promotion procedure to Associate Professor 2

When an Assistant Professor is appraised for promotion to Associate Professor, the BC1 can also look into the possibility that the Associate Professor receives the ius promovendi. Assistant Professors should mention their wish to be granted the ius promovendi in their cover letter and demonstrate that they meet the relevant criteria in their promotion file.

If the BC1 recommends that the Assistant Professor is promoted to the rank of Associate Professor and concludes that they satisfy the relevant criteria for the ius promovendi, the Dean will send a written request to the University's PhD Board. The PhD Board will assess whether the applicant is 'sufficiently competent' in accordance with the requirements and inform the Dean, the Associate Professor and his or her supervisor of the decision in writing.

Via request to the Faculty Board

Associate Professors can at any time apply for ius promovendi via the following procedure that was established by the PhD Board of the University:

Associate Professors who believe that they meet the criteria can request the Dean to be recommended for the ius promovendi. The request can be sent to the secretariat of the Faculty Board. (This request can also be made by the scientific director of the Associate Professor's institute.)

The Associate Professor must substantiate this request with documentation that demonstrates that they meet the relevant criteria, including a CV, a list of publications, an overview of funds acquired and research projects completed, and an overview of PhD projects supervised and completed.

The Dean will examine the provided documentation and consult the director of the Associate Professor's research institute, the director of the Graduate School of Science and Engineering, and possibly (other) supervisors of the PhD trajectories previously supervised by the Associate Professor.



If the provided documentation and the consultations convince the Dean that recommendation for the ius promovendi is justified, the Dean will submit a written request to the PhD Board, including the information submitted by the Associate Professor and the findings from the consultations.

Based on the information submitted, the PhD Board will assess whether the applicant is 'sufficiently competent' in accordance with the requirements set out.

The Associate Professor and the Dean will be informed in writing of the decision taken by the PhD Board.



7 Transition scheme

Career Paths in Science and Engineering has become effective on **1 June 2023**.

1. Academics who started the Career Paths in Science programme before this date will be offered the one-time choice to switch to these new regulations.
2. Career Paths in Science and Engineering applies to all Assistant and Associate Professors who were not appointed under the conditions of earlier versions of the Career Paths in Science programme.
3. Assistant Professors with an education profile who were appointed before 1 June 2023 will switch automatically to Career Paths in Science and Engineering. They will be assigned the focus domain education, which means that the career path with a focus on education applies to them.
4. All other Assistant Professors and Associate Professors who switch to Career Paths in Science and Engineering will be assigned the focus domain research, which means that the career path with a focus on research applies to them. Any Assistant or Associate Professor who has been appointed for longer than five years at FSE can request a change of their focus domain via the procedure described in Career Path in Science and Engineering.
5. In case an Assistant Professor 1 switches to Career Paths in Science and Engineering, they will be automatically granted a permanent position.
6. In case an Associate Professor who is appointed as ‘adjunct hoogleraar’ switches to Career Paths in Science and Engineering, their status as ‘adjunct hoogleraar’ will not be affected. It should be noted that the appointment as ‘adjunct hoogleraar’ is temporary and that if the staff member chooses not to pursue promotion to Full Professor it will end after 7 years (the staff member will of course remain Associate Professor in this case and can request to keep the *ius promovendi*, following the procedure described in Career Paths in Science and Engineering).
7. Assistant Professors with a permanent position who choose to remain appointed under the conditions of an earlier version of the Career Paths in Science programme will in case they do not get promoted to Associate Professor within the timeframe that was set at their appointment (either because they did not apply for an assessment by the BC1 or because the assessment had a negative result) automatically switch to Career Paths in Science and Engineering. Once switched, these Assistant Professors will have one opportunity to apply for promotion to Associate Professor under the conditions of Career Paths in Science and Engineering. (For Assistant Professors with a temporary appointment who remain appointed under the conditions of an earlier version of the Career Paths in Science programme, the up-or-out principle of that policy continues to apply.)
8. Associate Professors who choose to remain appointed under the conditions of an earlier version of the Career Paths in Science programme will in case they do not get promoted to Full Professor within the timeframe that was set at their appointment (either because they did not apply for an assessment by the BC2 or because the assessment had a negative result) automatically switch to Career Paths in Science and Engineering. Once switched, these Associate Professors will have one opportunity to apply for promotion to Full Professor under the conditions of Career Paths in Science and Engineering.



8 Criteria

Career Paths in Science and Engineering contains the following three career paths:

- Career path with a focus on education (**Appendix 1**)
- Career path with a focus on research (**Appendix 2**)
- Career path with a focus on impact (**Appendix 3**)