Disclaimer
The Faculty of Theology and Religious Studies is currently working on an update of this document in order to make it compatible with the most recent Memorandum on the University of Groningen Tenure Track Policy. This document will thus be subject to some changes. The updated document will be available on 1 August at the latest.
1. Introduction

The Faculty of Theology and Religious Studies (TRS) performs extremely well in terms of teaching and research. The Faculty’s research was judged the best in the Netherlands in 2013, the two Bachelor’s degree programmes have been awarded the predicate ‘Excellent’ by the Keuzegids Hoger Onderwijs (Higher Education Guide), and the Master’s degree programmes have also been judged as the best. The Faculty is very ambitious and wants to top the rankings in the Netherlands in the field of Theology and Religious Studies, and to be among the top 5 in Europe and the top 10 in the world.

In order for the Faculty to realize its ambitions, it needs to attract top academics and retain them for longer. A Tenure Track position can be an attractive offer for potential and existing academics, because it guarantees a permanent position and ultimately a full professorship if they perform well.

In short, the Tenure Track system is a career path or line for academic staff covering about ten to fifteen years. If the career path is followed successfully, it will lead to a professorship. During the Tenure Track, previously established criteria will be applied by a committee to determine whether the Tenure Track staff member can continue the career path from Assistant Professor via Associate Professor to Full Professor.

This calls for clear, selective criteria and a transparent procedure. In order to fulfil these requirements, the Faculty is investing in these staff members and facilitating their development by means of training and support (e.g. through the Funding Officer).

The Faculty selects academics whose abilities cover a number of aspects: they are excellent researchers, enthusiastic and talented teachers, enterprising, able to work well with others, able to obtain their own funding and demonstrate how their research benefits society. The Tenure Track system sets out criteria for all these aspects.

The criteria of the Tenure Track system originally formulated in 2005 have been updated and the standards made more stringent. A clear structure has been created for the standards that apply to the various stages of the academic career are clearly structured.
2. Principles of the Tenure Track system

- The Faculty designates Tenure Track positions selectively, in areas in which it wishes to establish a chair in the long term, and therefore in line with its strategy. Not all vacancies are offered as Tenure Track positions. Not every UD or UHD is expected to progress to a full professorship. The Faculty Board decides which positions are to be designated as Tenure Track positions.
- Recruitment for Tenure Track positions is always an open, international procedure. Selection involves assessing candidates’ capacities and potential in various aspects of the position (teaching, education development, research, acquisition of indirect government funding and contract research, cooperation, leadership), using concrete situations or cases as far as possible.
- If a Tenure Track candidate does not fulfil the requirements within the specified periods, the temporary appointment will not be renewed. In the case of a permanent appointment, a meeting will be held with the candidate to discuss an outplacement programme, depending on the importance that the Faculty Board attaches to the establishment of a chair in the relevant area.
- Timeframes in the Tenure Track procedure are maximum timeframes. Candidates who think they can fulfil the requirements before the end of the timeframe can request earlier promotion to the next level. However, a minimum timeframe of four years since the last promotion applies to promotion from Associate Professor to Full Professor alongside the maximum timeframe of seven years, in accordance with the University of Groningen Associate Professor Regulations 2010.
- Tenure Track candidates do not give their inaugural lecture until they have been promoted to the position of Full Professor. An Associate Professor has the right to use the title ‘Professor’.
- The timeframes within which requirements must be fulfilled are adjusted in the event of long-term illness, pregnancy, parental leave, breastfeeding or calamities. The requirements are not amended in these situations. In the case of a temporary appointment, the timeframe for fulfilling the requirements can be extended by a maximum of one year.
- Tenure Track appointments are usually for 1.0 FTE. A part-time appointment of at least 0.8 or 0.9 FTE can be discussed. In the case of an appointment for 0.8 FTE, the timeframe for fulfilling the requirements is six years and in the case of a 0.9 FTE appointment, it is 5.5 years. The requirements are not adjusted in these situations.
- For the competences required for the positions and job content, see the UFO profiles on the VSNU website.
- In the event of an inconsistency between the Faculty Tenure Track regulations and those of the University, the University system will prevail.
- The Faculty will update the system by January 2020.
3. Career path for Tenure Track positions

The career path for a Tenure Track progresses from Assistant Professor (UD 2 and UD 1), Associate Professor (UHD 2 and UHD 1), to the position of Full Professor 2:

<table>
<thead>
<tr>
<th>Current position</th>
<th>Type of appointment</th>
<th>Aim</th>
<th>When?</th>
<th>Recommendation by</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD 2</td>
<td>Temporary appointment for 5 years</td>
<td>Promotion to UD 1, scale 12</td>
<td>No more than 3 years after employment commences</td>
<td>Immediate superior, with recommendation by the Programme Director and Research Director</td>
</tr>
<tr>
<td>UD 1</td>
<td>Temporary appointment for 5 years ends</td>
<td>Permanent appointment. Promotion to UHD 2, scale 13. Appointment as Associate Professor</td>
<td>No more than 5 years after taking up original employment</td>
<td>BAC</td>
</tr>
<tr>
<td>UHD 2/Associate Professor</td>
<td>Permanent appointment</td>
<td>Promotion to UHD 1, scale 14</td>
<td>No more than 3 years after promotion to UHD 2</td>
<td>Immediate superior, with recommendation from Director of Undergraduate and Postgraduate Studies and the Research Director</td>
</tr>
<tr>
<td>UHD 1/Associate Professor</td>
<td>Permanent appointment</td>
<td>Promotion to Full Professor, scale HL2</td>
<td>Between 4 and 7 years after appointment as Associate Professor</td>
<td>BAC</td>
</tr>
</tbody>
</table>

4. Preconditional HR policy for Tenure Track system:

- All Faculty staff have an annual Results and Development interview (*Resultaat- en Ontwikkelingsgeprek*; R&O) with their immediate superior. In the case of the Dean and Vice-Dean, the Executive Board carries out the R&O interviews. The Dean interviews the departmental heads and the Director of the Graduate School (together with the relevant departmental heads).
  The departmental head conducts R&O interviews with all other members of the department. If the departmental head is not the chair holder, the chair holder is present at the R&O interview.
- In the case of new staff, the first R&O interview is normally held after five months, and the second after ten months. After this, the staff member follows the annual cycle.
- For the interview, the staff member must submit the completed R&O form along with a personal funding plan and a response to the feedback from teaching evaluations. In the R&O interview, the Faculty’s strategic objectives are linked to the staff member’s abilities, ambitions and performance.
• Academic positions at the Faculty comprise a 50% teaching load, 40% research (including PhD supervision) and 10% administrative duties.

• TRS aims for a balanced distribution of men and women in the positions UD, UHD and Full Professor, and wants to appoint women to at least 25% of these positions. To this end, the Faculty participates in the RFF programme. A minimum has also been set for the number of women on BACs.

• TRS is an internationally-oriented faculty and is aiming to appoint non-Dutch nationals to at least 30% of academic positions.

• All permanent academic appointments at the Faculty have a teaching component and a research component. No lecturers are appointed without a research component except language lecturers, who only have teaching duties.

• The criteria and standards for recruiting a UD, UHD or Full Professor, and for internal promotion to one of these positions outside the Tenure Track system, are the same as those in this Tenure Track system. For the sake of completeness it is necessary to point out that promotion to Associate Professor is only possible within a Tenure Track.

• Academic appointments are usually for 0.8 - 1.0 FTE, with a minimum of 0.6 FTE.

• When new staff members from outside the Netherlands are appointed, they will be assigned a mentor within their department (not their immediate superior) for the first year, and if necessary for the second year. The mentor explains and answers questions about the ways of working, conventions and procedures within the Faculty, the University of Groningen, and in the Netherlands, in particular regarding education.

• Every three years, the Faculty organizes refresher training in PhD supervision. All staff members who supervise PhD students are expected to attend this training. New staff members must obtain the UTQ (University Teaching Qualification). Staff members who have a strategic position in curriculum management are encouraged to obtain the STQ (Senior Teaching Qualification). The relevant support is provided. The Faculty Board member for Education and the Director of Undergraduate and Postgraduate Studies have the STQ.

5. Composition of appointment advisory committees (BACs)

The Faculty Board sets up an appointment/promotion advisory committee (BAC) for each new appointment and each promotion to UHD 2 and to Full Professor 2. The BAC for a new appointment has six members, of whom at least two are women, and includes:
• the Dean or chair on behalf of the Faculty Board
• the Director of the CRS or Graduate School
• the programme director
• an expert from a different department within the Faculty
• at least 1 external expert in the same discipline
• a student

An HR advisor also participates in an advisory capacity.
The BAC for a promotion comprises five members, of whom at least two are women, and includes:

- the Dean or chair on behalf of the Faculty Board
- the Director of the CRS or Graduate School
- the programme director
- 1 expert from a different department within the Faculty
- at least 1 external expert in the same discipline

An HR advisor also participates in an advisory capacity.

In the case of promotion to UHD 2/Associate Professor and to Full Professor, the staff member’s manager will under no circumstances participate in the BAC. However, the manager will receive a written request for information prior to the candidate’s interview with the BAC.

6. Procedures for selection, recruitment and promotion

Procedure for selecting and recruiting Assistant Professors (UDs)

1. The Faculty Board formulates the profile for the position, specifying the UD’s teaching duties and general area of research. The Faculty Board also draws up the text for the vacancy advertisement, after which the recruitment procedure begins.

2. The BAC selects candidates from the letters of application and conducts selection interviews.

3. After the selection procedure, the BAC makes a recommendation to the Faculty Board. The recommendation is based on an assessment of the candidate’s CV, research plan and funding plan, a sample lecture, a seminar for an academic audience, an interview with the BAC and references.

4. After approval by the Faculty Board, the candidate is appointed. Written agreements will be drawn up specifying research, teaching responsibilities, periodic evaluations, etc. The appointment is a temporary appointment for no more than five years.

Procedure for promotion to UHD2/Associate Professor

1. The candidate applies to the Faculty Board for promotion at least six months before the end of his/her temporary appointment. The Faculty Board sets up a BAC.

2. The candidate submits a dossier to the Faculty Board containing:
   - a CV, including a list of publications
   - a letter of application in which the candidate indicates to what extent he/she satisfied each criterion
   - a description of the candidate’s line of research, vision for teaching/education, and how the vision is to be translated in terms of the curriculum
   - all teaching evaluations from the past two years, with the candidate’s response to the feedback from the evaluations
   - allocation letters from external, open competition grants from indirect government funding and contract research over the past 5 years reports from referees on unsuccessful funding applications. If the candidate was not named as the main applicant, the main applicant can be requested to indicate whether the candidate was the de facto main applicant or not, and how great the role of the candidate was
   - an overview of PhD theses supervised, stating the following for each PhD candidate: name, start date, envisaged graduation date, primary supervisor, specification of own role in the supervision.

The candidate is also required to submit a draft structural report for approval by the Faculty Board.
3. The BAC will write to at least three international experts, selected without input by the member of staff, to obtain external references. At least two of the referees must give a positive assessment of the staff member, without reservations.

4. The BAC will interview the candidate when all the relevant documentation is available.

5. The BAC reports back in writing to the Faculty Board concerning all relevant criteria and competences, and recommends one of two alternatives:
   - The UD should be given tenure and recommended to the Board of the University for promotion to the position of Associate Professor.
   - The contract should not be renewed. The candidate should be provided with support in seeking a career outside the Faculty.

6. The Faculty Board takes a decision regarding the recommendation of the BAC. If the Faculty Board judges that the promotion should be granted, it sends a positive recommendation to the Board of the University. If the Faculty Board judges that the candidate should not be promoted to the position of Associate Professor, it sends a negative recommendation to the Board of the University. If the Faculty Board does not follow the BACs recommendation, it must explain why in its advice to the Board of the University.

7. The Board of the University decides whether or not the promotion will be granted.

8. The staff member receives an appealable written decision from the Board of the University.

Procedure for promotion to Full Professor 2

1. Six months before the promotion is due to take effect, the candidate applies to the Faculty Board for promotion to the position of Full Professor 2.

2. The candidate submits a dossier to the Faculty Board containing
   - a CV, including a list of publications
   - a letter of application in which the candidate indicates to what extent he/she satisfied each criterion
   - a description of the candidate’s line of research and vision for teaching/education, and an explanation of how the vision is to be translated in terms of the course offering
   - all teaching evaluations from the past two years, with the candidate’s response to the feedback from the evaluations
   - allocation letters from external, open competition grants from indirect government funding and contract research over the past 5 years. If the candidate was not named as the main applicant, the main applicant can be requested to indicate whether the candidate was the de facto main applicant or not, and how great the role of the candidate was.
   - an overview of PhD theses supervised, stating the following for each PhD candidate: name, start date, envisaged graduation date, primary supervisor, specification of own role in the supervision.

   The candidate is also required to submit a draft chair profile for approval by the Faculty Board.

3. The BAC will write to at least three international experts, selected without input by the member of staff, to obtain external references. At least two of the referees must give a positive assessment of the staff member, without reservations.

4. The BAC will interview the candidate when all the relevant documentation is available.

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

6. The BAC shall make one of the following recommendations to the Faculty Board:
   - Recommendation to the Board of the University for promotion to Full Professor 2
   - Rejection of promotion to Full Professor 2
7. The Faculty Board takes a decision regarding the BACs advice and recommends the candidate to the Board of the University for promotion, or advises the Board of the University not to grant the promotion. If the Faculty Board does not follow the BACs recommendation, it must explain why in its advice to the Board of the University. The Faculty Board will follow the procedure set out in the Handleiding voor hoogleraarbenoemingen (Manual for Professorial Appointments).

8. The Board of the University takes a decision on the Faculty Board’s recommendation to approve or reject the promotion to Full Professor 2. The Board of the University decides whether the promotion will be granted.

9. The staff member receives an appealable written decision from the Board of the University.

If the promotion to Full Professor 2 is not granted, the staff member formally retains the position of Associate Professor and will remain in the same salary scale. The staff member will retain the right for five years to supervise current PhD students or to complete current PhD projects. For the Faculty, this means that the relevant chair will not be filled. Depending on how important it is for the Faculty to fill the chair, the Faculty will discuss with the candidate the possibilities for continuing his/her career outside the Faculty.

**Assessment**

In all the above procedures, the Faculty Board can ask the candidate to undergo an assessment if there are doubts as to whether he/she possesses the required competences. In the case of promotions or job applications, candidates must comply with this request.

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7. Criteria relating to the various Tenure Track phases

The criteria for the various phases of the Tenure Track are set out in the appendix.

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8. Hardship clause

In certain circumstances, where the strict application of these Regulations would lead to manifest unfairness, the Board of the University may depart from these regulations in the employee’s favour.

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9. Transition arrangements for the existing Tenure Track system

For staff members who commenced a Tenure Track position before 1 January 2015, the 2005 Tenure Track regulations of the Faculty of Theology and Religious Studies will continue to apply.
### APPENDIX: CRITERIA FOR THE PHASES OF THE ACADEMIC CAREER PATH

<table>
<thead>
<tr>
<th>General</th>
<th>Appointment as TT UD</th>
<th>Promotion to Assistant Professor (UD 1)</th>
<th>Promotion to UHD/Assoc. Prof.</th>
<th>Promotion to UHD 1</th>
<th>Promotion to HL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD gained</td>
<td>International experience, evident from a period spent at a research institute abroad.</td>
<td>Has taken part in, and given presentations at, international conferences.</td>
<td>The staff member is establishing an international strategic network oriented to the future chair, leading to joint publications, research proposals, PhD projects and other collaborations.</td>
<td>PhD gained</td>
<td>The staff member has an international strategic network, as evident from, for example, concrete results such as joint publications, research proposals, PhD projects and other collaborations.</td>
</tr>
<tr>
<td>Demonstrable organizational skills.</td>
<td>Is able to maintain a balance between various tasks.</td>
<td>Is able to manage a project and maintain a balance between various tasks.</td>
<td>The staff member is able to manage large projects involving several partners, and is able to maintain a balance between various tasks.</td>
<td>The staff member is able to manage large projects involving several partners, and is able to maintain a balance between various tasks.</td>
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<tr>
<td>Excellent oral and written communication skills</td>
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<tr>
<td><strong>Language skills</strong></td>
<td>The staff member has sufficient knowledge of English for carrying out teaching and research (C1 level for reading, listening, writing, speaking)</td>
<td>No additional requirements for UD 2</td>
<td>The staff member has sufficient knowledge of English for carrying out teaching and research (C1 level for reading, listening, writing, speaking) Non-Dutch staff members have knowledge of Dutch</td>
<td>No additional requirements for UHD 2</td>
<td>The staff member has sufficient knowledge of English for carrying out teaching and research (C1 level for reading, listening, writing, speaking) Non-Dutch staff members have knowledge of Dutch</td>
</tr>
<tr>
<td>Research</td>
<td>Has an innovative research proposal for the coming five years that has the potential to become a productive line of research for the candidate.</td>
<td>Has implemented the research proposal and has set out the contours of his/her line of research, which fits in with the Faculty’s research programme.</td>
<td>Has developed a stimulating line of research within the Faculty’s research programme, with potential for an outstanding external assessment.</td>
<td>The staff member has developed a distinctive, internationally recognized and productive line of research within the Faculty’s research programme, with potential for an outstanding external assessment.</td>
<td>The staff member has developed a distinctive, internationally recognized, authoritative and productive line of research within the Faculty’s research programme, as evident from external assessments.</td>
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<tr>
<td>Author of more than one publication in journals or internationally published anthologies in the A or B list of DGO. A substantial monograph counts as five publications. Editing an anthology counts as 1 publication.</td>
<td>In the past 3 years, the staff member has published at least 3 articles per year per 0.4 research FTE, with a substantial and original contribution to journals or internationally published anthologies of the A or B list of (preferably) DGO. A substantial monograph counts as 5 publications. Editing an anthology counts as 1 publication.</td>
<td>In the past three years, the staff member has published at least 3 articles per year per 0.4 research FTE, with a substantial and original contribution to journals or internationally published anthologies of the A or B list of (preferably) DGO. A substantial monograph counts as five publications. Editing an anthology counts as 1 publication.</td>
<td>In the past 3 years, the staff member has published at least 3 articles per year per 0.4 research FTE, with a substantial and original contribution to journals or internationally published anthologies of the A or B list of (preferably) DGO. A substantial monograph counts as five publications. Editing an anthology counts as 1 publication.</td>
<td>In the past 6 years, the staff member has published at least 3 articles per year per 0.4 research FTE, with a substantial and original contribution to peer-reviewed journals or internationally published anthologies of the A or B list of (preferably) DGO. A substantial monograph counts as 5 articles. Editing an anthology counts as 1 publication.</td>
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1. The norm of an average of 3 articles also applies to RFF candidates, despite the fact that they have more than 0.4 FTE research time in the first few years.
2. Publications in journals/anthologies of A or B lists in other disciplines may also count. The permission of the CRS must be sought in advance. It is important that as many publications as possible count for the CRS visitation.
3. The permission of the CRS must be sought in advance for books in languages other than Dutch.
<p>| <strong>Acquisition of external funding</strong> | The staff member has the potential to contribute to the acquisition of external funding. The staff member has formulated a clear funding strategy. | The staff member has submitted at least 1 research proposal (&gt; € K 200) as the main applicant, and the proposal was assessed with at least an A. The staff member has formulated and implemented a clear funding strategy. | The staff member has fulfilled this criterion if he/she has been awarded at least 1 research grant (&gt; € K 200) as the main applicant. If the above requirement has not been met, the staff member also fulfils this criterion if he/she has submitted at least 2 research proposals (&gt; € K 200) in the past three years, and at least 1 of these proposals progressed to the final assessment. | The staff member has formulated and implemented a clear funding strategy. The staff member has obtained at least 1 grant of &gt; € K 350 as UHD/Assoc. Prof. Or: has obtained research grants worth at least € K 500 in the past 8 years. |
| PhD supervision | - | The staff member has supervised at least 1 PhD candidate satisfactorily for at least 1 year as primary supervisor, as evident from the progress of the research and the interim results. | The staff member is supervising at least 2 PhD projects that are on schedule, and at least 1 of the projects has reached its final phase. | The staff member has contributed to the PhD intake by recruiting at least 1 new PhD candidate. | The staff member has successfully supervised at least 4 PhD projects as primary supervisor in the past 8 years, and at least 2 of the students obtained their PhD. | The staff member has contributed to the PhD intake by recruiting at least 1 new PhD candidate in |</p>
<table>
<thead>
<tr>
<th>Teaching training</th>
<th>UTQ obtained</th>
<th>UTQ obtained</th>
<th>UTQ obtained</th>
<th>UTQ obtained</th>
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<tbody>
<tr>
<td><strong>Carrying out teaching</strong></td>
<td>The candidate has substantial teaching experience in university education, and is committed to teaching and education.</td>
<td>The staff member has spent at least 2 years carrying out full teaching duties assigned by the Faculty (between 0.3 and 0.5 FTE) and has been fully or partly responsible for at least 1 course unit per year and has been involved in dissertation/thesis supervision.</td>
<td>The staff member has spent at least 3 years carrying out full teaching duties assigned by the Faculty (between 0.3 and 0.5 FTE) and has been fully or partly responsible for at least 2 course units per year and has full experience of dissertation/thesis supervision.</td>
<td>As UHD, the staff member has spent at least 2 years carrying out full teaching duties assigned by the Faculty (between 0.3 and 0.5 FTE) and has been fully or partly responsible for at least 2 course units per year and has full experience of dissertation/thesis supervision.</td>
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</tbody>
</table>

| Performance of the teaching activities is good. | Performance of the teaching activities is good. | Performance of the teaching activities is good. | Performance of the teaching activities is good. | Performance of the teaching activities is good. |

Has actively participated in the PhD refresher training provided by the Faculty.

The staff member reflects on his/her supervision of PhD students, with a short response from the GS director.

Has actively participated in the PhD refresher training provided by the Faculty during the UHD/Assoc. Prof. period.

1 new PhD candidate within the UHD/Assoc. Prof. period.

Has actively participated in the PhD refresher training provided by the Faculty during the period as UHD/Assoc. Prof.

The staff member reflects on his/her supervision of PhD students, with a short response from the GS director.
<p>| Education development | Is able to improve his/her teaching. Responds satisfactorily to feedback from teaching evaluations and from his/her programme director and manager. | The staff member has a vision for academic education in general, and for education within his/her own discipline in particular. The staff member has demonstrated the ability to translate this vision into the development and improvement of content. | The staff member has a vision for academic education in general, and for education within his/her own discipline in particular. The candidate has demonstrated the ability to translate this vision into the development and improvement of content. | The staff member communicates a clear vision for academic education in general, and for education within his/her own discipline in particular. The candidate has demonstrated the ability to translate this vision into an adequate teaching |</p>
<table>
<thead>
<tr>
<th>Curriculum organization</th>
<th>The staff member has a good understanding of the curriculum organization and regulations of the Faculty, and is a member of at least one Faculty programme committee.</th>
<th>The staff member has made a demonstrable contribution to the organization of the Faculty’s curriculum (e.g. through input as a member of a programme committee, Board of Examiners, or Admissions Board)</th>
<th>The staff member has made a leading and constructive contribution to the organization of the Faculty’s curriculum (e.g. through input as a member of a programme committee, Board of Examiners, or Admissions Board)</th>
<th>The staff member has demonstrably contributed to curriculum management, for example by taking on a leading role in a programme committee, curriculum committee or Board of Examiners, or by taking on the responsibility for successfully setting up and implementing a curriculum renewal project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalization</td>
<td>The staff member participates in professionalization activities such as workshops, seminars, Faculty education days.</td>
<td>The staff member participates in professionalization activities such as workshops, seminars, Faculty education days.</td>
<td>The staff member participates in professionalization activities such as workshops, seminars, Faculty and University education days.</td>
<td>The staff member participates in professionalization activities such as workshops, seminars, Faculty and University education days.</td>
</tr>
<tr>
<td>Administrative duties</td>
<td>The staff member must be receptive to feedback from students and colleagues about his/her functioning.</td>
<td>The staff member must be receptive to feedback from students and colleagues about his/her functioning, and must be able to give constructive feedback.</td>
<td>The staff member must be receptive to criticism from students and colleagues about his/her functioning, and must be able to give constructive feedback.</td>
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<tr>
<td></td>
<td>The staff member functions well within the department.</td>
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<td></td>
<td>As a member of a Faculty committee, makes a visible and constructive contribution to the functioning of one or more Faculty committees. Has a strong situational awareness, is able to place his/her position in a wider context. Has a constructive, problem-solving approach.</td>
<td>Has at least two years’ experience leading a Faculty committee. The staff member provides input in the strategic interest of the Faculty.</td>
<td>The staff member takes on the responsibility for the organization and strategy of the Faculty by leading or participating in senior committees or working groups, relating to the governance of the Faculty and institution, and provides strategic and constructive input in this context. The staff member represents the Faculty within and outside the University, and participates in relevant administrative networks at national and international level The staff member is able to look beyond the interests of his/her chair.</td>
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</tr>
<tr>
<td>Leadership</td>
<td>The staff member has contributed to a good working atmosphere and team spirit within the department and Faculty.</td>
<td>Has the potential to successfully fulfil a leadership role, as evident from the way in which the staff member carries out duties such as coordination, administration and PhD supervision. The staff member has helped to maintain a good working atmosphere and team spirit, and contributed to the discussion and delegation of duties within the department in which he/she works. Is willing to coach the skills of less experienced colleagues.</td>
<td>Has leadership qualities, as evident from the way in which the staff member carries out duties such as coordination, administration and PhD supervision. The staff member takes on partial responsibility for maintaining a good working atmosphere and team spirit, and contributes to the discussion and delegation of duties within the department in which he/she works. Is willing to coach the skills of less experienced colleagues.</td>
<td>The staff member functions well as a manager. Has demonstrated an engaging and coaching style of teaching. The staff member conducts annual performance appraisal of the staff members under his/her supervision, and coaches them in the development of their skills and career. The staff member has followed a training course in Academic Leadership and is able to reflect on his/her leadership style. The staff member has a leading and stimulating role within the department, ensures that there is a good working atmosphere and team spirit, and oversees the discussion and delegation of duties within the department of which he/she is head or joint head.</td>
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<tr>
<td>Valorization</td>
<td>The staff member is concerned with the societal impact of his/her research (e.g. by publishing in journals, participating in public debate).</td>
<td>The staff member makes a contribution in terms of making the Faculty visible through external communication and knowledge transfer to groups outside academia, and seeks collaboration with companies, public bodies and/or non-profit organizations.</td>
<td>As a UHD, the staff member makes a contribution in terms of making the Faculty visible through external communication and knowledge transfer to groups outside academia, and seeks collaboration with companies, public bodies and/or non-profit organizations.</td>
<td>In the 4 years prior to promotion, the staff member has made a contribution in terms of making the Faculty visible through external communication, knowledge transfer to groups outside academia and seeking collaboration with companies, public bodies and/or non-profit organizations, and plays an initiating, leading and stimulating role in this.</td>
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</tbody>
</table>