

FACULTY OF SOCIAL SCIENCES

IMPLEMENTATION OF THE VU LOOPBAANPADBELEID



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INTRODUCTION

All faculties of the VU have been tasked to implement the VU-wide policy ([academic career paths](#)) for assistant professors/UD, associate professors/UHD and full professors/HL¹. The VU has – like each university in The Netherlands – committed to introducing career paths as cornerstone of Erkennen & Waarderen/Reward & Recognition. The VU's policy (and consequently its implementation in the Faculty of Social Sciences) moreover aligns with the recently updated 'hooglerarenbeleid' following which the CvB will henceforth make professorial appointments based on focus areas (research, education, valorization).

The Faculty of Social Sciences welcomes the introduction of Erkennen & Waarderen/Reward & Recognition as a means to strengthen the team-nature of academia and to increase the forms of academic success in social sciences, its teams and its networks. This faculty policy is therefore expressly designed as a set of diverse development opportunities in which faculty members can grow, be assessed and (where in line with the departmental strategy) be promoted on the basis of their diverse strengths. This policy and its implementation will be evaluated in 5 years, i.e. 2029.

This means for faculty members:

All faculty members on an UD-, UHD-, or HL-contract (assistant professors, associate professors, full professors) are expected to conduct teaching *and* research in their careers plus to jointly increase the impact of their academic disciplines. The faculty member however chooses – in close consultation with the department head based on the department's strategic plan – where the individual focus (research, education, or valorization/impact) should lie for an upcoming annual review, for development and (where relevant) for assessment/promotion in a given period. The faculty member's activities and development in that focus will then count more than the other two, e.g., if a faculty member chooses to put the focus on education, (s)he becomes eligible for promotion (if in line with the departmental strategy) if her education performance is at the next higher level relative to her current level (while she can perform at the current level for the other two areas); if a faculty member chooses to put the focus on research, (s)he becomes eligible for promotion if her research performance is at the next higher level relative to her current level (while she can perform at the current level for the other two areas), etc. A faculty member can indicate her focus starting with the promotion cycle of spring 2025; faculty members must indicate a focus latest ahead of the annual review cycle of 2027. A faculty member can change their focus multiple times during a career.

¹ The faculty policy therefore covers the wide majority of academic staff members; the smaller group of 'docenten' is subject to a separate policy and not covered by this document.

A faculty member on an UD-, UHD-, or HL-contract (assistant professors, associate professors, full professors) can arrange - subject to the approval by the department head - to be given more time for a focus (education/research/valorization & impact). In principle and where financially possible, additional time for a focus should be made uniformly available to all faculty members within a department that chose the same focus in a given period. When additional time is not uniformly given to departmental colleagues with the same focus, it needs to be transparently tied to the specific faculty members' activity types and be taken into account in the faculty member's possible subsequent promotion dossier.

This means for department heads:

Department heads develop 5-year strategic plans of the department and have a duty and responsibility of developmental guidance toward faculty members so that the latter's strengths are rewarded and incorporated into highly functioning teams. Department heads will stimulate teams (supported by university and faculty policies) in which faculty members complement each others' focus and jointly contribute to the 5-year strategic plans of the department.

This means for development- and promotion-process:

The Faculty of Social Sciences uses transparent development criteria for all 3 focus areas as described below. These development criteria will remain fundamentally unaltered for a period of at least 5 years as a commitment to the clarity and stability of promotion and development processes.

Faculty members can be nominated for promotion or self-nominate to the management team of their department. Either way, the conversation about development and assessment of faculty members is not primarily about each detail in the tables below, but a consideration of the broad set of activities, considered together and in the context of an individual's prior chosen focus. The criteria form a basis for faculty members to formulate their development narrative, to place their narrative in the context of the team(s) in which they work, to engage in development conversations with their supervisor and/or head of department, to provide their input to promotion committees, and to read the evaluations and advice of others.

The development process (and the stewarding role for the department head) can also include lateral (in Dutch 'horizontaal') career progression, i.e., the change in focus to education, research and/or valorisation leading to new responsibilities and opportunities in a department.

A promotion dossier intended for the faculty promotion committee will be accompanied by a letter of support from the department head in which (s)he identifies where the candidate's publication and grant output stands in the specific quantitative range for the discipline. These ranges are collaboratively determined in advance and communicated within each department. In case an output falls below this quantitative range, the candidate and the department head can explain why a promotion is nonetheless warranted.

Following the VU-wide policy, a promotion to UHD2 will require the completion of leadership training, preferably 'Leadership + Management Development' by the promotion candidate.

The existing appeals process for promotions remains unaltered and is made sufficiently known to faculty members.

Entry criteria for UD2 positions are not separately specified in this document as they are expressed by a department at the point of the initial hiring of a candidate.

Professorial appointments to HL2 and promotions to HL1 are made by the Executive Board (CvB) on the basis of proposed candidates' focus areas (research, education, impact). HL1 criteria are listed in the latest version of the 'Hooglerarenbeleid' and not repeated in this faculty-specific document.

RESEARCH DEVELOPMENT CRITERIA

2.1 Research development for internal promotions to UD1

A candidate for promotion to UD1 has her/his own distinct and recognized research. The candidate regularly produces output, enjoys growing use (citations) and increasing recognition of her research output. S/he adopts the role of a (junior) team-leader that cares for more junior colleagues and promotes their research. The candidate for promotion to UD1 enjoys a growing research network: S/he became well established and integrated at faculty/university level, showed robust and systematic use of her/his scholarly core network with non-department colleagues.

The UD2 candidate for UD1 expands her own research, has a vision of what (s)he sees her/himself being recognized for in 10 years and shows evidence of working towards this vision. We expect growing research outputs, use and recognition, including internationally. We ideally expect candidates to engage in PhD co-promotion. Next to maintaining a productive and organized research process, they should show signs of moving towards teams within their intellectual domains. We also expect from candidates for internal promotion to UD1 that they tried to achieve a research grant (alone or as a co-author), with good evaluations.

2.2 Research development criteria for promotions to UHD2

Category	Description	Examples/Observations
Effort & Vision	Articulates vision in own research field and expresses innovative ideas	The candidate expresses high quality research ideas and develops or applies innovative methodology in publications, in line with a personal vision and the department's focus
Success and Products	Research output that served knowledge dissemination and accumulation within academia	Publications (journals, books [edited or authored], book chapters, proceedings, datasets or software) targeting scholarly audience
	<ul style="list-style-type: none"> • The candidate falls within the range of total academic output for the candidate's discipline • The candidate is a co-author of within-range (published in reporting period) peer-reviewed academic products. The co-authorship must be in line with research integrity standards and thus involve a substantial personal contribution. 	Outputs as suggested in the SEP
	The candidate has demonstrably established her/his own, distinct, and visible line of research.	Publications clearly address a common theme that is distinct and relevant to the discipline.
	The candidate engages in meaningful interaction with her/his field of research, demonstrated for example by presentations held at (national and international) academic conferences.	<ul style="list-style-type: none"> – Conference presentations – Academic symposium or workshop attendances – Scholarly exchanges/faculty visits

	The candidate creates a pipeline of junior scholars (e.g., students, PhD students, post-docs, UDs) in her/his research activities.	Activities to increase junior colleagues' visibility at conferences, etc.
Use	Research output has utility for, is used by, and has an impact on the scholarly community	<ul style="list-style-type: none"> - Citations (of complete track record, lines of research, or single output) - Views and Downloads - References to or appearance of own ideas in significant academic outlets (e.g., handbooks, textbooks, Science or Nature articles) that indicate significant impact of own ideas on theory and method progress within community
	The candidate's work is cited in quality publications in keeping with the candidate's profile and the standards of her/his discipline	Google scholar citations
	The candidate's work has a visible influence on advancing the discipline's or research domain's theory and/or methodological standards .	<ul style="list-style-type: none"> - Handbook chapters - Driving debates, e.g., via a combined effort of articles, conference panels, lectures, etc. - Open-access repositories that inform the community
Recognition	The candidate's work is recognized as high quality by the academic community, as evidenced by invites or awards in keeping with the candidate's profile, and the standards of her/his discipline.	<ul style="list-style-type: none"> - Editorial boards - Grant consortia or prestigious research projects - Invite-only workshops or symposia - Presentations or keynotes - Awards (e.g., output-related or career awards) - Invites to join a PhD (reading and defense) committee - Invites to research grant proposals (co-author or collaborator) - Invites to give a lecture or presentation - Best-paper or conference awards - Keynotes - Invites to prestigious handbooks - Invites to review committees

	The candidate shows a strategic approach towards grant acquisition (selecting proper grants, using available support, good planning, etc.). The candidate engages in grant acquisition attempts some of which must have garnered strong evaluations or were successful.	National (NWO, etc.) or EU-level individual or consortia grant proposals.
Service	Service to the academic community through one's research	<ul style="list-style-type: none"> - Reviewing for journals - Editorial boards - Committees, like chairing in scholarly associations, review boards (e.g., to assess grant proposals), management teams, - ethical review boards, or related committees - Conference organization and other network activities
	Organization of and contributions to networking activities.	Network activities (research group meetings, advancing visits of guest scholars, institutionalizing new groups, e.g., in academic associations)
Team Science and Open Science	The candidate minds, advances, and safeguards colleagues in their research endeavours	<ul style="list-style-type: none"> - Improved internal collaboration - Improved networks with stronger ties to expertise, resources, infrastructure
	The candidate minds the accumulation of collaborators in her/his long-term research strategy and vision.	<ul style="list-style-type: none"> - Establishing a good work collaboration with a leading scientist or someone strong in grant acquisition - Establishing (access to) strong research infrastructure in one's own work - Establishing lines of research that plausibly will attract resources (money, time)
	The candidate engages with colleagues or the team in grant acquisition attempts, and also caring for the team by envisioning their participation in grant projects.	<ul style="list-style-type: none"> - Using the team as support, and including team members on proposals. - Installing a colleague as co-promoter of a PhD. - Granting research time to a colleague in a project.

	The candidate maintains a core academic network.	
	Training others: The candidate has (co-)supervised a PhD-candidate to successful completion.	good and established collaborative links to other scholars like another Phd, former supervisor, colleagues from other universities.
	Training oneself: The candidate participated in workshops that aim to train new methodological or theoretical trends relevant to her/his discipline.	
	Open Science: The candidate applies transparency and reproducibility standards in research	

2.3 Research development for internal promotions to UHD1

A candidate for promotion to UHD1 is a central member of the departmental research environment, and a visible, engaged and influential researcher at the faculty and university. The candidate's research is not only internationally visible and recognized, but followed a trajectory to count among worldwide authorities in his/her line of research. Thus, the candidate is a scholar who is regularly approached and invited on a national and international level for her/his research expertise. The candidate is a senior team member whose research leadership is instrumental for maintaining an internationally renowned research stream, a team and the research standards needed to advance its relevance in the long run.

To be considered for internal promotion to UHD1, an UHD2 steadily grew in total research output and met with greater (total) use and recognition. Citations per year are increasing, due to a greater body of output and greater visibility. This results in the UHD2 receiving more prestigious invitations (potentially to editorial boards of leading journals and first keynotes). An UHD2 ready for internal promotion has also used part of her/his research time to engage in well-advanced grant acquisition. (S)he became engaged in research management tasks in available committees or positions (e.g., ethical review board, improving faculty's data management, enhancing open science standards, etc.). The UHD2 colleague that is ready for internal promotion to UHD1 has developed research collaboration beyond the department, e.g., on the faculty and university level.

2.4 Research development criteria for promotion proposals to HL2

Category	Description	Examples/Observations
Effort & Vision	Articulates leadership in own research field and expresses innovative ideas	The candidate leads high quality and innovative research ideas and develops or applies innovative methodology in publications, in line with a personal vision and the department's focus
Success and Products	Research output that served knowledge dissemination and accumulation within academia	Publications (journals, books [edited or authored], book chapters, proceedings, datasets or software) targeting scholarly audience
	<ul style="list-style-type: none"> The candidate falls within range of total academic output for the candidate's discipline The candidate is a (co-)author of within-range (published in reporting period) peer-reviewed academic products. The co-authorship must be in line with research integrity standards and thus involve a substantial personal contribution. 	Outputs as suggested in the SEP
	The candidate has demonstrably expanded her/his own, distinct, and visible line of research.	Publications clearly address a common theme that is distinct and relevant to the discipline.
	The candidate leads meaningful interaction with her/his field of research, demonstrated for example by presentations held at (national and international) academic conferences.	<ul style="list-style-type: none"> – Conference presentations – Academic symposium or workshop attendances – Scholarly exchanges/faculty visits

	The candidate creates a pipeline of junior and mid-career scholars (e.g., students, PhD students, post-docs, UDs) in her/his research output.	Activities to increase colleagues' visibility at conferences, etc.
Use	Research has utility for, is regularly used by, and has an impact on the scholarly community	<ul style="list-style-type: none"> - Citations (of complete track record, lines of research, or single output) - Views and Downloads - References to or appearance of own ideas in significant academic outlets (e.g., handbooks, textbooks, leading journals) that indicate significant impact of own ideas on theory and method progress within community
	The candidate's work is cited in high quality publications in keeping with the candidate's profile and standards of her/his discipline	
	The candidate's work has a leading or consistent influence on advancing the discipline's or research domain's theory and/or methodological standards .	<ul style="list-style-type: none"> - Handbook chapters - Driving debates e.g., via a combined effort of articles, conference panels, lectures, etc. - (Much requested) open-access repositories, blogs, etc. that inform the community
Recognition	The candidate's work is recognized as leading by the academic community, as evidenced by invites or awards in keeping with the candidate's profile, and the standards of her/his discipline.	<ul style="list-style-type: none"> - Editorial boards - Committees, like chairing in scholarly associations, review boards (e.g., to assess grant proposals), management teams - Grant consortia or prestigious research projects - Invite-only workshops or symposia - Presentations or keynotes - Awards (e.g., output-related or career awards) - Invites to join a PhD (reading and defense) committee - Invites to research grant proposals (co-author or collaborator) - Best-paper or conference awards + (early) <i>career awards</i> - Invites to prestigious handbooks - Invites to give a (prestigious/selective) lecture or presentation - Keynotes - Invites to review committees

	<ul style="list-style-type: none"> • The candidate shows a strategic approach towards grant acquisition (selecting proper grants, using available support, good planning, etc.). • The candidate engages in grant acquisition with strong evaluations and/or success, enabling research that can be published in peer-reviewed international journals (or equivalents). 	National (NWO, etc.) or EU-level individual or consortia grant proposals.
Service	<ul style="list-style-type: none"> • Leadership within the academic community through one's research • Committee service typical during senior career stages 	<ul style="list-style-type: none"> – Reviewing for journals – Editorial boards – Committees, like chairing in scholarly associations, review boards (e.g., to assess grant proposals), management teams, ethical review boards, or related committees – Conference organization and other network activities
	Leadership in networking activities.	Network activities (research group meetings, advancing visits of guest scholars, institutionalizing new groups, e.g., in academic associations)
Team Science and Open Science	The candidate minds, advances, and safeguards colleagues in their research endeavours	<ul style="list-style-type: none"> – Improved internal collaboration – Improved networks with stronger ties to expertise, resources, infrastructure
	The candidate minds the accumulation of collaborators in her/his long-term research strategy and vision .	<ul style="list-style-type: none"> – Establishing a good work collaboration with other leading researchers or those strong in grant acquisition – Establishing (access to) strong research infrastructure in one's own work – Leading lines of research that plausibly will attract resources (money, time)
	The candidate shows leadership by pro-	National (NWO, etc.) or EU-level consortia grant proposals.

	actively advancing and leading grant acquisition consortia and teams.	
	The candidate shows leadership generosity toward mid-career and junior consortia members	<ul style="list-style-type: none"> - Using the team as support, and including team members on proposals. - Installing a colleague as co-promoter of a PhD. - Granting research time to a colleague in a project.
	The candidate maintains a senior academic network.	Good and established collaborative links to senior scholars from other universities
	Training others: The candidate is engaged in regular (co-) promotion of PhD candidates.	
	Training oneself: The candidate participated in workshops that aim to train new methodological or theoretical trends relevant to her/his discipline.	
	Open Science: The candidate applies transparency and reproducibility standards in research	<ul style="list-style-type: none"> - Open access data, materials, data code, and publications, where possible - Pre-registered if confirmatory research

EDUCATION DEVELOPMENT CRITERIA

3.1 Education development for internal promotions to UD1

We expect the UD2 to have grown from teaching towards generating quality improvements and innovations on the levels of lecture-, workgroup- and course-level. The candidate is aware of the context of one's own teaching, i.e., the faculty's and the VU's vision on education and assessment. Moreover, the UD2 is proficient with including the procedures of educational planning and collaboration.

We expect signs of a growing teaching network to be promoted: UD2s should have become well established and integrated in education at the department level, or have manifested an extended educational network beyond the department, as demonstrated by collaborative educational projects. Next to being a productive and organized educator, candidates are mindful of and strategic towards resources that are available for education.

The UD2 ready for internal promotion to UD1 engages peers for her/his long-term educational strategy and vision, e.g. by regular initiatives, team building and connections to other (including more senior) educators. The candidate completedn BKO plus additional trainings, e.g., for mixed classroom, implementing blended learning. He/she actively engages with student-assistants and junior teachers.

3.2 Education development criteria for promotions to UHD2

Category	Description	Examples/Observations
Effort & Vision	<ul style="list-style-type: none"> • Demonstrates a quality mindset and implements innovations in the design of courses that fit in the program. • The candidate is a trusted advisor to the program director and ascertains that the improved quality furthers the educational vision of the program 	Improved quality on the level of courses and assessments
	<ul style="list-style-type: none"> • Reflects on actions, thereby fostering ongoing growth and new initiatives as an educator. • Monitors own teaching and course and processes this information into interventions (PDCA-cyclus). • Reflection occurs on multiple levels: personal, reflection on performance of others and on the course 	<ul style="list-style-type: none"> - Self-reflection based on concrete cases and evaluation and feedback towards others - Evaluation from diverse sources - Personal reflection is a daily routine - Seeks actively for feedback
	<ul style="list-style-type: none"> • Is able to translate education vision into an optimal learning environment and assessments for students 	(Combinations of) courses that are highly valued by students, colleagues, professional field (360-degree feedback)

	<ul style="list-style-type: none"> • Makes key choices with the education vision as reference framework 	
Implementation & success	<ul style="list-style-type: none"> • Is widely acknowledged as an educator in the discipline/subject through high quality learning and assessment activities. • Completed SKO • Is able to design the coherence of pedagogic approaches and curricular content. 	<ul style="list-style-type: none"> – Continually improved courses that further the educational vision. – Membership of disciplinary networks – Educational awards and nominations
	<ul style="list-style-type: none"> • Key figure to the success of (a) programme(s). • Redesigns courses in collaboration with colleagues and by consulting the program director. • Involves students and stakeholders in the development and evaluation 	<ul style="list-style-type: none"> – Successful implementation of new course, minor, or specialization – Increase in student satisfaction with (parts of) program – Courses or collaborations recognized as relevant by the professional field
	<ul style="list-style-type: none"> • Contributes to the educational viability of the department/programme • Contributes to the program's financial viability 	<ul style="list-style-type: none"> – Comenius grant or other acquired funds or in-kind contributions to develop teaching – Contributes to the marketing plan, develops plans to attract students

Educational Citizenship and Collegial Care	<ul style="list-style-type: none"> • Promotes teamwork among teaching staff within the department. • Coordinates colleagues to align courses 	Initiatives with effective teamwork
	<ul style="list-style-type: none"> • Coaches junior colleagues and contributes to their professional development 	Feedback to less experienced colleagues
	<ul style="list-style-type: none"> • Minds, advances, and safeguards colleagues in their educational endeavours. • Supports a strong educational profile of the department 	<ul style="list-style-type: none"> – Active role in committees, project teams, etc. – Educational management tasks within department
Educational Impact	<ul style="list-style-type: none"> • Demonstrates self-developed quality improvements and innovations from which others benefit 	<ul style="list-style-type: none"> – Presentations, workshops and articles – Collaboration with LLO-office – Ongoing collaboration with Centre for Teaching and Learning
	<ul style="list-style-type: none"> • Identifies how courses can contribute to the needs of stakeholders in society. • Maintains an active network of stakeholders & alumni outside the university • Bridges the gap between university and society/labour market 	Participation in transdisciplinary teaching, contributing to the network of stakeholders of the department/faculty

Educational Leadership	<ul style="list-style-type: none"> • Acts as an educational role model towards colleagues and students 	360-degree feedback
	<ul style="list-style-type: none"> • Is engaged in educational quality control 	Is involved in successful accreditations and quality assessments (MTRs)
	<ul style="list-style-type: none"> • Initiates the development of new education, collaborations, and teaching methods 	<ul style="list-style-type: none"> - Tangible new initiatives developed. - Contributions to annual plans

3.3 Education development for internal promotions to UHD1

The UHD2 has established teams to implement educational quality improvements and innovations (including evaluation plans). The candidate successfully operates at least on the level of curricula (e.g., minors, or a skills line) and thus oversees parts of the curriculum portfolio.

The UHD2 has proven to be adept at keeping a program viable and is able to connect educational choices with the long term goals of the program. (S)he proposes and implements ways to increase relevance, student numbers and performance of students. There has been an increasing involvement with these tasks during the candidate's career. The same holds for the contribution to educational teams: The candidate takes initiatives to set up education-relevant teams or chairs permanent education-related bodies (such as program committee, exam board etc.).

For promotion to UHD1 there is moreover growth in educational leadership. This is manifested by the initiatives to improve and/or innovate education beyond the department.

3.4 Education development criteria for promotion proposals to HL2

Category	Description	Examples/Observations
Effort & Vision	<ul style="list-style-type: none"> • Leads an excellence mindset in the faculty's education, inspires colleagues to develop quality and innovation, and (co)develops plans and policy. • Is a trusted advisor to the dean, the portfolio holder education or director of education to guarantee that the improvements and high educational quality contribute to the long term educational impact of the faculty. • Organizes active contribution to the long-term educational goals of the faculty. 	<ul style="list-style-type: none"> - Excellence in programs or courses (incl. assessments) involving colleagues in the design - Develops and implements new policy regarding teaching or assessment
	<ul style="list-style-type: none"> • Leads others by own example, thereby contributing to educational vision of the faculty. • Creates a culture/working environment of continuous learning and educational excellence • Enables the PDCA-cycle on course and program level 	<p>Gathers evaluative info about a program and develops/leads interventions based on these evaluations</p>

	<ul style="list-style-type: none"> • Creates an educational vision and translates it into an optimal learning environment and assessment program for multiple teams. • Makes curricular and pedagogical choices of a strategic nature and secures support from teaching teams 	(Combinations of) courses that are highly valued by students, colleagues, professional field (360-degree feedback)
Implementation & success	<ul style="list-style-type: none"> • Is an educational expert in the discipline/subject and through consistently high quality and innovation in education • Completed LOL. • Leads the adaption of pedagogic approaches in keeping with the demands of society, the labour market and/or the standards of effective learning. 	<ul style="list-style-type: none"> – Courses and presentations that help learners to view topics from a broader (interdisciplinary) perspective. Educational awards and nominations. – Invited speaker or advisor on educational development and quality. – Publications in educational, peer-reviewed journals
	<ul style="list-style-type: none"> • Contributes substantially to the success of the faculty's education. • Redesigns lines and (parts of) programs in 	Courses, tracks or programs consistently recognized as highly relevant by the professional field

	<p>collaboration with colleagues.</p> <ul style="list-style-type: none"> • Gives students and stakeholders an active role in the development and evaluation. 	
	<ul style="list-style-type: none"> • Contributes to the viability of the faculty's educational portfolio. • Collaborates with relevant staff to improve the financial viability of multiple programmes/the faculty's curriculum. 	<ul style="list-style-type: none"> - Comenius grant or other acquired funds or in-kind contributions to develop teaching. - Monitors the implementation of the marketing plan, intervenes if necessary or develop plans to attract students. - Presents plans to raise student enrollments and contributes to the implementation
Educational Citizenship and Collegial Care	<ul style="list-style-type: none"> • Promotes and leads teamwork among teaching staff within and outside their own faculty. • Inspires, guides and coaches junior- and mid-career colleagues with regards to education. • Structurally leads and connects teams of educators with stakeholders outside the university 	<p>Initiatives for collaboration with demonstrable results 360- degree feedback with positive reflections on collaborative climate</p>
	<ul style="list-style-type: none"> • Ensures the optimal functioning of teaching teams, educational bodies 	<p>360-degree feedback Participation/ presidency in educational bodies, effective coaching of less experienced colleagues</p>

	<p>and assures professional development among faculty members.</p> <ul style="list-style-type: none"> • Develops highly functioning teaching teams in which the needs of all members of are met. 	
	<ul style="list-style-type: none"> • Minds, advances and safeguards colleagues in their educational endeavours. • Integrates, coordinates and elevates a considerable part of colleagues' educational activities. 	<ul style="list-style-type: none"> – Leading role in committees, project teams, etc. – Educational management tasks within department or faculty
Educational Impact	<ul style="list-style-type: none"> • Actively educates colleagues inside and outside the faculty about innovations and quality development in education. • Leads committees and taskforces at the VU to impact policies and societal development through education. 	<ul style="list-style-type: none"> – Presentations, workshops and articles. – Publications in discipline-specific educational, peer-reviewed journals. – Ongoing collaboration with Centre for Teaching and Learning
	<ul style="list-style-type: none"> • Consistently contributes to the postacademic learning. • Maintains and leads a strong network of 	<ul style="list-style-type: none"> – Reaching out to stakeholders outside the university and exploring with them their needs and how education can meet these needs – Structural collaboration with VU LLO-office

	<p>stakeholders and alumni outside the university.</p> <ul style="list-style-type: none"> • Is role model in bridging the gap between the university and society/labour market. 	
Educational Leadership	<ul style="list-style-type: none"> • Acts as an educational role model in the faculty. • Builds teams dedicated to quality improvement, relevance and innovation. 	360-degree feedback
	<ul style="list-style-type: none"> • Assumes joint responsibility for quality control at faculty level. • Shows initiative and accountability with regards to continuous improvement of the faculty's educational profile 	Successful accreditations and quality assessments (MTRs)
	<ul style="list-style-type: none"> • Leads new education and collaborations thus shaping educational ambitions at the level of the curriculum and faculty. • Shapes the faculty's and VU's educational directions. 	<ul style="list-style-type: none"> - Tangible new initiatives developed at the curriculum or faculty level - Tangible contributions to annual plans and follow-up - Initiatives are adopted by others

VALORISATION DEVELOPMENT CRITERIA

4.1 Valorisation Development Criteria

Valorization is at its core about leveraging academic knowledge, innovations, and expertise to create tangible societal impact. Therefore the notion of **TOPPING-UP** a valorization focus with either research or education aligns with this fundamental nature of academic valorization. This approach acknowledges that for valorization efforts to be meaningful and effective they must be grounded in academic input – be they research findings, innovative ideas, or educational insights that can be harnessed and applied to real-world challenges. By topping-up valorization with either education or research, the faculty can ensure that valorization remains rooted in rigorous scholarship and expertise, thereby maximizing the potential for meaningful societal change.

4.2 Valorization development for internal promotions to UD1

To be promoted to UD1, we expect the UD2 to have grown from involvement in products/activities to generating their own distinct, and increasingly recognized line of valorization and impact as evidenced by products for an external audience. The UD2 initiated and started developing an own line of valorization and impact, with a vision what the UD2 sees her/himself being recognized for in 10 years. We expect increasing outputs of increasing external use, as evidenced by the use of their research or education by professionals, politicians, media and policy officers. Their research or education will garner enhanced external recognition, as evidenced by social awards, membership of societal advisory bodies and requests for advisory work from civil society.

The candidate at least registered for (ideally completed) the Innovation Exchange Amsterdam course in valorisation (no exceptions can be made to this requirement for candidates whose development focus is on valorisation). The promotion candidate shows to be aware of the context of one's own valorization and impact activities: FSW's and the VU's vision on valorization and impact. S/he connects with colleagues on the basis of a long-term valorization and impact strategy, often initiating or coordinating responsibility.

Scholars ready to become UD1 show signs of moving towards a position in a societal core network. They became established and integrated in valorization activities at faculty level, as demonstrated by collaborative projects, positions in societal relevant ecosystems etc. We also expect candidates for promotion to have shown initial success in attracting 3G and/or 4G funding (alone or as a co-author) for valorization or impact activities.

4.3 Valorization development criteria for promotions to UHD2

Category	Description	Examples/Observations
Effort & Vision	<ul style="list-style-type: none"> • Articulates vision in own field of valorisation and impact. • The candidate is increasingly recognized as an expert outside the university, showing knowledge and skills with their valorization and impact activities • Articulates a personal vision on valorization/impact that fits with department focus and vision • The candidate's work addresses a common, distinct theme that has a visible influence on and is recognized as relevant by society 	<p>The candidate expresses qualitative and useful ideas and develops or applies methods/ and or instruments for societal impact, in line with a personal vision on impact and valorization and within the department's focus</p>
Success & Products	<ul style="list-style-type: none"> • The candidate is an author of societally relevant output. • Successful implementation and evaluation of new output • Courses or collaborations recognized as relevant by external partners • The candidate is credible and relevant for the media • The candidate raised 3G and/or 4G 	<ul style="list-style-type: none"> - SEP conform output for external target groups like books/book chapters for a broad audience, articles in journals for professionals, and digital knowledge sites - projects commissioned and/or in collaboration with target groups, LLO, HOVO and VU Community Service Learning (CSL) and/or lectures/courses/masterclasses for professionals or a broad audience - contributions to public debate and expert appearances in (inter)national media - fundraising (3G / 4G) successes
Use	<ul style="list-style-type: none"> • The candidate's output is used by external target groups. 	<ul style="list-style-type: none"> - use by professionals (e.g views and downloads: citations in professional journals, guidelines, textbooks, etc.)

	<ul style="list-style-type: none"> • The output of the candidate is cited/used in professional outlets outside of academia. • The products of the candidate is cited/used political and or policies outlets. • The candidate's products are is included in public debates 	<ul style="list-style-type: none"> - use by politicians and policymakers (e.g. parliamentary questions and answers, citations in parliamentary documents and policy papers, citations by EU bodies and international organizations) - contribution to understanding and / or solving societal issues (e.g. citations, references, use of knowledge in public media)
Recognition	<ul style="list-style-type: none"> • Invitations that indicate that the community and/or society is recognizing one's expertise, scholarly significance and/or societal impact. • The candidate's academic work is recognized by societal communities. 	<ul style="list-style-type: none"> - Memberships of (scientific) advisory boards of societal organizations or forums (patient associations, NGOs, cultural institutions, thinktanks national/local authorities, expertise bodies, etc.) - Presentations or keynotes, diner pensants, invitations to meetings with cabinet members/parliament/mayor committees - Memberships of (inter)national organizations such as the KHMW, WRR, the Health Council, the SER, the Safety Research Council - Grant consortia or prestigious inter- and transdisciplinary research projects (e.g. NWA Large, Groeifonds, Zwaartekracht) - Societal Awards for bridging science and society and (social) innovations (e.g., Amsterdam Impact Award, Stevinpremie, Huibregtseprize)
Service	<ul style="list-style-type: none"> • Service to the community and/or society through one's scholarly activities. • The candidate provides service to external communities by regular reviewing activities (professional journals, and grant reviewing committees etc), membership of and pro-active organization of or contribution to networking activities. 	<ul style="list-style-type: none"> - Memberships of (scientific) advisory boards of societal organizations or forums to furthering their vision and insights in practices (e.g. patient associations, NGOs, cultural institutions, thinktanks (inter)national/local authorities, expertise bodies, etc.) - Memberships of (inter)national organizations such as the KHMW, WRR, the Health Council, the Safety Research Council - Contribution to Community Service learning (VU CSL)
Leadership & Management	<ul style="list-style-type: none"> • The candidate minds, advances, coaches and safeguards inter- and transdisciplinary scholarly teams with regards to valorization. 	<ul style="list-style-type: none"> - Personal leadership (self-reflection skills): Training and workshop participation, e.g., to improve and professionalize valorization and impact, staying up-to-date with the latest developments, required skills, etc. - Team leadership (pro-active engagement of colleagues, team):

	<ul style="list-style-type: none"> • Completed IXA Opleiding Impact • The candidate shows leadership by: <ul style="list-style-type: none"> • -engaging colleagues/team in 3G/4G grant acquisition, • caring for the team by envisioning their participation in projects • The candidate is progressively recognized as an expert in the valorization and impact field, both internally as well as externally • Management of valorization and impact at departmental and/ or R&I lab level. 	<ul style="list-style-type: none"> - Create, maintain and nurture relational networks with strong ties to academic and societal stakeholders, expertise, resources, infrastructure, show inclusive, caring and inspiring leadership - Pro-actively starting impact and valorization activities and inspiring others via these activities. - Management (including finances and resources): - Managing impact and valorization activities, e.g., via the ODC, MT, Research Managers (FOZ), Director Research & Impact Labs, etc.
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4.4 Valorization development for internal promotions to UHD1

The UHD2 has initiated and implemented evidence-based valorization and impact products and has established inter- and transdisciplinary teams to implement them. Moreover, a sound evaluation plan goes with the candidate's valorization and impact products. The candidate successfully operates on the level of department and/ or R&I lab, and thus oversees parts of the valorization and impact portfolio.

To be considered for internal promotion, an UHD2 steadily grew in external relevance, and met with greater (total) use and recognition. Impact-wise, the candidate is (inter)nationally visible, as evidenced by the inspiration of professionals, politicians, policy officers and media by their research and/or education. Thus, the candidate is a scholar who is regularly approached and invited on a(n) (inter)national level for their expertise. This includes advanced external recognition, as evidenced by social awards, membership of societal advisory bodies and requests for advisory work from civil society. An UHD2 ready for internal promotion has also used part of their valorization time to engage in well-advanced 3G/4G grant applications.

The UHD2 has become a central member of the department's valorization efforts and is a visible, engaged and influential colleague at the faculty and university level. (S)he has proven to be adept at keeping a line of valorization and impact viable; her leadership is beneficial to connecting other people to their long-term valorization and impact vision. The candidate involves and promotes junior scholars (e.g., students, PhD students, post-docs, UDs) in their output activities. The candidate takes initiatives to set up valorization and impact-relevant teams and/or became engaged in valorization and impact-related management tasks.

4.5 Valorization development criteria for promotion proposals to HL2

Category	Description	Examples/Observations
Effort & Vision	<ul style="list-style-type: none"> • Articulates a broad vision of valorisation and impact for their academic (sub)discipline. • The candidate is (inter)nationally recognized as an expert, showing knowledge and skills with their valorization and impact activities. • Articulates a personal vision on valorization and impact that fits with department focus and vision • The candidate’s work addresses a common, distinct theme that has a visible influence on and is recognized as relevant to society 	<p>The candidate expresses qualitative and useful ideas and develops or applies methods/ and or instruments for societal impact, in line with a personal vision on impact and valorization and within the department’s focus</p>
Success & Products	<ul style="list-style-type: none"> • The candidate is a consistent author of societally relevant output. • Consistent implementation and evaluation of new output. • Courses or collaborations widely and consistently recognized as relevant by external partners. • The candidate is agenda-setting in media outlets. • The candidate raised multiple 3G and/or 4G grants 	<ul style="list-style-type: none"> – SEP conform output for external target groups like books/book chapters for a broad audience, articles in journals for professionals, and digital knowledge sites – projects commissioned and/or in collaboration with target groups. – LLO, HOVO and VU Community Service Learning (CSL) and/or lectures/courses/masterclasses for professionals or a broad audience – Contributions to public debate and expert appearances in (inter)national media. – Fundraising volume
Use	<ul style="list-style-type: none"> • The candidate’s knowledge is widely used by external target groups, and has societal impact. • The products of the candidate are regularly 	<ul style="list-style-type: none"> – use by professionals (e.g views and downloads: citations in professional journals, guidelines, textbooks, etc.) – use by politicians and policymakers (e.g. parliamentary questions and answers, citations in parliamentary documents and policy papers,

	<p>cited/used in professional outlets outside of academia</p> <ul style="list-style-type: none"> • The products of the candidate are regularly cited/used in political and or policies outlets. • The candidate's products generate new public debates. 	<p>citations by EU bodies and international organizations)</p> <ul style="list-style-type: none"> - contribution to understanding and / or solving societal issues (e.g. citations, references, use of knowledge in public media)
Recognition	<ul style="list-style-type: none"> • Invitations that indicate that the community and/or society is recognizing one's expertise, scholarly significance and/or societal impact. • The candidates' work is recognized as leading by the academic and societal community. 	<ul style="list-style-type: none"> - Memberships of (scientific) advisory boards of societal organizations or forums (patient associations, NGOs, cultural institutions, thinktanks national/local authorities, expertise bodies, etc.) - Presentations or keynotes, diner pensants, invitations to meetings with ministers/parliament/mayor committees - Memberships of (inter)national organizations such as the KHMW, WRR, the Health Council, the SER, the Safety Research Council - Grant consortia or prestigious inter- and transdisciplinary research projects (e.g. NWA Large, Groeifonds, Zwaartekracht) - Societal Awards for bridging science and society and (social) innovations (e.g., Amsterdam Impact Award, Stevinpremie, Huibregtsenprize)
Service	<ul style="list-style-type: none"> • Service to the community and/or society through one's scholarly activities. • The candidate provides direction to external communities. 	<ul style="list-style-type: none"> - Membership/leadership of (scientific) advisory boards of societal organizations or forums to furthering their vision and insights in practices (e.g. patient associations, NGOs, cultural institutions, thinktanks (inter)national/local authorities, expertise bodies, etc.) - Membership/leadership of (inter)national organizations such as the KHMW, WRR, the Health Council, the Safety Research Council - Contribution to Community Service learning (VU CSL)
Leadership & Management	<ul style="list-style-type: none"> • The candidate minds, advances, coaches and safeguards inter- and transdisciplinary scholarly teams with regards to valorization. • The candidate shows consistent leadership by: <ul style="list-style-type: none"> - engaging colleagues/team in grant acquisition, 	<ul style="list-style-type: none"> - Personal leadership (self-reflection skills): - Training and workshop participation, e.g., to improve and professionalize valorization and impact, staying up-to-date with the latest developments, required skills, etc. - Team leadership (pro-active engagement of colleagues, team): - Create, maintain and nurture relational networks with strong ties to academic and societal stakeholders, expertise, resources, infrastructure,

	<ul style="list-style-type: none"> - caring for the team by envisioning their participation in projects • The candidate is recognized as a leader in the valorization and impact field in the faculty and the university • Consistently active in managing valorization and impact at departmental, and/ or R&I lab, interfaculty, or university level. 	<p>show inclusive, caring and inspiring leadership</p> <ul style="list-style-type: none"> - PhD co/supervision (being engaged in or successfully completed), post-doc supervision, measures to improve the career of junior inter- and transdisciplinary staff - Academic and societal leadership (inspiring others): - Pro-actively starting impact and valorization activities and inspiring others via these activities. - Management (including finances and resources): - Managing impact and valorization activities, e.g., via the ODC, MT, Research Managers (FOZ), Director Research & Impact Labs, etc.
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