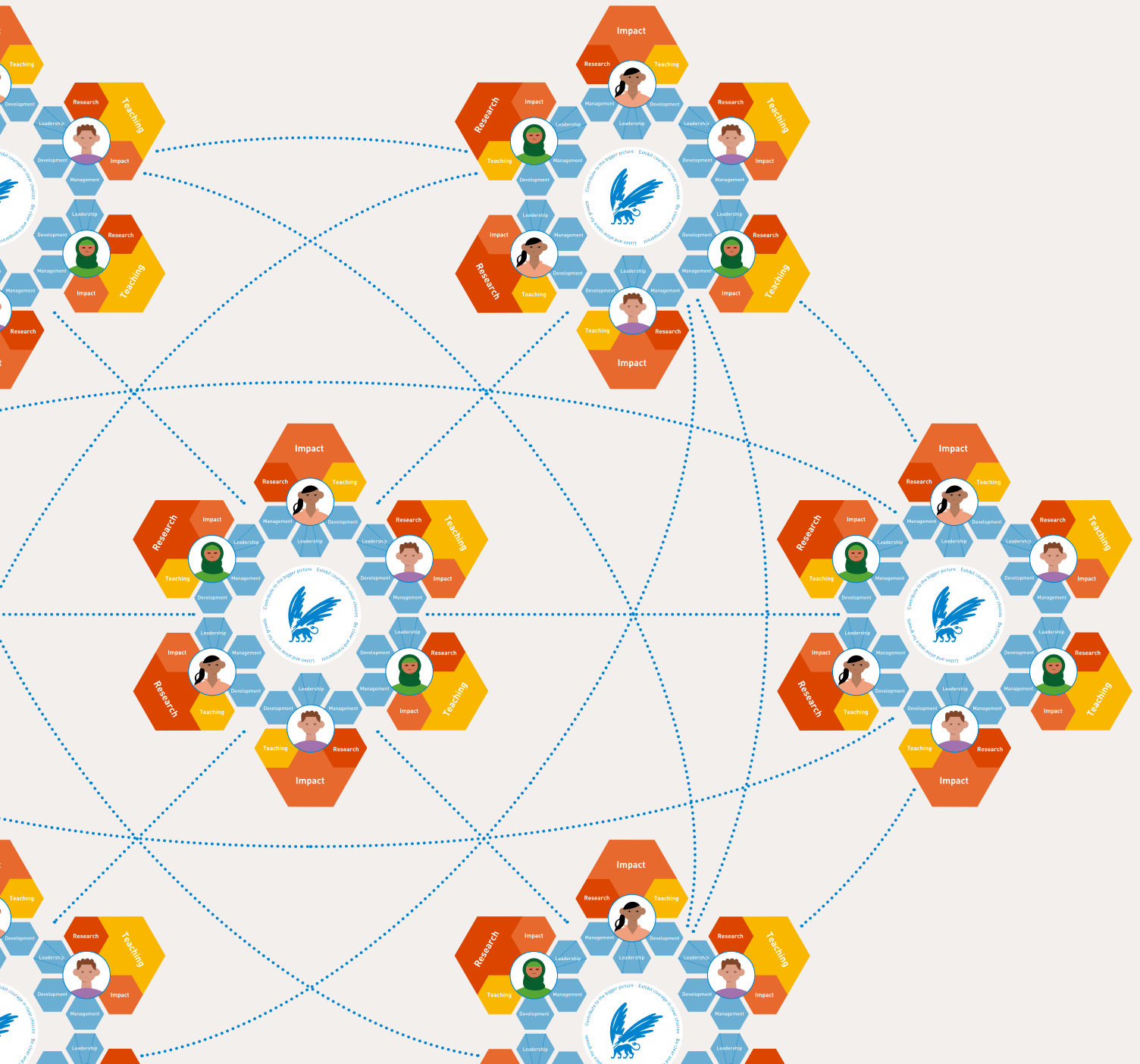


Academic career paths



Background

In November 2019, the Association of Universities in the Netherlands (VSNU), the Netherlands Federation of University Medical Centres (NFU), the Royal Netherlands Academy of Arts and Sciences (KNAW), the Dutch Research Council (NWO) and the Netherlands Organisation for Health Research and Development (ZonMw) published a position paper entitled '[Room for everyone's talent; towards a new balance in the recognition and rewards of academics](#)', in which they describe how they plan to work towards broader recognition and rewards for academics, with less emphasis on the number of publications, and more emphasis on other domains in which academics operate, such as teaching, impact, leadership and patient care. This broader form of recognition and rewards harmonises more closely with the current core duties of knowledge and educational institutions, and corresponds more closely to what society demands of these institutions.

In early 2023, the members presented a roadmap which sets out steps to embed the new processes and tools in practice: [Ruimte-voor-ieders-talent-in-de-praktijk-Routekaart-Erkennen-Waarderen.pdf \(recognitionrewards.nl\)](#)

As part of this roadmap, VU Amsterdam is developing a new system of recognition & rewards, as well as a new recruitment and promotion policy, that reflect our mission, identity and ambitions, and our care for our staff, students, alumni, stakeholders, the environment and humanity. Central concepts here include recognising and rewarding various roles (including leadership roles) and teamwork.

In the new system, teaching, fundamental and applied research, impact, patient care, and leadership are equally recognised and rewarded. However, staff members are not necessarily expected to specialise in all of these aspects of academia simultaneously. With a firm basis in the dual domains of teaching and research, various career paths are available to assistant, associate and full professors within the various teams, so that these academics can develop their specific talents and excel in their careers.

We do expect academics to take their responsibilities within the university and the wider national and international academic community and society seriously, by contributing to a safe working environment and ensuring a healthy work-life balance for all staff, upholding the principles of academic integrity and open science¹, and working towards social goals.

In this document, we elaborate on what those different career paths might look like for permanent academic staff (assistant, associate and full professors) and what VU Amsterdam principles underly this. In line with the academic career paths, separate career policies will be developed for lecturers, early career academics and healthcare professionals at the UMCs.

¹ Open science is the term for the global transition to a more transparent and inclusive way of conducting, sharing and evaluating scientific research. For more information, see <https://www.vu.nl/openscience> and <https://www.openscience.nl/>.



What will change?

The essential elements of the intended changes are set out below:

Prior to implementation of the new R&R system	After implementation of the new R&R system
Focus on research performance.	Equal recognition of all academic fields. In addition to the recognition of teaching and research, this also includes: educational innovations, patient care, impact (including science communication through debate, dialogue and co-creation), postgraduate continuing education, contract research, public-private partnerships, policy development and entrepreneurship.
Little regard for the assurance of academic integrity and social safety.	Aspects that assure academic integrity and social safety are conditional to performance assessments and promotion: leadership, teamwork and open science.
Too much emphasis on quantitative research and teaching indicators (H-index, Impact Factor, funding acquisition) in performance assessments and promotion.	Balance between qualitative and quantitative performance assessments: no quantitative measures without qualitative and 360-degree feedback.
Academics 'must' excel at everything.	Academics must meet the basic requirements for teaching and research, and the impact thereof, and excel – by choice and agreement – in one of the domains of teaching, research or impact.
Focus mainly on excelling within one discipline.	More room for and recognition of the development of interdisciplinary and transdisciplinary skills.
Individual performance first.	The contribution to the team and academic community is more important, for example in the form of organisational and/or institutional responsibilities. The more senior the academic, the more important it becomes to coach colleagues in the role of mentor.
Career path strongly focused on vertical promotion.	The career path is more diversified, with both horizontal and vertical development and opportunities for further growth.
'Career guidance' based on performance agreements.	Focus career guidance on supporting professional and personal development, taking into account life course influences.

Frameworks for academic career paths

The frameworks for academic career paths are based on VU Amsterdam's core values (open, personal, responsible) and the <https://tinyurl.com/vu-visie-ew>. These frameworks substantiate the proposal to reshape academic careers made in the position paper 'Room for everyone's talent'.

The staff member's professional and personal development forms the basis for performance assessments and promotions in the personal career path (within the context of the university, faculty and/or department). The faculty or department's Strategic Personnel Plan unites the personal and organisational ambitions.

Core domains

The combination of **teaching** and **research** continues to form the foundation of the academic careers of assistant, associate and full professors. These two core domains must always have a place within any academic career path. The balance between teaching and research can vary from one staff member to another, and it can vary throughout the course of a career. However, there is a lower limit for the amount of teaching provided and research conducted. Although it can differ across disciplines, this lower limit typically ranges from around 20 to 30%². Permanent academic staff are also expected to spend between 10 and 20% of their time on organisational and/or management and/or institutional affairs. These responsibilities are considered to be a part of the regular research and teaching duties.³

In addition to the two core domains of education and research, we also distinguish the domain of **impact**, which we explain in more detail below.

2 This ratio may differ at university medical centres because the additional core domain of patient care applies there.

3 Research and teaching, and the associated knowledge transfer and organisational and/or institutional affairs, thus combine to account for 100%.



Impact

Impact is the potential influence of science (teaching or research activities) on cultural, environmental, economic, industrial or social areas. It concerns the societal impact, so not the impact on science itself. The knowledge developed through teaching or research activities can be transferred.

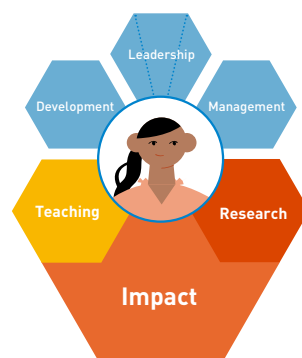
Knowledge transfer is the process of creating value from knowledge, by making knowledge usable and available for societal and/or economic application and transforming it into products, services, processes and new business⁴. We distinguish between seven knowledge transfer strategies⁵:

1. Postgraduate continuing education/lifelong development⁶
2. Public debate and dialogue
3. Co-creation between science and society
4. Contract research
5. Public-private partnerships
6. Innovations in professional practice (e.g. improving sustainability, general improvements, cost savings, etc. in the form of clinical guidelines, policy advice, tools, interventions, an article in a professional journal, etc.)
7. Entrepreneurship and intellectual property

These strategies can help to ensure that the results of teaching or research activities actually benefit society. Impact is therefore an integral part of teaching or research, and this integration entails that no lower limit can be set for the percentage of time spent on impact. Depending on the discipline and the type of research and teaching involved, a staff member could fulfil part of their research or teaching responsibilities with knowledge transfer activities, by making their knowledge available to other stakeholders in the profession and in society.

Examples of such stakeholders could be patients' associations, physicians' associations, other interest groups/professional associations, professionals from business, government or the non-profit sector, policymakers, public knowledge institutions (Statistics Netherlands, government planning offices, National Institute for Public Health and the Environment (RIVM), TO2 institutions, etc.) and, of course, the general public. These knowledge transfer interactions could be 1) direct or personal (e.g. through dialogue, collaboration or co-creation), 2) indirect through a medium (e.g. professional journals, newsletters, apps, radio, TV or social media) or 3) of a financial or material nature (e.g. contract research, technology transfer grants, or patents). If, as a result of the interaction, the social partner deploys the knowledge to attempt to achieve social goals, it is classified as a 'productive interaction'. The quantity and quality of productive interactions provide a measure of the likelihood of social impact⁷.

The general ratio between teaching and research at the relevant faculty or department determines the generic academic profile. In addition to the generic academic profile, it is possible to focus a career on one of three domains, equivalent to the three core duties of the university: teaching, research and impact (or additionally, the fourth core duty of patient care/clinical skills development for staff of the UMC). The domains, and the proportions between them, that apply for a given career path are determined at the faculty or department level in the Strategic Personnel Plan. **Leadership** is an obligatory part of all career paths.



⁴ Source: [Definitions and policy | Rathenau Instituut](#)

⁵ These seven knowledge transfer strategies are intended to serve as inspiration based on the most commonly practiced knowledge transfer activities, and are not meant to be exhaustive.

⁶ Other examples of knowledge transfer activities in education include: community service learning by students, education for the elderly (HOVO), outreach programmes, and information activities for school students.

⁷ Source: KNAW report: *Maatschappelijke Impact in Kaart* (2018).

Leadership

Leadership and collaboration are crucial preconditions for an academic culture in which everyone shares responsibility for a healthy collaborative environment, talent development, social and physical safety, and inclusiveness.

Leadership and management are often used as synonyms, while there is in fact a clear distinction⁸:

- Management involves a formal responsibility for the day to day management of a team, as well as caring for the wellbeing of the team and the individuals in it. This concerns a functional **management role**. Other important **duties** of a management role are the responsibility for financial affairs, processes and strategy. Managers must set the example of good leadership by encouraging a healthy collaborative environment, talent development, social safety and inclusiveness.
- Leadership involves everyone's individual responsibility to contribute proactively to ensuring effective cooperation between colleagues in order to achieve the ambitions of VU Amsterdam.

The principles of the [Art of Engagement](#) set out how we at VU Amsterdam exhibit leadership in the way we collaborate, communicate and jointly make decisions:

- Contribute to the bigger picture
- Exhibit courage in clear choices
- Be clear and transparent
- Listen and allow space for growth

Leadership consists of several aspects. Personal development in each of these leadership aspects is conditional for all career steps:

- **Personal leadership**: developing self-knowledge and reflective capacity by getting to know one's own strengths and weaknesses, actively seeking feedback and learning from one's own mistakes.
- **Teamwork**: proactively contributing to amicable and effective cooperation with colleagues and to an open, safe and inclusive working and learning environment to achieve VU Amsterdam's academic and other ambitions.
- **Academic leadership**: communicating the vision of one's own field and thereby inspiring, guiding and stimulating researchers, teachers and students at home and abroad. This is important to be able to strengthen the position of our research and teaching in the academic and social environment, and so assure our legitimacy, reputation and visibility and the effective embedding of the principles of open science.

Academics increasingly work in teams⁹ of all types and sizes, including in national and international research projects, teams of instructors, spin-offs and management teams. These collaborations provide them with the opportunity to demonstrate all aspects of leadership and gain management skills. All academics are expected to spend between 10 and 20% of their time on organisational responsibilities, which may be both internal and external in nature:

Academics increasingly work in teams of all types and sizes, including in national and international research projects, teams of instructors, spin-offs and management teams.



- Internal organisational contributions include participation in working groups, committees, networks or project teams, and administrative, coordinating or institutional responsibilities or work for the Staff Council.
- External organisational contributions of academic staff include peer reviews of publications and research proposals, journal editing, and participating in, coordinating or leading national or international committees, consortia, working groups, research projects or conferences (e.g. The Young Academy, KNAW advisory committees, Amsterdam Young Academy).
- External organisational contributions in the societal context include membership or leadership of collaborative teaching and research activities (for example with external social, government or business partners), outreach programmes, postgraduate continuing education, consultancy services, start-ups and other knowledge transfer activities.

Every academic is expected to invest in the development of all these three aspects of leadership. The university supports such leadership development, among others by providing an adequate and accessible leadership training programme. These aspects are assessed as part of the appointment and promotion procedures, including the 360-degree feedback assessment. As an academic becomes more senior, we expect more leadership from them, that manifests in the care and attention they give to the colleagues they supervise (e.g. through coaching or mentoring) and a greater contribution to the organisation, the academic discipline, or society in general.

⁸ For more information, please see: [Art of Management - Vrije Universiteit Amsterdam \(vu.nl\)](#)

⁹ These include both formal teams with a hierarchical manager or involving formally appointed committee members, and temporary and informal teams such as working groups, project groups and networks. In many cases, teams do not include only academic staff members, but also support staff (e.g. laboratory assistants, instrument engineers, teaching staff, policy officers and data or software managers/stewards).

Diversification and flexibility of career paths

The diversification and flexibility of career paths involves creating more opportunities for both horizontal and vertical career development (see Figure 1). Diversification entails that it is strategically desirable for academics to actively focus on one of the domains at any time within their career path. Diversification also means that we do not focus solely on the standard academic career path (undergraduate degree → PhD → postdoc → tenure track → permanent position), but that we also provide opportunities for, e.g., late bloomers, people coming from, or embarking on, alternative career paths (outside of academia), and 'boomerangs'¹⁰. To assure diversity, an open recruitment process remains a precondition for the recruitment and selection process. Flexibility entails that an academic profile can change during a career and that competences developed outside academia are recognised for their added value.

An academic who takes a **vertical career step** develops by taking on more responsibility or a leadership position within their own organisational unit, university, academic discipline or in society. A vertical career path generally describes the transition from mid-career (assistant professor) to senior (associate professor) to expert (full professor), based on certain minimum requirements for teaching, research and impact. The basic requirements for teaching, research and impact are described in [Appendix 1 - Qualitative assessment framework for academics](#) (page 10).

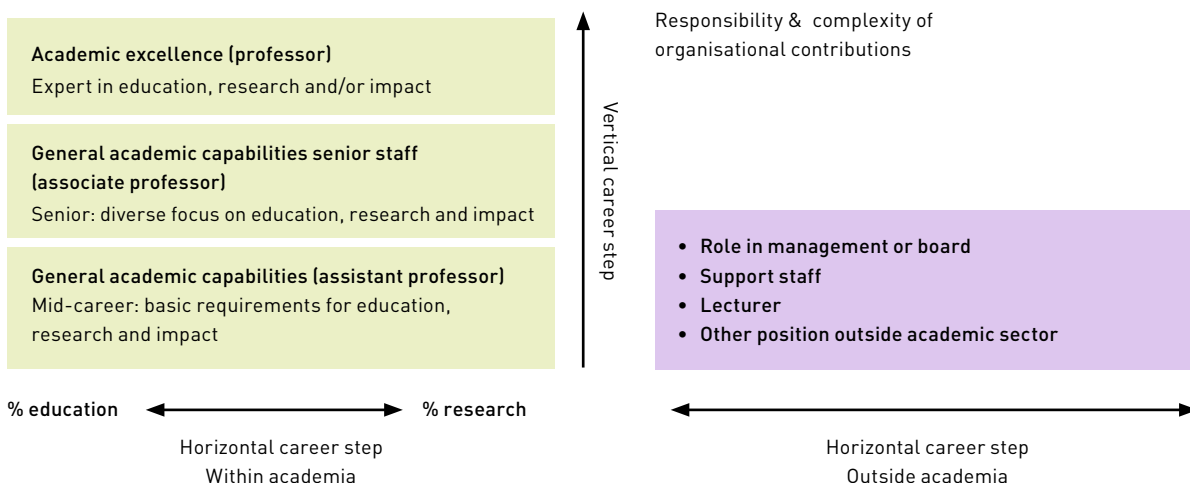
We distinguish various levels for the contribution to teaching, research and impact:

1. General academic foundation (assistant professor): demonstrable and active contribution to teaching, research and impact
2. Senior academic foundation (associate professor): connector/coordinator of teaching, research and/or impact
3. Academic excellence (full professor): initiator/leader of activities in teaching, research and/or impact

An academic who takes a **horizontal career step** broadens or deepens their knowledge in one of the domains while retaining the same level of organisational responsibility. Broadening could involve shifting the focus from teaching to research or impact, or vice versa, during a career. Within the teaching domain, this could involve delving deeper into student assessment, teaching innovation or teaching practice. Within the research domain, it could involve specialising in a specific theme, developing interdisciplinary or trans-disciplinary cooperation, or focusing on a specific research method. Broadening or deepening can also take place outside the academic context by, for example, temporarily taking an appointment (or a permanent dual appointment) in another sector. A horizontal career step could also involve transferring within the university to a supporting position (as a support staff member), a teaching position, or to a management or board position, or vice versa. Combined positions (also called hybrid positions) are also possible.

¹⁰ For example, people leaving academia to work outside the academy and come back at a later stage in their careers

Figure 1: Vertical and horizontal career steps



Sometimes, shifting the focus can lead to a vertical career step, but not necessarily. It can also lead to the insight that it is more satisfying to broaden or deepen a career path within a single domain. In other words, the classical academic career path culminating in a full professorship is broadened to include a wide range of horizontal career paths to suit the needs of the individual and the organisational unit.

For both horizontal and vertical career steps, specific agreements and corresponding deadlines can be set down in a 'career track'.

Personal and academic leadership qualities, teamwork and management skills become increasingly important from the senior level and above. This means that a substantial part of the time, activities or results could be permanently or temporarily devoted to extensive institutional and/or management responsibilities.

The university job ranking system forms the starting point of all diversification in career variants. Performance may vary in each domain of teaching, research or impact. This follows the law of communicating vessels: if you excel in one (or more) of the domains, your activities in the other domains may well be less excellent. This helps avoid unreasonable expectations of an individual's ability to juggle multiple tasks, and gives room for everyone at VU Amsterdam to develop their talent to its full potential.

The aspects of leadership associated with a level must always be met, and leadership and management training and development are prerequisites for vertical promotion.

Balance between quality and quantity

The assessment of academics will place greater emphasis on the quality, content and creativity of academic work, academic integrity, social and physical safety, transparency, reusability, and the contribution to science and/or society (including interdisciplinary and transdisciplinary research). As a rule, job requirements are defined in qualitative terms. This does not mean that quantitative data (metrics) can no longer be used, but that they have a more supporting role. When properly justified and explained, quantitative data can be valuable quality indicators for assessing the performance of academics.

Balance between individual and team

Selection and assessment procedures focus on the personal career path, but always in relation to the ambitions and desired composition of the team and/or the organisation or organisational unit. Given the importance of collaboration, individuals must be able to substantiate how they and their personal talents will contribute to the team, department, faculty and/or university. The personal career path thus becomes part of a team effort, as is reflected in the Strategic Personnel Plan (SPP), among others.

Selection and assessment procedures focus on the personal career path, but always in relation to the ambitions and desired composition of the team and/or the organisation or organisational unit.



Implementation and quality control

The faculties have the task of implementing academic career paths according to this university guideline. This is evaluated in the Planning and Control Cycle via the Annual Plan and Annual Reports and discussed in the Administrative Consultative Meeting. A 'Personal Career Portfolio' tool is being developed by the university to support the faculties in their task.

The Personal Career Portfolio consists of a mix of qualitative descriptions and quantitative data. This portfolio consists of the same components as the central assessment portfolio for professors, being:

- Self-reflection, including:
 - reflection on personal leadership
 - reflection on the contribution to the team, including a vision of (for example) social and physical safety, team formation, and talent development in the team, department, faculty or university
 - reflection on academic leadership and the contribution of teaching, research and impact to the national and international academic community, and the vision of academic integrity and open science

- Academic activities, including:
 - key activities and results in teaching
 - key activities and results in research
 - key activities and results in knowledge transfer
- Career-specific activities in teaching, research and/or knowledge transfer that have made a significant contribution to the team, department, faculty or university, the academic community, or society at large.
- Peer reviews (360-degree feedback) of team members, colleagues, managers of research and teaching departments, and students, both as regards the content of the input and the contribution to cooperation according to the Art of Engagement.

Individual agreements will be reached on the horizontal and/or vertical career steps of individual academics based on the Personal Career Portfolio, the specific criteria of a faculty, the Strategic Faculty Plan and the Strategic Personnel Plan.

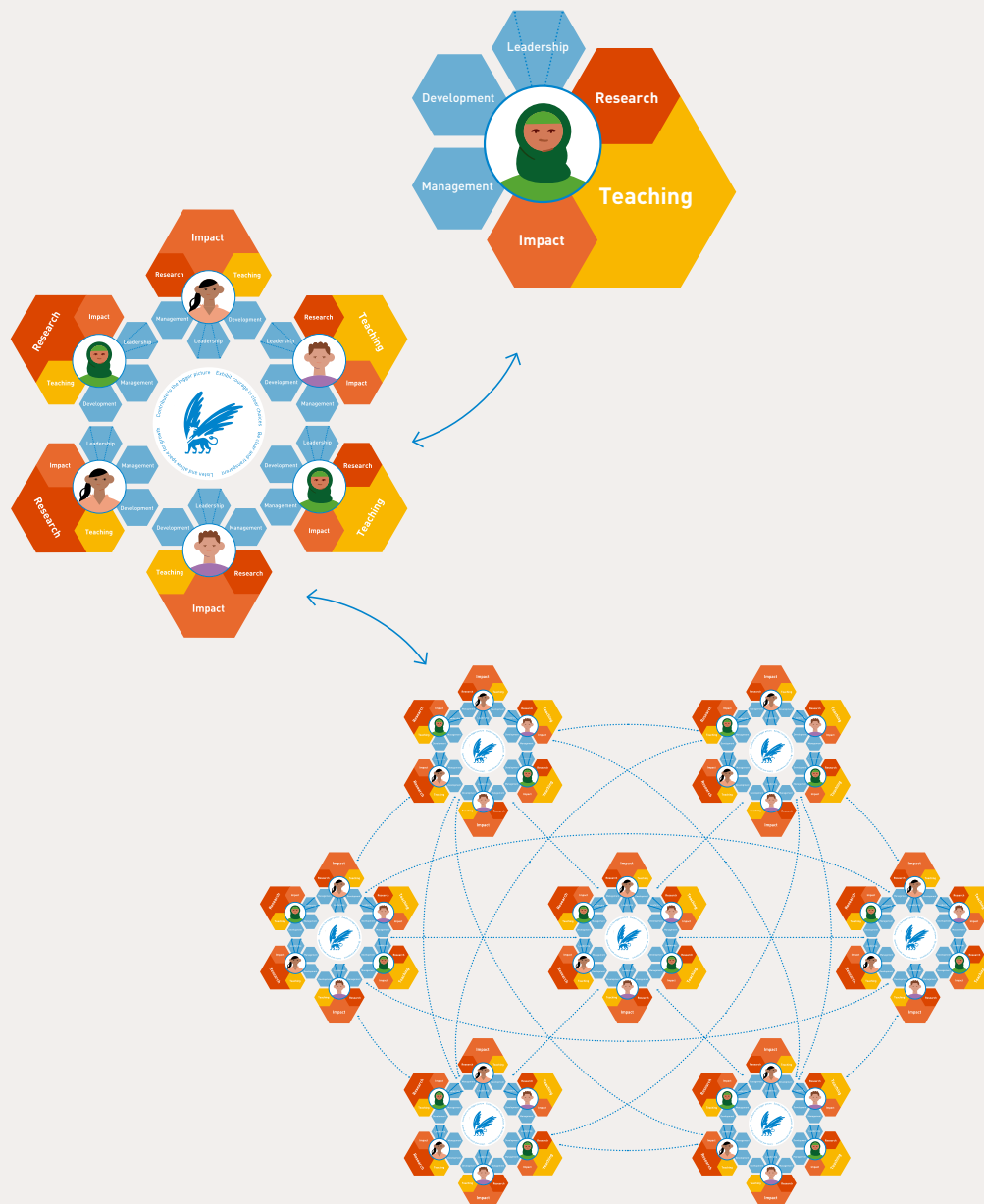


Appendix 1:

University framework for academic career paths

For assistant and associate professors, only the qualitative criteria of the general academic foundation have been developed. Additional qualitative and quantitative criteria will be developed at the faculty level for promotions based on career development that focusses on a single domain. A career can focus on one of the domains only if the work in the other domains meets the general academic basic requirements *and* it dovetails with the shared ambitions of the team, department and/or faculty.

Qualitative criteria have been elaborated for the domains of teaching, research and impact for the level of full professor, because these appointments are made at the university level.





General academic foundation (assistant professor and above)

From the assistant professor level and above, a candidate can – in consultation – explore opportunities for focusing their career on one of the domains of teaching, research or impact, as long as the basic level has been achieved in the other domains. The additional criteria to be applied are established at the faculty level. Leadership and management training and development are prerequisites for vertical promotion.

Professional training/development

- PhD
- For assistant professor 1: university teaching qualification and social safety awareness training.
- At least one period free of teaching responsibilities each year to focus on career development (e.g. professionalisation) or research.

Leadership

- Demonstrates development in the following aspects of leadership:
- **Personal leadership:** is able to develop self-knowledge and reflective skills.
 - **Teamwork:** ensures a healthy working environment in line with VU Amsterdam's Art of Engagement principles and demonstrably contributes to the university organisation.
 - **Academic leadership:** develops own line of research or contributes to lines of research within the department or faculty, and contributes to departmental teaching programmes in line with open science principles.

Management

- General – see the [Management framework - Vrije Universiteit Amsterdam \(vu.nl\)](#), which forms the basis for leadership development: responsible for people and processes.
- Spends 10-20% of their time on minor organisational responsibilities (academic service). Special agreements are reached for more time-consuming organisational responsibilities (>20%), with subsequently lower expectations for teaching, research and impact.
- Has proven ability to lead and actively contributes to the career development of staff such as PhDs, postdocs, and junior lecturers.

Teaching

- Successful lecturer of courses at both the Bachelor's and Master's level.
- Is part of a team of instructors and participates in discussions on educational improvements and innovations.
- Teaches, develops and innovates subjects and courses.
- Supervises Bachelor's and Master's students.
- Teaches courses worth a minimum of 12 ECTS credits (equally divided between BA and MA).

Research

- Is actively involved in research and research developments through participation in professional conferences and ongoing research.
- Is part of a research group or department and participates in discussions and plans, strategy meetings, conferences, etc.
- Actively supervises Master's theses and/or PhD candidates (together with others) and may be co-supervisor.
- Contributes to applications for research grants.
- Is author or coauthor of publications or other research output.

Impact

- Is aware of the importance of knowledge transfer and what resources are available to this end, and deploys these resources in knowledge transfer activities.
- Encourages colleagues (PhD candidates and postdocs) and students who want to engage in knowledge transfer activities.
- Is able to engage in dialogue with non-academic partners or audiences about academic results.



General academic foundation for senior staff (associate professor and above)

(associate professor and above)

From the associate professor level and above, a candidate can – in consultation – focus their career on one of the domains of teaching, research or impact, as long as the basic level has been achieved in the other domains. The additional criteria to be applied are established at the faculty level. Leadership and management training and development are prerequisites for promotion.

Professional training

- Holds the relevant qualifications or degrees for teaching (with at least a university teaching qualification and preferably a senior teaching qualification), research (has at least completed the 'Supervising academics and PhD candidates' course), impact, leadership and management (has at least completed the 'Leadership and management development' course).

Leadership

- General: has vision, can take a step back and focus on the big picture and the long-term policy.

Demonstrates development in the following aspects of leadership:

- **Personal leadership:** has self-knowledge and reflective ability, actively seeks feedback and learns from their own mistakes.
- **Teamwork:** proactively contributes to ensuring amicable and effective cooperation with colleagues and to an open, safe and inclusive working and learning environment to achieve VU Amsterdam's ambitions based on the Art of Engagement.
- **Academic leadership:** propagates a vision of the field in line with open science principles and thereby inspires, guides and encourages researchers, teachers and students at home and abroad.

Management

- General – see the [Management framework - Vrije Universiteit Amsterdam \(vu.nl\)](#), which forms the basis for leadership development: responsible for people, processes and finances.
- Sets an example of good leadership by encouraging a healthy collaborative environment, talent development, social safety and inclusiveness.
- Is open, connecting, facilitating and inspiring.

Teaching

- Makes innovative contributions to the development and/or redevelopment of curricula and learning paths.
- Has significant and demonstrable experience in supervising BA/MA students.

Research

- Is a respected researcher, as evidenced by well-received publications or other research output within the framework of [DORA](#) and/or contributions to relevant academic activities in the own field, such as organising symposia/conferences, peer reviews, editorship, etc.
- Has significant experience in supervising PhD candidates as a day-to-day supervisor or co-supervisor. Must supervise and oversee the successful completion of at least two PhD programmes as co-promoter in order to apply for *ius promovendi* (the right to confer doctorates).

Impact

- Has demonstrably promoted the cultural, economic, industrial, environmental or social relevance of academic results using one of the seven knowledge transfer strategies.
- Actively responds to requests for support and cooperation from non-academic partners, and can provide examples of such support and cooperation.



Academic excellence (full professor and above)

A full professor excels in leadership *and* in at least one of the university's three core duties: teaching, research or impact.

Specific domains:

Teaching

Excels at teaching (examples from the Teaching Performance Framework):

- Excellent supervisor of students, as evidenced from peer reviews and 360-degree feedback from students and fellow lecturers.
- Has functioned at the senior level for at least 5-10 years.
- Is responsible for and initiates cross-curricular educational development, innovation and quality assurance, as evidenced by faculty, university or national curricula, for example.
- Has final responsibility for the strategy and organisation of a teaching programme and contributes to establishing and formulating educational policy at the level of a teaching domain or faculty (cross-departmental).

Research

Excels in research:

- Excellent supervisor of PhD candidates, as evidenced from peer reviews and 360-degree feedback from PhD candidates and supervisors/co-supervisors of successfully completed PhD programmes.
- Nationally or internationally recognised authority in their research area, evidenced for example by leading roles in large national or international research programmes, membership of the editorial board of leading national or international academic journals in the field, participation in the academic debate, and being a keynote speaker as part of a leading international research consortium.
- Amply meets the publication standards of the faculty, department or field within the [DORA](#) frameworks, and is regularly lead or senior author of peer-reviewed publications or other research output.
- Successfully acquires indirect and contract funding.
- Coordinates and is responsible for a coherent research programme consisting of multiple projects.

Impact

Excels in knowledge transfer:

- Responsive, entrepreneurial and leading role in seeking and initiating knowledge transfer opportunities and can demonstrate this with examples.
- Able to recognize and reflect on personal assumptions and perspectives and the various roles of science in society.
- Proven willingness to engage in open dialogue with various audiences.
- Nationally or internationally recognised authority in the area of knowledge transfer, as evidenced by (for example):
 - Postgraduate continuing education
 - Public debate and dialogue
 - Co-creation between science and society
 - Contract research
 - Public-private partnerships
 - Innovations for professional practice
 - Entrepreneurship and intellectual property

Professional training

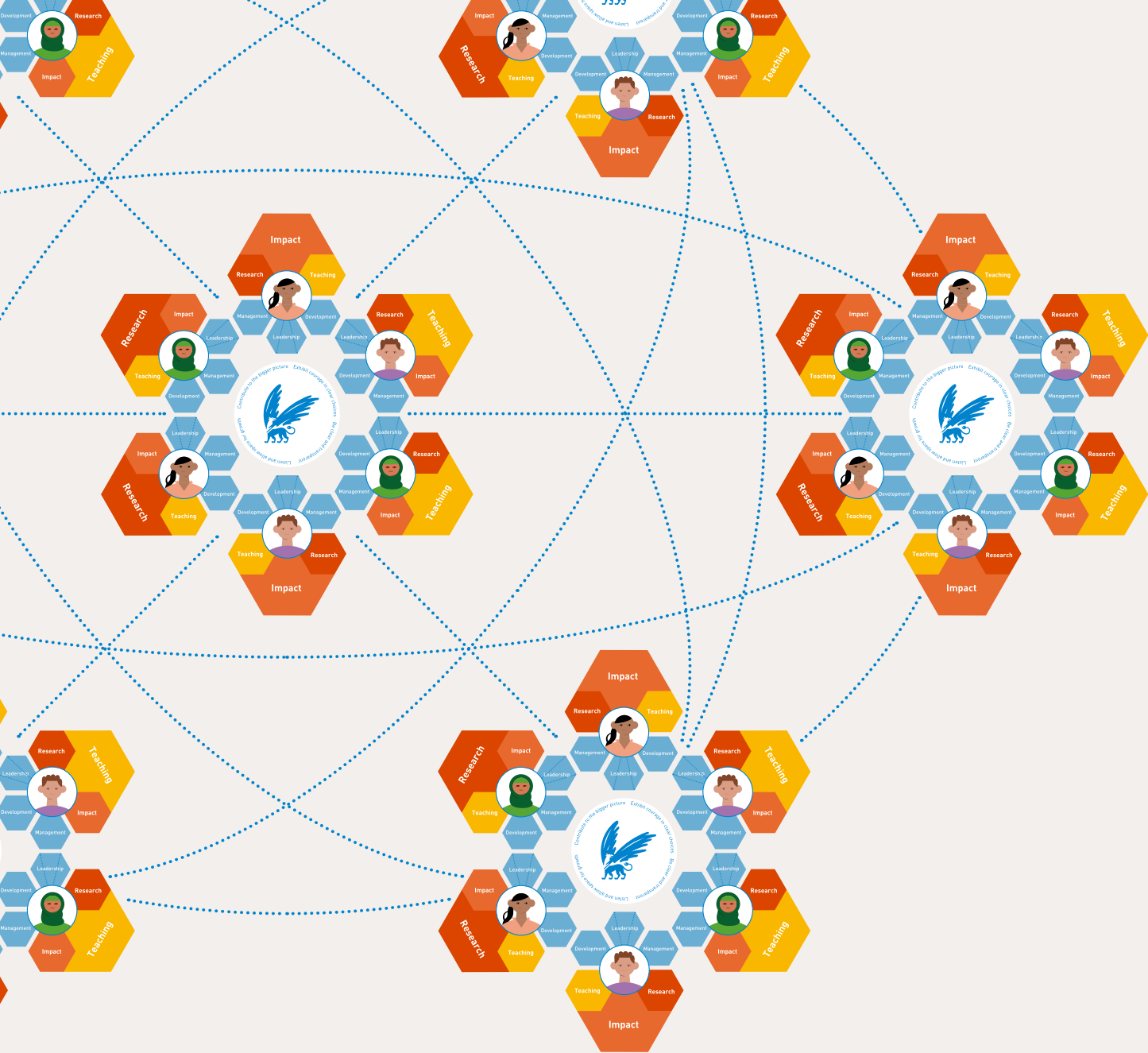
- Strategic Management course or Educational Leadership course

Leadership

- **Personal leadership:** a full professor has self-knowledge and reflective ability, actively seeks feedback and profits from their own mistakes.
- **Teamwork:** a full professor proactively contributes to ensuring amicable and effective cooperation with colleagues and to an open, safe and inclusive working and learning environment to achieve VU Amsterdam's ambitions based on the Art of Engagement.
- **Academic leadership:** a full professor propagates a vision of the field in line with open science principles and thereby inspires, guides and encourages researchers, teachers and students at home and abroad and is a nationally or internationally recognised expert in their field.

Management

- General – see the [Management framework - Vrije Universiteit Amsterdam \(vu.nl\)](#), which forms the basis for leadership development: responsible for people, processes, finances and the strategy of the department and/or VU Amsterdam.
- A full professor sets an example of good leadership by encouraging a healthy collaborative environment, talent development, social safety and inclusiveness.
- Is open, connecting, facilitating and inspiring.



More information:

✉ **E-mail**
erkennenwaarden@vu.nl

🏠 **Address**
 De Boelelaan 1105
 1081 HV Amsterdam

💻 **Visit us online**
vu.nl/en/about-vu/more-about/recognition-and-rewards