

Faculty of Science

# TENURE TRACK POLICY BETA

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AUTHOR **HRM BETA VU**  
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## SUMMARY

This document sets out the tenure track policy of the Faculty of Science. As part of the talent policy and because of other factors such as the increasing scarcity on the labour market, the faculty wishes to ensure that it has an attractive personnel policy. Offering a clear career path, in the form of a tenure track, is one way to achieve this. The tenure track system focuses primarily on the path from Assistant Professor 2 to Assistant Professor 1, but it can also be applied as a path to Associate Professor or Full Professor.

By tenure track, we refer to a formally established track with the ultimate goal of attaining a permanent employment contract and promotion. The tenure track position is only open to very talented scientists who are expected to progress to the position of Assistant Professor 1 or higher.

The faculty's starting point is that recruitment to the position of Assistant Professor is usually done by means of a tenure track construction. The Strategic Personnel Plans for each department specify which vacant positions will be filled with a tenure track appointment in the next five years.

In principle, open and international recruitment is the goal for all tenure track positions. A good initial selection process is vital, and the criteria and competencies on which selection will be based must be clear in advance.

The duration of a standard tenure track is five years. A contract of this duration is only possible as 'one-off fixed-term employment'.

The final assessment date must be scheduled well before the end date of the contract. In the event of (long-term) illness, pregnancy or parental leave, agreements can be made about a possible extension of the tenure track. According to the Collective labour agreement, the employment contract can be extended once, for a period of three months.

The performance agreements, which are based on the faculty's promotion guidelines and agreements on supervision, are set out in a separate tenure track agreement. The progress and development of the employee will, in all cases, be discussed during the annual interview. In addition, a number of fixed assessment dates are agreed. Particular attention is requested in relation to support for candidates with respect to workload and special support for international employees.

The policy takes account of gender diversity.

A tenure track committee is established for each tenure track position. This committee serves as the Appointments Advisory Committee when appointing a tenure track candidate and as an evaluation committee during the tenure track period. It issues important advice to the Head of Department. The composition of the committee must meet a number of requirements. At least one member of the committee must come from the faculty's tenure track pool.

## 1. INTRODUCTION

*The purpose of the tenure track system is to recruit and retain outstanding, talented, promising and internationally oriented scientists.*

The Executive Board of VU Amsterdam has set out a framework that provides direction for the formulation of faculty-levels tenure track policy (*Tenure track at VU University Amsterdam, a framework for talent policy*, dated 10 May 2016. With respect to the grounds for revising tenure track, accountability and ambitions, frameworks etc. within the university, reference is made to the university tenure track policy). The faculty tenure track policy must include at minimum a tenure track from Assistant Professor 2 to Assistant Professor 1 and provide details of this, as the start of a scientific career at VU University Amsterdam. The university wishes to improve the career prospects for talented young scientists (Associate Professor 2s).

The Faculty of Science intends to integrate the tenure track system (Collective labour agreement for Dutch universities, section 6.5a) fully into the relevant personnel policy. Due to increasing scarcity on the labour market, due in part to the ageing of the population, the faculty also wishes to pursue an attractive personnel policy in addition to offering professional autonomy and challenging work. Offering a clear career path to potential candidates is certainly one way of achieving this.

The purpose of tenure track appointments is to offer promising, outstanding scientific talent clear career prospects and the opportunity to achieve their full potential fairly quickly, and also to retain that talent within the faculty over the long term. The policy focuses primarily on the path from Assistant Professor 2 to Assistant Professor 1, but a similar path can also be applied for the positions of Associate Professor or Full Professor.<sup>1</sup>

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<sup>1</sup> Existing tenure track arrangements, from the period before the tenure track policy of the Faculty of Science was adopted (16 February 2018), will be fully respected.



## 2. TENURE TRACK

By tenure track, we refer to a formally established track with the ultimate goal of attaining a permanent employment contract and promotion. The tenure track agreement is signed alongside a temporary employment contract. Tenure track is an 'up-or-out' system. Good performance is rewarded with a more senior position and permanent employment; performance that is below expectations means that the temporary employment contract will not be extended. Tenure track positions are only open to very talented scientists who are expected to progress to the position of Assistant Professor 1 or higher.

Upon the successful completion of a positive tenure track period, further career agreements can naturally be made with the employee concerned.

### 2.1. TARGET GROUP AND RECRUITMENT POLICY

A scientific career at VU Amsterdam involves the path: Assistant Professor - Associate Professor - Full Professor. To achieve a permanent appointment at VU University Amsterdam, it is important to demonstrate a combination of education, research and academic service (organization) abilities in the position held. Under the university's tenure track policy, the focus is on the position of Assistant Professor 2, with the aim of promotion to the position of Assistant Professor 1 and a permanent employment contract.

The offer of a tenure track agreement seems to provide an excellent means of attracting young, internationally oriented scientists and retaining them at the faculty for the long term. In addition, the tenure track system can be used to encourage the recruitment and promotion of female scientists. The faculty does not intend to opt for an American-style system for tenure track agreements, whereby several tenure trackers are recruited, but ultimately there is only room for a smaller number to remain.

The faculty's basic starting point is that recruitment to the position of Assistant Professor should generally be done by means of the tenure track system, and that, where preferable, also for appointments to Associate Professor positions that become vacant. The Strategic Personnel Plans for each department specify which vacant positions will be filled with a tenure track appointment in the next five years.

### 2.2. RECRUITMENT AND SELECTION

In principle, each tenure track position will be filled through open and international recruitment. Where possible, multiple tenure track positions will be advertised simultaneously in, for example, a multiple advertisement, with the aim of increasing the recruiting capacity for positions at the Faculty of Science. To prevent less than outstanding scientists from being offered a tenure track position, a good initial selection process is required. The criteria for selection and the required competencies must be clear in advance. One possibility is to conduct an assessment in the final round. We can also have the selection procedure as a whole overseen by an assessment agency, to identify the criteria and the desired profile and to discuss how the right candidate will be selected within the procedure.

There must be a clear and consistent procedure regarding recruitment and selection for those

entering the tenure track system.

### 2.3. THE TENURE TRACK CONTRACT

The Collective Labour Agreement (Article 6.5a) does not prescribe any specific form, except that at the outset the employment contract is to be temporary and that, at the end, the options are appointment as a permanent employee to a more senior position or termination of employment if performance has failed to meet expectations. Under the current Collective Labour Agreement, it is no longer possible to appoint academic staff for a period of six years, including two extensions, on a temporary basis. However, it is possible to hire employees on a one-off fixed-term contract. No extensions are possible. It is possible to choose a contract duration of x years, including a probationary period. Unfortunately, this option is not open to employees who have been employed by VU Amsterdam in the 6 months prior to the start of the contract.<sup>2</sup>

The duration of a (standard) tenure track is five years. Depending on the type of arrangement and the level at which the employee enters, it is possible to make this period shorter or longer. However, it is advisable not to make the period too short and to schedule the assessment date well before the end date of the contract. If the requirements are met earlier, a promotion and permanent appointment may always be proposed before the end date. In the event of a negative assessment, it is better that the person concerned has time (between six months and one year) to look for other work while still employed by VU Amsterdam. This means that for a growth trajectory of five years, an appointment with a duration of six years would be chosen.

If the employee becomes ill (for an extended period) or pregnant, or takes parental leave during the tenure track period, additional agreements can be made about a possible extension of the tenure track. The Collective Labour Agreement states that in such cases, the tenure track may be extended by three months. Often, however, an extension of three months will not be sufficient. The addition of an extra year on top of the minimum time required for the growth trajectory provides scope for the employee to catch up on the progress towards achieving the agreements made in the event of a period of prolonged illness, pregnancy and childbirth or any parental leave. Under certain circumstances - for example, because the employee involved has begun to work part-

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#### <sup>2</sup> Position of PhD students in relation to tenure track

*When offering a one-off long-term employment contract, the candidate may not have been in any form of employment at VU Amsterdam in the preceding period, due to the terms of the Collective Labour Agreement. This means that a PhD student at VU University Amsterdam cannot, in principle, move to a tenure track position. VU Amsterdam is of the opinion that it may be beneficial for the scientific career of the PhD student to enrol in a tenure track programme at another university in the Netherlands or abroad. If it is possible to postpone recruitment to the tenure track position, the decision may be made to help the doctoral student to gain experience with another employer for a minimum of six months and one day, so that the student can then return to a tenure track position. However, this may not be a 'sham' arrangement in order to circumvent the Work and Security Act: there must be a different employer, not a partner of the university, and no payments may be made by the university. If a PhD student is exceptionally good, the possibility of offering a temporary employment contract for up to two years may be considered. During this period, it can be considered whether a permanent employment contract may be offered.*

#### **Position of Researcher 3 and 4 ('post-doc')**

*For the positions of Researcher 3 or 4, the rule in the Collective Labour Agreement for Dutch Universities outlined above does not apply, i.e. that after temporary employment of two years, a permanent employment contract must be offered. For Researcher 3 and 4 positions, the temporary employment contract may be extended to a maximum duration of four years. Just as with PhD students, no tenure track can be preceded by another (consecutive) period of employment by VU Amsterdam. This means that a researcher at VU University Amsterdam cannot, in principle, move to a tenure track unless the university offers him or her a permanent employment contract. Also as with PhD students, it is possible to support the researcher to find employment elsewhere for a minimum of six months and one day, so that a tenure track can then be offered.*



time (at least 0.8 FTE), it is conceivable that an extension to the period in which the performance agreements must be achieved may be granted, for which (part of) the sixth year can then be used.

### 3. DESIGN OF THE TENURE TRACK POLICY

The promotion guidelines of the Faculty of Science form the starting point for the promotion criteria that are included in the tenure track agreement.

Individual performance agreements are then designed in accordance with the relevant field of work. Agreements are made in three areas: research, education and organization.

The performance agreements and agreements regarding supervision are set out in a separate tenure track agreement, which must be signed immediately upon commencement of employment. It must be clear to the tenure tracker what results he or she must demonstrate to the tenure track committee and in what way.

After a successful conclusion to a tenure track, whereupon the candidate is appointed as a permanent employee, an agreement can be made with the candidate regarding his or her next step(s) within the faculty. This can be made clear in the agreement and - in order to attract more candidates to the position - in the recruitment advertisement. This is not obligatory, however.

Appendix 2 provides an example of a tenure track agreement.

#### 3.1. EVALUATION

A tenure track involves the use of a special type of agreement which complements the temporary employment contract, and which offers the prospect of a permanent appointment in combination with promotion to a more senior position.

Progress in relation to the performance agreements made and the professional development of the employee are the subject of discussion in the course of his or her daily work, and are obviously also discussed at the annual interview.

For a tenure track, a number of specific evaluation dates are also agreed, in order to judge whether the employee is meeting the high expectations involved with a tenure track and merits promotion.

The supervisor/manager will write a report on every such evaluation/annual interview. In addition to the annual interviews, at least one interim evaluation will take place halfway through the growth trajectory - generally after 30 months.

Furthermore, one year before the end of the growth trajectory (generally at the end of the fourth year) a 'prognostic' evaluation will take place. The purpose of this evaluation is to decide whether the tenure track can be expected to be completed successfully within the period specified, and whether there are any reasons why the final assessment may need to be postponed.

If the criteria specified have not been met within the period of the growth trajectory, there may either be a delay or the employee and the organization will have ample time to search for other work outside VU Amsterdam.

#### 3.2. SUPERVISION

Naturally, every employee has a supervisor who is responsible for the supervision that is required. The emphasis here must be on academic supervision. The tenure track is an intensive process that offers employees excellent prospects, but the criteria applied are also high. A great deal is

demanded of the candidate and good, structured academic supervision is therefore necessary. An academic supervisor is nominated for each tenure track by the Head of Department, and identified in the tenure track agreement.

In addition to academic supervision, an additional focus must be on ensuring that the tenure track candidate is not exposed to an excessive workload. Supervision in this area is also desirable.

Additionally, arranging peer-to-peer review sessions among tenure trackers may also be useful. Particular attention is requested in relation to support for international employees. Good social integration is crucial and may require more time and effort than with Dutch colleagues.

A predetermined (extensive) introduction programme is indispensable for every new employee. It is advisable to appoint a mentor who will take on the task of introducing the new employee.

### 3.3. GENDER DIVERSITY

The university's diversity policy aims to allow higher numbers of talented women to move into (more senior) scientific positions, among other things. On 30 June 2017, the 'Working Group on Gender of the Faculty of Sciences and Faculty of Earth and Life Sciences' issued advice to the Faculty Board highlighting the importance of the work-life balance, along with a number of other recommendations.

Furthermore, research has shown that the nature of the tenure track system, and the criteria and standards applied, are generally perceived as clear. However, it also seems that both the process and the performance agreements of the tenure track are not perceived as flexible. People believe that they have little or no influence over the performance targets and, in addition, that the performance targets are not tailored to the candidate's personal situation. Female tenure trackers in particular do not always see the expected performance in relation to research as reasonable. Because there are clear differences in the perception of the tenure track system between men and women, it would be advisable to pay particular attention to these differences.

For many women, the period of life in which they may participate in a tenure track programme coincides with the period when they may become mothers, so maternity leave (and parental leave) may well play a role. This concerns a relatively short (but intensive) period in their career. If these circumstances are not taken into account in the tenure track policy, the university may lose talent that it would like to retain.

One possibility is to take account of the possibility of switching to working part-time or a period of post-natal maternity leave or parental leave when agreeing the period within which results will need to be achieved (i.e. the track may be extended). Since VU Amsterdam considers diversity to be a crucially important issue, this has been incorporated into the VU tenure track framework.

Please note: Of course, it is also possible to take account of personal circumstances and to make adjustments to the tenure track agreements for male tenure track candidates; for this we refer to section 2.3: the tenure track contract.

### 3.4. CRITERIA AND REQUIREMENTS FOR APPOINTMENT

The same requirements apply for a tenure track as for a regular career path, with the difference being that upon appointment, the criteria for future promotion are clearly set out; this leads to tighter requirements for appointment:

- Does a candidate have career development potential (i.e. upon appointment, the requirements that will be discussed later in the process are already assessed in relation to the candidate's potential)?

The required growth trajectory is generally steeper than for a regular career path, meaning that the candidate must have the potential for that growth.

- The total assessment period is 5 to 6 years, so the assessment criteria must be clear and structured (e.g. submission of multiple grant applications to demonstrate that the candidate has outstanding earning power - this usually concerns a three-year period).
- Further tailoring of the process is possible, in order to accommodate specific requirements and preferences.

### 3.5. TENURE TRACK COMMITTEE AND ASSESSMENT

The Head of Department decides whether to offer a tenure track position and/or the promotion to Assistant Professor 1, and the conversion of the employment contract into a permanent contract. The position must be included in the department's Strategic Staffing Plan (SPP), which is subject to approval by the Faculty Board (FB).<sup>3</sup> Tenure track positions are a crucial part of the SPP.

A tenure track committee is established for each tenure track position by the Head of Department. The tenure track committee serves as the Appointments Advisory Committee when appointing a tenure track candidate and as an evaluation committee during the tenure track period, for instance with regard to the decision to promote the candidate and offer him or her a permanent employment contract, or the decision that such a promotion will not take place. The committee issues important advice to the Head of Department. The composition of the committee for the decisions on appointment and (interim) assessment should be the same wherever possible.

On the first formal evaluation date, the committee will advise the Head of Department on whether the tenure track can be continued or should be terminated prematurely. This advice is issued in writing. If the advice is to terminate prematurely, an improvement period must first be offered, and the options for redeployment may also be explored. It is advisable to involve the employment lawyer at this stage.

### 3.6. COMPOSITION OF THE TENURE TRACK COMMITTEE

The faculty will establish a faculty tenure track pool, which includes faculty members from every academic department for a period of four years.

The composition and working methods of the committee must meet a number of requirements.

- at least one member from the tenure track pool (not from the department itself);
- two or more Full Professors and/or Associate Professors from the department, who each represent different research areas; one of these acts as chairperson;
- at least one external scientist (from outside VU Amsterdam), with expertise in the relevant scientific field;
- at least one Director of Studies;
- at least two female academics;
- one HR consultant with experience in tenure track policy;
- optionally, a student member.

<sup>3</sup> Requests for appointments to the position of Associate Professor and Full Professor must always be approved by the FB. The Head of Department is responsible for submitting such requests.

For tenure track positions that will lead to the appointment of a Full Professor, a notification must be sent to the Executive Board.

### 3.7. DUTIES OF THE TENURE TRACK COMMITTEE

The main duties and working methods of the committee are the following:

1. the committee serves as the Appointments Advisory Committee when appointing a tenure track candidate and as an evaluation committee during the tenure track period. It issues written advice to the Head of Department;
2. at the request of the Head of Department and within the parameters of the tenure track policy, it makes specific agreements regarding the tenure track, which are added to the tenure track agreement document;
3. it conducts assessments on progress (as set out in the tenure track agreement), based on information provided by the candidate and department;
4. it prepares advice with regard to decisions regarding legal status;
5. the chairperson of the committee may not be the supervisor of the employee;
6. where applicable, the committee obtains a reference from an external partner.

The members from the faculty tenure track pool oversee the coherence of policy between the various tenure track candidates, as agreed within the various departments. The aim of establishing this pool is to build up expertise within the faculty with regard to tenure track agreements and the supervision of tenure track candidates.

### 3.8. CLOSED PROCEDURE

In special cases, the Head of Department may request a dispensation from the open recruitment requirement. Where this concerns a male candidate, the Head of Department must also explain how the appointment of the candidate is consistent with the department's diversity policy.

As stated earlier, tailoring is possible with regard to tenure track appointments and it is therefore possible to modify the initial position, the final position and the duration of the tenure track in accordance with the qualities of the person and the needs of the organization.

### 3.9. TERMINATION OF EMPLOYMENT

If the employment contract is terminated, the employee concerned is entitled to the support described in Article 2.2, paragraph 5 of the Collective Labour Agreement for Dutch Universities. As indicated previously, a reasonable period must be built into the process after the final assessment, so that outplacement activities can be initiated. The relevant supervisor can be expected to make reasonable efforts to find another position for the employee concerned.

### 3.10. PROFESSIONAL TRAINING

Sometimes it is necessary, or advisable, for the candidate to undergo (re)training with respect to specific competencies during the tenure track. It is advisable to include any such training in the tenure track agreement. Training courses such as the UTQ, STQ and academic leadership are part of the criteria that the candidate is required to meet in all cases. Professional training relates to training in other areas (e.g. personal development).

### 3.11. ASSESSMENT POLICY

Three years after the implementation of the policy, it will be evaluated by a working group to be established by the FB.

## 4. ROAD MAP

### Making a position available

The tenure track position is included in the SPP of the department. The Head of Department decides to open the tenure track position.

### Admission

#### *Recruitment and Selection*

- The overarching principle is: open and international recruitment.
- The criteria for selection and the required competencies must be clear in advance.
- The Head of Department appoints the tenure track committee. The tenure track committee acts as Appointments Advisory Committee and issues written advice to the Head of Department.

For the composition of the tenure track committee, see *3.6 Tenure track policy BETA*. The policy officer for research is responsible for the faculty's tenure track pool, which will delegate at least one member to the department's tenure track committee. The Head of Department invites a member of the tenure track pool: [onderzoek.beta@vu.nl](mailto:onderzoek.beta@vu.nl).

- For a closed procedure, a request for dispensation from open recruitment must be submitted to the FB (see *3.8 Tenure track policy Beta*).

#### *Upon commencement of employment*

- The tenure track committee contributes to drawing up specific agreements, which are laid down in the tenure track agreement. This includes, at minimum: the performance agreements, agreements regarding supervision and evaluation dates.
- The agreements make it clear how and when the tenure tracker is to demonstrate that the performance agreements have been fulfilled and supply the relevant information to the tenure track committee.
- The tenure track agreement is submitted to the Head of Department for approval. Please note: Requests for appointments to the position of Associate Professor and Full Professor must always be approved by the FB. For tenure track positions that will lead to the appointment of a Full Professor, a notification must be sent to the Executive Board (also see *VU Professorship Policy, appendix 2*). The Head of Department must submit a request to the FB in this regard.

### Progress

#### *Assessment of next phase*

- The performance of the tenure tracker is assessed by the tenure track committee at predetermined times.
- The tenure track committee advises the Head of Department in writing regarding continuation to the next phase and the conversion of the employment contract to a permanent contract (note the procedure to be followed via the FB in the case of an appointment to Associate Professor or Full Professor - see above).
- If the performance agreements have already been met, supported by the written advice from the tenure track committee, the Head of Department may opt for an early promotion and the conversion of the employment contract to a permanent contract.

- In the event of a negative assessment by the tenure track committee, the track will be terminated and agreements will be made with the tenure tracker regarding termination and the search for another position outside the university. An employment lawyer will be involved via HRM.

## APPENDIX 1. Criteria for each phase - Assistant Professor 2 > Assistant Professor 1

The requirements that the candidate must meet are set out below. This is based on a new tenure track starting as Assistant Professor 2.

### Tenure track criteria, phase 1

The following criteria are used for selection purposes for a new tenure track starting as Assistant Professor 2.

#### 1. Research is assessed on the following points:

- a PhD in a science subject;
- several years of experience as a postdoc;
- proven quality/excellence in the relevant field, as evidenced by a sufficient number of (international) peer-reviewed publications, or as a speaker at international conferences;
- operates in/has an international network in the relevant field;
- potential earning power.

#### 2. Teaching is assessed on the following points:

- the candidate has supervised Bachelor's and/or Master's students as first supervisor in recent years;
- the candidate has gained initial experience in teaching, evidenced by incidental lectures, seminars, etc.;
- the candidate has a command of the English language at a minimum level of C1 and is (where applicable) willing to learn the Dutch language;
- the candidate has the characteristics of mediator teacher in the VU Teaching Performance Framework.

If the candidate does not yet hold the (full) UTQ, this is to be completed within one year.

#### 3. Organizational duties are assessed on the following points:

- the candidate shows initiative in promoting the interests of the team and can contribute to a collective result;
- the candidate demonstrates his/her ability to enter into cooperation in an international context;
- the candidate demonstrates substantive contribution to working groups, committees or project teams.

#### General requirements

- meets the UFO job description for Assistant Professor 2;
- meets the competency profile for Assistant Professor 2;

### Tenure track criteria, Assistant Professor 1

When promoting a tenure track candidate to Assistant Professor 1, or for an external intake at this level, the following criteria are, in principle, to be applied. In consultation with the FB, a department can make a specific adjustment, provided that this is consistent with the relevant research field.

#### 1. Research is assessed on the following points:

- demonstrates a productive start to a unique research line;
- at least x publications, other than reviews, per year in peer-reviewed journals;<sup>4</sup>
- at least two applications submitted for a project grant, of which at least one has been awarded (include indicative amount or evidence of a successful VENI award or equivalent grant);
- has innovative ideas (knowledge, ambition, self-propelling) that are consistent with the vision of the chair/discipline and is able to develop a research domain that is important and distinctive for the faculty;
- has demonstrated the ability to manage, motivate and inspire employees (PhD students, researchers) and students, and has demonstrable experience in supervising PhD students as daily supervisor or as co-supervisor;
- valorisation

#### 2. Teaching is assessed on the following points:

- successful completion of UTQ;
- has demonstrable experience of developing, implementing, and maintaining regular programme components in a teaching programme;
- has supervised at least two graduates as primary supervisor in the last two years;
- has a command of the English language at a minimum level of C1 and is (where applicable) willing to achieve the required Dutch-language skills within one year;
- has the characteristics of senior teacher in the VU Teaching Performance Framework.

#### 3. Organizational duties are assessed on the following points:

- candidate demonstrates the ability to connect issues in terms of content, process and people. Is able to initiate, encourage and support involvement and cooperation;
- the candidate demonstrates that he or she is well-informed regarding scientific and professional developments. Uses this knowledge effectively for his or her own position and for the organization;
- the candidate identifies opportunities for developing new knowledge and areas of application, and acts accordingly;
- the candidate demonstrates a substantive contribution to working groups, committees or project teams.

#### General requirements

- meets the UFO job description for Assistant Professor 1;
- meets the competency profile for Assistant Professor 1;

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<sup>4</sup>This number will depend on what is customary in the relevant scientific discipline.



## APPENDIX 2. Format for a tenure track agreement

**Tenure track** agreement with - < <title, initials and surname> > -

### Introduction

The Faculty of Science sees the tenure track system as a valuable addition to its existing personnel policy. It will help the faculty to offer career opportunities to excellent, internationally oriented, scientists, and their own performance will determine the course of that career.

<<title, initials and surname>> (hereinafter referred to as 'the candidate'), is employed by the university on a temporary basis, with a tenure track agreement.

### 1. The tenure track period

The tenure track will begin on < <date of commencement of employment> > and will have a duration of < <number of years> >, thus coming to an end on < <date of end of temporary employment contract>>. The candidate is initially appointed to the position of <<UFO job title >>. The final goal of the tenure track - conditional upon a positive final assessment - is a permanent employment contract for the position of << UFO job title>>.

### 2. Assessment

A maximum of three assessments will take place during the tenure track period. Each assessment will be made taking into account the provisions of the guidelines for the assessment of academic staff. The terms of the relevant UFO job description, as well as the criteria set out in the tenure track policy of the Faculty of Science, are applicable. The additional criteria that must also be met for each assessment are set out individually below.

- a. the initial assessment, due after one year, will only be carried out and formalized if the general performance of the candidate provides grounds for this. No further criteria are specified for this.
- b. the interim assessment will take place in <<month + year>>.
 

The assessment criteria are:

  - research (details to be specified);
  - teaching (details to be specified);
  - organization (details to be specified);
  - leadership.

In the event of a negative assessment, a plan will be agreed to give the candidate the opportunity to meet the criteria. This plan will state clearly what is expected of the employer and the employee. If this plan offers no prospect of achieving the required criteria, the agreement will be terminated prematurely.

- c. the final assessment will take place towards the end of the xth year. If the assessment is positive, the candidate will be employed as <<UFO job title>> on a permanent basis.

The final assessment criteria consist of the following results (e.g.):

- a unique, productive, research line that has the potential for a VSNU 'excellent' assessment;
- at least one externally funded project - in the name of the candidate - with a total value of > €xxx;
- demonstrable experience in successfully supervising PhD students as a daily supervisor or as a co-supervisor;

- at least <<x>> publications, other than reviews, per year in reputable, peer-reviewed journals;
- fulfilment of the competency profile for <<UFO job title>>.

In the event of a negative assessment, the candidate will not be employed on a permanent basis when the period of temporary employment comes to an end, and the contract will end by operation of law. The remaining duration of the contract, in this case the last year, will be used for a reassignment process.

### 3. Teaching load (where applicable)

- the teaching load in the first year is xx% of working hours;
- etc.

### 4. Supervision of the candidate

<<name >> will be the candidate's academic supervisor. An annual interview between the candidate and the supervisor will take place, and report will be drawn up on this annual interview. The report is to be presented to the Head of Department.

### 5. Facilities

(Including start-up package, training and other practical matters. Please note that these are not about terms and conditions of employment!)

### 6. Additional agreements (where applicable)

Agreements regarding pregnancy, childbirth and parenthood during the tenure track period (to be completed).

### Appendices:

- all applicable UFO job descriptions;
- tenure track policy and promotion criteria;
- competency profile.

## APPENDIX 3. UFO competencies

### Teaching and research positions

Teaching and Research	Analysis and Creativity	Personal Effectiveness	Communication and Influence	Managing and Supervision	Realization and Evaluation
Dean	Vision Focus on surroundings		Persuasiveness	Persuasive leadership	Entrepreneurship
Director of Research	Vision Focus on surroundings		Persuasiveness	Focus on the results	Entrepreneurship
Director Institute of	Vision Focus on surroundings		Persuasiveness	Focus on the results	
Chairperson capacity group	Vision		Persuasiveness	Persuasive leadership	Cost-awareness
Full Professor	Vision		Persuasiveness	Persuasive leadership	Entrepreneurship
Associate Professor	Vision Focus on surroundings		Persuasiveness	Focus on the results	
Assistant Professor (Assistant	Conceptual capacity Focus on surroundings		Presentation		Results-focus
Researcher	Conceptual capacity Focus on surroundings		Presentation		Results-focus
Lecturer	Analytical capacity Focus on surroundings		Presentation		Results-focus
PhD candidate	Conceptual capacity		Presentation		Planning and organization Monitoring progress

## APPENDIX 4. Teaching performance framework

### JUNIOR-LEVEL TEACHER

CHARACTERISTICS	CAREER	PROFESSIONALISM
<p><b>A TEACHING PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>Applies proven teaching methods in the teaching of predominantly homogeneous groups.</li> <li>Utilizes subject-specific knowledge and knowledge of teaching methodology in connection with educational objectives.</li> <li>Tests and assesses learning results using developed assessment methods.</li> </ul> <p><b>B TEACHING CONTENT</b></p> <ul style="list-style-type: none"> <li>Plays an active role together with the responsible teacher in deciding how the subject is taught.</li> </ul> <p><b>C EXPERTISE</b></p> <ul style="list-style-type: none"> <li>Has knowledge equivalent to Master's level of the subject area in which he/she gives lectures.</li> <li>Is able to contextualize his/her own subject within the programme of study and recognize its relation to other subjects.</li> </ul> <p><b>D EDUCATIONAL ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>Actively takes part in education-related meetings.</li> </ul> <p><b>E QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"> <li>Draws attention to areas of improvement in teaching and specifies these during meetings with the responsible teacher.</li> </ul>	<p><b>CAREER PHASE</b></p> <ul style="list-style-type: none"> <li>A junior teacher is a beginning teacher at the start of his/her career as a teacher<sup>1</sup>.</li> <li>The corresponding job profiles are: fourth teacher, PhD student, post-doctorate<sup>2</sup>, and visiting teachers with limited teaching tasks.</li> </ul> <p><b>FORMAL ROLE</b></p> <p>None</p> <p><b>CAREER DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develops to middle-level lectureship through an accumulation of experience, support, and training.</li> <li>Provides support to middle and senior teachers.</li> <li>Is responsible for other tasks such as organizing working weeks, project weeks, etc.</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>Has obtained at least Master's level in the subject area in which he/she gives lectures.</li> <li>Has completed the basic course 'Uitvoeren van Onderwijs' (as part of the BKO programme) within the first six months of starting his/her lectureship.</li> <li>Begins the remaining part or all of the BKO within one year.</li> </ul> <p>Please note: PhD students may follow part or all of the BKO programme as part of their 30 ECTS training right.</p>	<p><b>PROFESSIONAL ATTITUDE</b></p> <ul style="list-style-type: none"> <li>Begins to develop his/her own ideas about the subject area.</li> <li>Can formulate the views about teachers and students upon which the working method is based and what is considered important in this.</li> <li>Is able to reflect on his/her own teaching: he/she can identify his/her strong and weak points, can formulate teaching issues, and is able to methodically work on this in a personal development plan.</li> <li>Is able to systematically reflect on his/her own experiences and can find solutions to problems in his/her own practice.</li> <li>Can evaluate his/her own approach and present this to colleagues.</li> <li>Is open to feedback from colleagues.</li> <li>Can kindle students' enthusiasm.</li> <li>Can react properly to student feedback and process this.</li> </ul>

<sup>1</sup> This explicitly involves the beginning phase of the teaching component of somebody's career. It is entirely possible that somebody giving their first lecture is no longer considered 'junior' in the research component of their career. COPYRIGHT VRIJE UNIVERSITEIT AMSTERDAM. ALL RIGHTS RESERVED.

<sup>2</sup> The UFO profile referred to is: third or fourth researcher

## MIDDLE-LEVEL TEACHER

### CHARACTERISTICS

#### A TEACHING PERFORMANCE

- Is able to implement, within certain teaching forms and situations, a teaching programme in which students are encouraged to accumulate knowledge, insights, skills, and/or competences.
- Is aware of the range of approaches available and able to fulfil the requisite range of teaching roles, such as role model, supervisor, and feedback provider.
- Makes effective use of more complex teaching skills.
- Tests and assesses learning results and analyses outcomes.
- Is able to apply different and new assessment methods.
- Contributes to the development of students' attitude to academic study and research.

#### B TEACHING CONTENT

- Is able to further develop – within a set framework – a fruitful learning environment and associated course-level teaching programme.
- Is able to justify the choices of the various design components in education with reference to theory, experiences, evaluations, and comments from colleagues.
- Effectively coordinates learning objectives, subject content, and assessment procedures with one another within the wider context of the programme of study.

#### C EXPERTISE

- Has Master's-level knowledge of the subject area in which he/she gives lectures and has extensive knowledge of branches in the subject area.
- Is able to justify the choices he/she makes in organizing the teaching programme with reference to various working contexts.
- Can keep an overview of the relationship between a change in education and the resulting impact on the current programme of study.
- Stays informed of the latest developments in his/her own subject area.

#### D EDUCATIONAL ORGANIZATION

- Contributes to the organization of teaching as well as formulations to the teaching policy.
- Gives shape to the programme of study as a whole.
- Works well with colleagues.
- Ensures that teaching tasks are carried out properly and in a timely fashion.
- Supports junior teachers in teaching and contributes to the development of junior colleagues' reflection on teaching.

#### E QUALITY ASSURANCE

- Works systematically, purposefully, and visibly on the effectiveness of teaching and maximizing the students' studying achievements. Assess the quality of his/her own teaching using the PCDA (Plan-Do-Check-Act) cycle at course level.

### CAREER

#### CAREER PHASE

- Has ample experience in giving shape to and implementing teaching independently.
- Usually has three to five years of teaching experience.
- Carries out additional activities within his/her position and scope of his/her job, such as supporting junior teachers and carrying out organizational matters related to teaching.
- Corresponding job profiles: third teacher, second senior university teacher

#### FORMAL ROLES

Depending on his/her position and experience, a middle teacher can take on the following roles:

- Member of the department-level teaching work groups
- Member of the programme committee
- Member of the Examination Board
- Year group coordinator

#### CAREER DEVELOPMENT

In this phase, he/she transitions from a middle-level to a senior-level teacher by increasing his/her subject knowledge, accumulating experience, and receiving support and training.

#### EDUCATION AND TRAINING

- Holder of a doctor's degree, preferably in the subject area in which he/she will lecture
- Holder of the BKO qualification, possibly with additional courses

### PROFESSIONALISM

#### PROFESSIELE HOUDING

- Works methodically in developing solutions, not only in his/her own immediate field of practice, but also in a broader sense such as in the programme of study.
- Can plan and justify his/her own development.
- Is able to formulate his/her own training needs and acquire new knowledge and skills on his/her own initiative.
- Reflects on his/her own actions and experiences in professional practice and incorporates this into teaching.
- Is eager to learn and requests feedback on his/her approach.
- Draws attention to relevant developments and situates these in the context of his/her own development.
- Takes advantage of additional opportunities to develop himself/herself with respect to teaching, such as by reading professional literature, attending conferences, and participating in training.
- Participates in projects to innovate teaching and takes the initiative in developing new tasks.
- Kindles the enthusiasm of students and is able to bring individual students' attention to their qualities and talents.
- Encourages and involves junior teachers in designing, redesigning, and implementing teaching.

# SENIOR-LEVEL TEACHER

## CHARACTERISTICS

### A TEACHING PERFORMANCE

- Has credible teaching skills that are based on his/her knowledge, vision, and experience.
- Possesses excellent knowledge of a large repertoire of working and assessment methods and is therefore able to give individualized lectures.
- Has a solid vision of good teaching, possesses knowledge of current developments in the area of teaching, and experiments with new methods of teaching and assessment.
- Is largely responsible for implementing and assessing teaching.

### B TEACHING CONTENT

- Develops teaching that is innovative in terms of its content and teaching style.
- Shapes and monitors the programme of study in general.
- Investigates the real and possible effects of improvements in the programme of study and assessment, making well-reasoned choices for the design and redesign of teaching on the basis of his/her findings.

### C EXPERTISE

- Has a deep understanding of the whole subject area and/or specialist knowledge of sub-areas.
- Is able to formulate a vision of his/her own subject area and contextualize this.
- Keeps informed of new developments in his/her own subject area, taking these as the basis of improvements and/or innovations in teaching.
- Systematically follows the impact of new teaching methods.
- Is able to direct initiatives in extension to the above-mentioned points.
- Justifies and gives reasoning for choices made on a non-course specific level.
- Monitors the relation and required coordination between teaching activities in different teams.
- Is able to play an active role in writing up a critical discussion document for the programme.

### D EDUCATIONAL ORGANIZATION

- Has a large amount of responsibility for the organization of teaching and plays an active role in giving shape to teaching policy.
- Supports junior and/or middle teachers in implementing teaching and promotes colleagues' development and reflection on tasks.
- Plays an active role in and/or guides faculty committees and/or projects and project groups.
- Is able to keep a clear head when faced with different interests and opinions and can effectively deal with opposition.

### E KWALITEITSZORG

- Using the PCDA (Plan-Do-Check-Act) cycle, he/she monitors, maintains, assesses, and promotes the quality of teaching provision and assessment on a non-subject specific level.

## CAREER

### LOOPBAANFASE

- Is a very experienced teacher at Vrije Universiteit Amsterdam with well-developed lecturing and organizational qualities.
- Usually has five to ten years of teaching experience.
- Corresponding job profiles: first and second teacher, Senior Teacher, first and second senior university teacher

### FORMELE ROLLEN

Depending on his/her position and experience, a senior teacher can take on the following roles:

- President of faculty-level teaching work groups
- Member of faculty-level teaching work groups
- President of the programme committee
- President of the Examinations Board
- Minor coordinator
- Director of Education

### CAREER DEVELOPMENT

In this phase, the senior teacher develops into an expert in his/her own subject area. Depending on his/her position and scope of responsibility, the senior lecturer is responsible for tasks relating to teaching methodology, assessment, educational organization, and training and supporting senior teachers.

In terms of teaching, the career of a senior teacher can develop in two directions:

#### *Specialist in teaching methodology*

- Has excellent skills when it comes to both developing and implementing teaching.
- Is a recognized specialist in subject and educational development. In addition to this, he/she is an inspiration to students and an example to fellow teachers.

#### *Innovator of teaching*

- Has highly developed innovative qualities.
- Has a clear and solid vision of good teaching.
- Is able to connect and motivate teachers around common objectives.
- Has a pioneering role when it comes to improving activities, approaches, and materials within a department or programme.
- Contributes to developing and innovating teaching.

### EDUCATION AND TRAINING

- Holder of a doctor's degree, preferably in the subject area in which he/she will lecture.
- Specialist in teaching methodology: possesses the SKO qualification<sup>3</sup>, possibly complemented with 'Leergang Onderwijskundig Leiderschap' (education-related leadership course).
- Innovator of teaching: possesses SKO qualification, possibly complemented with 'Leergang Onderwijskundig Leiderschap' (education-related leadership course [LOL]).

## PROFESSIONALISM

### PROFESSENELE HOUDING

- See: 'middle teacher'
- Justifies and provides reasoning for choices made on a non-course specific level.
- Reflects on his/her own actions and strives to develop himself/herself both professionally and personally.
- Actively involves and encourages others (both on junior and middle level) in designing, redesigning, assessing, and implementing teaching.
- Kindles students' enthusiasm across all fields in his/her subject area.

<sup>3</sup> Please note: the SKO qualification is pending evaluation and the associated regulations are yet to be formally laid down. We are aiming to have this completed by autumn 2015 at the latest.



## EXPERT DOCENT NIVEAU

### CHARACTERISTICS

#### A IMPLEMENTATION OF EDUCATION

- Has proven teaching abilities.
- Is ultimately responsible for implementing and assessing teaching.

#### B TEACHING CONTENT

- Is able to shape, implement, and have implemented practical solutions to complex issues relating to teaching and content.
- Is ultimately responsible for the logical structuring of a complete Bachelor's or Master's programme design in terms of content and form within his/her own subject area.

#### C EXPERTISE

- Has knowledge of the whole programme and also possesses specialist knowledge in his/her own sub-field, which he/she is able to connect to other subject areas and/or programmes.
- Is a recognized expert in educational development with regards to subject content and teaching.
- Can produce effective problem analyses of complex teaching-related issues.
- Recognizes the effects of new teaching methods, both internally and externally, and uses this knowledge as a basis to initiate and manage developments in policy on a programme, faculty, or university level as a whole.

#### D EDUCATIONAL ORGANIZATION

- Is ultimately responsible for the organization of teaching, as well as the shaping and formulation of teaching policy on a programme or faculty level.
- Actively and noticeably supports and stimulates the development of teaching and lecturership.
- Supports and provides general and functional supervision to seminars and project groups on a faculty and university level, and in doing so acts as President.
- Embodies the faculty and, by virtue of his/her attitude and behaviour, contributes to the development of a professional teaching culture.

#### E QUALITY ASSURANCE

- Is ultimately responsible for the PCDA (Plan-Do-Check-Act) cycle on a programme and faculty level.
- Uses the PCDA cycle to improve teaching on a programme level and in terms of the programme of study.
- Aside from formal cycles, he/she monitors the quality of teaching performances in a broad sense and takes action where required.

### CAREER

#### CAREER PHASE

- Is a very experienced, effective teacher as well as an important player with a strategic role in teaching policy at Vrije Universiteit Amsterdam.
- Is a recognized expert in educational development.
- Has highly developed teaching and leadership qualities and is able to carry through innovations and progress beyond his/her own department or faculty.
- Usually has at least five years of experience at senior level.
- Corresponding job profiles: first senior university teacher, Full Professor

#### FORMAL ROLES

Alongside his/her formal roles at senior level, an expert may take on the following roles depending on his/her experience and position:

- President of teaching work groups on a faculty and/or university level
- President of the programme committee
- President of the Examinations Board
- Director of Studies
- University Board member for Education

#### CAREER DEVELOPMENT

- Switches foci within the tripartite structure of education-research-management in order to foster continuous development.

#### TRAINING

- Holder of a doctorate degree, preferably in the subject area in which he/she will lecture.
- Is in possession of a SKO qualification and has also followed the course Leergang Onderwijskundig Leiderschap (education-related leadership course).

### PROFESSIONALISM

#### PROFESSIONAL ATTITUDE

- See: senior teacher
- Continuously and noticeably reflects on own actions.
- Focuses on the possibilities and opportunities to develop others and acts accordingly.
- Feels responsible for the quality of the faculty's teaching.
- Maintains an overview so as to discern and make connections between developments in teaching and research.
- Fosters teamwork amongst teachers and community building around teaching within and outside his/her own faculty.
- Embodies the faculty in its internal and external affairs.
- Kindles students' enthusiasm in the aforementioned role.