

MANUAL FOR QUALITY ASSURANCE OF TEACHING
AND LEARNING

HUMAN RESOURCE POLICY IN EDUCATION

Version 2019¹

¹ Target figures and percentages updated for 2018

CONTENTS

Introduction	3
1 Professional development of lecturers	3
1.1 University Teaching Qualification (UTQ)	4
1.2 Senior Teaching Qualification (STQ)	5
1.3 Educational Leadership Course	6
1.4 English Proficiency	7
1.5 Costs associated with the UTQ, STQ, ELC and English Language Proficiency Test	8
1.6 Registration of teaching qualifications at VU Amsterdam	8
2 TEACHING AS PART OF THE ACADEMIC CAREER PATH AND THE LECTURER'S ACADEMIC PROFILE	8
2.1 The guiding principles of an academic career	8
3 ASSESSMENT OF TEACHING	11
3.1 Teaching evaluations	11
3.2 Annual consultation and assessment interviews	11
4. RESPONSIBILITIES AND RECOMMENDATIONS FOR THE FACULTIES AND OTHER RELEVANT PARTIES ..	12
4.1 Responsibilities	12
4.1.1 Responsibilities of the faculties	12
4.1.2 Responsibilities of the department heads / directors of studies	13
4.1.3 Responsibilities of the programme committees	13
4.2 Recommendations	13
4.2.1 Recommendations for the faculties	13
4.2.2 Recommendations for the heads of department / directors of studies	14
4.2.3 Recommendations for the programme committees	15
4.2.4 Recommendations for the lecturers	15

INTRODUCTION

The quality of education at Vrije Universiteit Amsterdam is determined largely by the quality of our lecturers. Their ability to inspire students, their ability to teach, and their ability to position their subject within the larger context of the programme and to link it to research, forms the basis of education at VU Amsterdam. Guaranteeing these qualities, which are integral to the lecturer's position as a member of the academic staff, forms the core of the University's staff policy with regard to lecturers. The training of lecturers is key in this respect.

Both the previous and the current² Strategic Plan (*Instellingsplan*) are an important step towards the development of personnel policy in the field of teaching and learning. The desire to assign a clear position and value to teaching as part of the academic career path was the main objective, with a view to reinforcing the relationship between teaching quality and the managers and teaching staff whose careers centre on the responsibility for the design and content of education. This has resulted, among other things, in VU Amsterdam's Teaching Performance Framework, established in 2015 and described in Section 2.1.

Since 2014, the personnel policy on teaching has been laid down in the Personnel Policy chapter of the Educational Quality Handbook. In the description of the various topics, reference is made to the original policy documents, regulations and/or decisions wherever possible.

The relationship with the NVAO Framework

The quality of teaching is determined largely by those who deliver it: the lecturers. It is therefore vital that all teaching staff at VU Amsterdam possess sufficient academic and teaching qualities to guarantee a certain base level. It is also important that qualified teaching staff continue to engage in professional development, both within their area of expertise and within education as a discipline. In the accreditation framework employed by the Accreditation Organisation of the Netherlands and Flanders (NVAO), the professionalization requirements for lecturers are assessed under Standard 2. This chapter provides further details on this topic: *quality of staff*. The auditing and assessment agency therefore requires programmes to clearly demonstrate in their Critical Reflection reports that lecturers possess the necessary qualities in terms of expertise in their own field, teaching skills and organization, and that policy is such that the programme can guarantee consistency in this regard.

1 PROFESSIONAL DEVELOPMENT OF LECTURERS

Teaching and supervising students is a profession. At VU Amsterdam, we therefore invest in the professional development of lecturers throughout their academic career (from the PhD programme up to and including professorships). We invest in the lecturers' own field of study, as well as in teaching methods and educational organization. At present, in addition to various short training sessions and courses in teaching skills, VU Amsterdam organizes three main programmes: the University Teaching Qualification (*Basis Kwalificatie Onderwijs, UTQ*), the

² Strategic Plan 2015-2020

Senior Teaching Qualification (*Senior Kwalificatie Onderwijs, STQ*), and the Educational Leadership Course (*Leergang Onderwijskundig Leiderschap, ELC*). In 2017, the guideline for these three teaching qualifications was drawn up, detailing which qualifications are recommended and required at various stages of a lecturer's teaching career. The content of the Teaching Qualifications Guideline is based on the relationship between the lecturer's level, the current phase in their career and the associated teaching qualification as described in VU Amsterdam's Teaching Performance Framework (see Section 2.1). In addition to the above-mentioned teaching programmes, proficiency in English is also a basic requirement within VU Amsterdam for lecturers who teach in English.

The three teaching qualifications (UTQ, STQ, ELC) and the English language test are described below.

1.1 UNIVERSITY TEACHING QUALIFICATION (UTQ)

Every member of VU Amsterdam's academic teaching staff must meet minimum requirements for teaching quality. In 2008, these minimum requirements were established nationwide in a basic teaching qualification for university lecturers. The University Teaching Qualification (UTQ) is a nationally recognized teaching certificate; all Dutch universities recognize each other's UTQ programmes. The university teacher training programme (*basisopleiding universitaire docent*) run by the Higher Education Team of VU Amsterdam's Academic Centre for Human Behaviour and Movement (formerly the Centre for Teacher Education) is the standard training programme for new teaching staff and leads to the UTQ. The two main components of the university teacher training programme are teaching practice and course design. A range of UTQ tracks have been developed for different categories of lecturers, from new to highly experienced. The latest information on the various UTQ tracks can be found at <https://learnacademy.vu.nl>. Each lecturer is assessed on the same criteria, as shown in the UTQ Assessment Tool.

In 2012, VU Amsterdam entered into performance agreements with the Ministry of Education, Culture and Science regarding the percentage of lecturers who should attain a UTQ certificate by the autumn of 2015. The University succeeded in meeting the agreed target of 60%. VU Amsterdam has now set a new UTQ target of 80% for the end of 2018³. The percentage of UTQ-certified lecturers within a faculty is one of the standard key performance indicators (KPIs) within the framework of the administrative consultations.

Guideline on the University Teaching Qualification (UTQ):

- Within VU Amsterdam, the UTQ is the basic requirement for all levels of academic teaching staff (lecturer to professor).
- The UTQ has been a condition for permanent employment since 2010.

Not everyone has a UTQ certificate when they start working at VU Amsterdam (or later): this applies to junior lecturers, professors occupying an endowed chair and some experienced lecturers. An account of the general UTQ guideline as it applies to these groups is given below:

³ By April 2019 the percentage of UTQ-certified VU lecturers was 80%. The UTQ target percentage for 2023 is 85%.

- Teaching staff at junior lecturer level

Junior lecturers usually occupy the following categories within the University Job Classification system (UFO): Teacher 4, Lecturer 2, PhD Candidate, postdoc and visiting lecturers with limited teaching duties. Irrespective of age, contract status (permanent or temporary) or a previous academic career in research, everyone who starts teaching falls into the category of junior lecturer.

When junior lecturers begin teaching, they also begin the UTQ programme, starting with the component that best suits their teaching role/duties at that moment. In most cases this is the course in basic teaching practice. Starting the UTQ programme straight away enables junior lecturers to form a direct connection between the programme and their first practical teaching experience, and to directly apply what they have learned. It also enables them to share their initial experiences with other junior lecturers. The guideline for completing the first UTQ module is six months after the start of teaching. The guideline for completing the first UTQ programme and obtaining the UTQ certificate is 30 months at the latest after starting employment.

- Professors occupying an endowed chair

There is no UTQ requirement for professors occupying an endowed chair. The University makes individual agreements with endowed professors who teach (or who are planning to teach) regarding the UTQ components they should take, in order to provide a solid foundation/preparation for the type of education that they are expected to provide. An exception to this rule is only made in cases where it is abundantly clear that taking the UTQ programme (or part of the programme) would serve no useful purpose, for example if someone is only teaching for a very short period at VU Amsterdam or in exceptional circumstances which will not arise again.

- Experienced lecturers without a UTQ

The UTQ requirement also applies to experienced lecturers. In many cases they already possess the knowledge and experience that are taught and assessed on the UTQ programme. They are therefore given the opportunity to obtain the UTQ on an individual track tailored to their own personal teaching dossier.

1.2 SENIOR TEACHING QUALIFICATION (STQ)

The Senior Teaching Qualification (STQ) is not a nationally recognized teaching certificate. At present, Dutch universities do not yet officially recognize each other's STQ programmes. The differences between programmes and STQ tracks at the various universities are relatively large. This means we cannot assume that lecturers with a senior qualification from a university other than VU Amsterdam have the same knowledge and skills as lecturers who obtain their STQ certificate at VU Amsterdam and vice versa. When a new lecturer is appointed, the Higher Education Team can, if so desired, assess the candidate's file in order to compare its contents with the STQ level maintained within VU Amsterdam.

The Senior Teaching Qualification builds on the University Teaching Qualification. At VU Amsterdam, the UTQ must be obtained before proceeding to the STQ. The STQ as a qualification is linked to the level of senior lecturer. Senior lecturers are experienced VU Amsterdam lecturers who have advanced teaching and development qualities and function at senior lecturer level, with matching job profiles: Teacher 1 and 2, Lecturer 1, Senior Lecturer 1 and 2, and Professor.

Guideline for Senior Teaching Qualification:

- The STQ is the desired qualification for all lecturers who function at the senior lecturer level.
- From the start of 2018 onwards, the STQ will be the prescribed qualification for all line managers and executive managers in teaching or teaching and research combined, from Senior Lecturer 2 and all levels above. The guideline for obtaining the STQ certificate is 24 months at the latest after taking up the management position.

The VU track leading to an STQ empowers senior lecturers (and potential senior lecturers) in the various roles they perform, such as educational coordinator or teaching coordinator. The latest information on the various STQ tracks can be found at <http://www.vu.nl/sko>.

Participation in the STQ track preferably starts concurrently with, or in any case no later than six months after, the member of staff taking up their new position at senior lecturer level. People learn most from the training programme at this stage in their career.

Exceptions to this rule are only made in cases where it is abundantly clear that taking the STQ track serves no useful purpose, for example if someone is only fulfilling a managerial post at VU Amsterdam for a very short period or in exceptional circumstances which will not arise again.

1.3 EDUCATIONAL LEADERSHIP COURSE

The Educational Leadership Course was first introduced in 2013 and was organized for VU Amsterdam by the Center of Excellence in University Teaching (CEUT) at Utrecht University. Since 2016, VU Amsterdam has been organizing and teaching the course itself, through the Academic Centre for Human Behaviour and Movement.

The Educational Leadership Course does not lead to a formal teaching qualification, either within VU Amsterdam or beyond. However, a number of universities – including Utrecht, Leiden and VU Amsterdam – see the ELC as a relevant additional qualification for employees who contribute to higher education, often but not exclusively within the framework of a management position.

The course teaches participants to get to grips with the substance of various aspects of educational leadership (e.g. complex educational issues), in combination with current educational knowledge and insights. Participants follow an intensive programme that consists of meetings, assignments and a field trip. The programme is tailored to the participants' existing work process, providing support with key work-related themes. It builds on

educational issues, many of them innovative, which the course participants carry out within their own practical context.

The educational leadership course corresponds to the 'expert teacher level' described in the framework (see Section 2.1). Experts are highly experienced academics with a wider-ranging experience of education and are important players when it comes to fulfilling a strategic policy or directorial role within the faculty. This corresponds with the job profiles of Senior Lecturer 1 and Professor.

The Educational Leadership Course builds on the Senior Teaching Qualification (STQ) and from 2019 the STQ will be a standard prerequisite for the ELC. Until then, it is a matter of growing into the situation, given the relatively short period within which it is possible to obtain an STQ at VU Amsterdam.

Guideline for the Educational Leadership Course:

- At VU Amsterdam, the ELC is the recommended course for academics who work at expert teacher level.
- From 2018 onwards, the ELC will be the prescribed course for portfolio holders for teaching and directors of studies at VU Amsterdam.

Preferably, participation in the ELC programme starts concurrently with, or in any case no later than six months after, the member of staff taking up their new role or position at expert level. People learn most from the training programme at this stage in their career.

Exceptions to this rule are only made in cases where it is abundantly clear that taking the ELC programme serves no useful purpose, for example if someone is only fulfilling a managerial post at VU Amsterdam for a very short period or in exceptional circumstances which will not arise again. A recently completed STQ can also be a reason to wait for while before taking the ELC.

1.4 ENGLISH PROFICIENCY

English proficiency is a basic precondition for lecturers who teach in English.⁴ Lecturers can complete the necessary training and refresher courses at Taalcentrum-VU, the University's language centre. The basic language standard for lecturers who teach in English is C1 level (advanced) within the Common European Framework of Reference for Languages (CEFR). The English-language skills of all lecturers who teach in English are assessed, with an emphasis on oral language proficiency.⁵ The test consists of two parts: the Oxford Quick Placement Test and an interview with an examiner. If the lecturer's score is below C1 Level, the report will

⁴ Vrije Universiteit Amsterdam Language Policy (*Taalbeleid VU*), see Chapter 11 Manual for Quality Assurance of teaching and Learning.

⁵ In a number of instances, exemptions are possible. The grounds for an exemption are: native speaker status, a degree in English language and culture, a paper-based TOEFL-score of 623-627, an internet-based TOEFL-score of 106-108, a computer-based TOEFL score of 263, IELTS-level of at least 7.5.

recommend in-house training. Since 2014, every lecturer who meets the English-language requirement is registered as such in SAP/HRM.⁶

1.5 COSTS ASSOCIATED WITH THE UTQ, STQ, ELC AND ENGLISH LANGUAGE PROFICIENCY TEST

The faculty facilitates the professionalization of its employees by enabling them to invest time in their own professional development and by offering them opportunities for training. If no University-level funding has been made available for UTQ, STQ or ELC training, the VU Academic Centre for Human Behaviour and Movement will charge the faculty for the training programmes (or parts thereof).⁷ The costs associated with the English Language Proficiency Test or additional training in English will be charged to the faculty by Taalcentrum-VU. The website of VU Amsterdam's Academic Centre for Human Behaviour and Movement lists the current situation regarding costs and financing of the UTQ, STQ and ELC programmes. No financial contribution is expected from employees.

1.6 REGISTRATION OF TEACHING QUALIFICATIONS AT VU AMSTERDAM

When a person starts work at VU Amsterdam, any nationally recognized teaching qualifications they hold are registered in their electronic personnel file. When an employee obtains a UTQ, STQ or ELC qualification from VU Amsterdam's Academic Centre for Human Behaviour and Movement, the Centre records this in the employee's personnel file along with a copy of the certificate. When an employee has passed the English Language Proficiency test at Taalcentrum-VU, this is also recorded in their personnel file.

2 TEACHING AS PART OF THE ACADEMIC CAREER PATH AND THE LECTURER'S ACADEMIC PROFILE

2.1 THE GUIDING PRINCIPLES OF AN ACADEMIC CAREER

The connection between teaching and research characterizes the academic world. This is reflected in the university job classification system (UFO) for academics, and in the nature of teaching in the context of higher education. VU Amsterdam explicitly connects research and teaching in its policy on the academic career path. A strict division between teaching and research is not desirable in any academic position. Every academic, including an academic whose career is focused on teaching, should have a foundation in research and seek to maintain this throughout their career. Likewise, it is impossible to carve out an academic career without demonstrable experience of and proof of proficiency in teaching.

⁶ SAP/HRM is VU Amsterdam's personnel information system.

⁷ In 2017, the UTQ was financed at university level, as was the STQ (teaching budget education agenda). The same applied to the ELC, but the faculties paid a financial contribution per participant.

In the spring of 2015, VU Amsterdam established its Teaching Performance Framework, which details the teaching achievements the University requires of its staff in each phase of their academic career. The aim of the Teaching Performance Framework ([see appendix](#)) is threefold:

1. Increasing the recognition and visibility of teaching and teaching performance in the career of academics who devote much of their efforts to ensuring high teaching standards.
2. Supporting the professional development of academics in the field of teaching by describing this development for the various career phases, including required training programmes.
3. Boosting the career prospects of employees who have devoted their career to ensuring quality and innovation in teaching, and to addressing problem areas in education, up to the highest levels of the organization.

The Teaching Performance Framework is a tool for recognizing, monitoring and clarifying progress and achievements in education, enabling academics and their managers to make clear agreements on personal development tracks. At programme and departmental level, the framework is a resource for mapping the educational expertise present within the staff cohort. In the academic career policy developed in 2012⁸, teaching performance is expressly taken into account alongside achievements in research. This safeguards the career prospects of employees who devote their career to ensuring quality and innovation in teaching, and to addressing problem areas in education. By taking this approach, VU Amsterdam encourages its staff, up to and including the highest ranking academic positions in the organization (i.e. professors), to take responsibility and hold themselves accountable for teaching and the quality of teaching.

The career policy for academic staff is designed to ensure recognition for academics who have an affinity with teaching, who dedicate their efforts to teaching, and who excel in teaching. VU Amsterdam offers them the opportunity to pursue a career up to the level of professor if they demonstrate excellence or play a leading role in teaching within the appropriate job profile. In doing so, the University recognizes key positions in teaching up to the highest academic level within the organization.

The connection between teaching and research is embodied by the principles that underlie VU Amsterdam's policy on academic careers:

- a. A PhD is an admission requirement for tenure tracks that lead to permanent appointment as a member of the University's academic staff and also for progression through the following career stages: Lecturer 2 to Lecturer 1, Senior Lecturer 2 to Senior Lecturer 1, and Senior Lecturer 1 to Professor.⁹

⁸ Memorandum on Academic Career Differentiation (*Notitie Loopbaan Differentiatie WP*). Adopted in November 2012.

⁹ Tenure track at VU Amsterdam: a framework for talent policy (*Tenure track bij de VU: een kader voor talentbeleid*). Adopted in 2016. VUnet > tenure track
https://vunet.login.vu.nl/_layouts/SharePoint.Tridion.WebParts/redirect.aspx?cid=tcm:164-301809-16

- b. At the very least, a tenure track contract always includes the following concrete and measurable agreements with regard to teaching as a core activity:
- The employee must start to work towards obtaining the University Teaching Qualification within a year of commencement of employment, in accordance with the Teaching Performance Framework.
 - The employee must achieve the status of mid-level teacher by the end of the track. The achievements and level of professionalism of the mid-level teacher are described in the Teaching Performance Framework (see VUnet / services / education agenda).
 - Agreements must be made on the time devoted to teaching during the tenure track.
 - English proficiency is a basic precondition for lecturers who teach in English (C1 within the Common European Framework of Reference for Languages, CEFR).
 - Demonstrable proficiency in the Dutch language is also a requirement in the case of international employees.
- c. Progressing from Lecturer to the level of Senior Lecturer is not possible if a lecturer's teaching and research performance is judged to be insufficient.
- d. The position of Senior Lecturer is pivotal in an academic career as regards progressing to the position of Professor. Of course, before advancing to the level of Professor, an employee must have fulfilled every requirement of the post of Senior Lecturer, both in teaching and research. In considering whether the advancement to professorship is justified, exceptional merit in the field of teaching may be taken into account (e.g. if a candidate has done an outstanding job as Director of Studies for a number of years). See also points d. to f. below.
- e. In order to be promoted to a professorship, a member of staff has to fulfil the requirements laid down in VU Amsterdam's policy on professorships (*Hooglerarenbeleid*).¹⁰ When appraising performance in teaching and research, a degree of mutual compensation between these two fields is possible. For the professor with a clear career emphasis on teaching, there should be evidence of excellence in teaching, for instance in the form of teaching awards¹¹, or having fulfilled administrative and organizational duties to an outstanding level.
- f. When nominating a professor with a pronounced teaching profile, the faculty uses the means at its disposal: alongside the 'fact sheet' (a yardstick which juxtaposes the faculty's entry requirements with the candidate's individual performance), it provides an explanation of the weight given to the various aspects of the candidate's performance, both in relation to one another and to the faculty's yardstick. In addition, faculties are also asked to indicate how the candidate's appointment as a professor would contribute

¹⁰ VU Amsterdam professorship policy: VUnet > hooglerarenbeleid

<https://vunet.login.vu.nl/layouts/SharePoint.Tridion.WebParts/redirect.aspx?cid=tcm:164-301803-16>

¹¹ Memorandum on Academic Career Differentiation (*Notitie Loopbaan Differentiatie WP*). Adopted in November 2012.

to the University's and the faculty's strategic objectives with regard to improving the quality of education. They are also expected to indicate what special position or role the professor can fulfil in relation to teaching at VU Amsterdam or within the faculty.

3 ASSESSMENT OF TEACHING

3.1 TEACHING EVALUATIONS

Programme committees adopt a systematic focus on teaching evaluations when discussing the teaching qualities of lecturers. If the committee finds evidence of teaching problems that go beyond the level of a particular course, then the lecturers as a group can be advised to undertake in-house training. At course level, this recommendation can also apply to individual lecturers.

The teaching evaluations are sent to the lecturers in question and/or are discussed with them. Information is also exchanged between levels in the hierarchy, both in cases where teaching performance is consistently evaluated as exceptionally positive, and in cases where a lecturer's teaching performance is repeatedly evaluated as substandard. Arrangements for improving performance, for instance by taking a training course on teaching skills, are agreed upon during the annual interview.

3.2 ANNUAL CONSULTATION AND ASSESSMENT INTERVIEWS

Once a year, an annual consultation and assessment interview is organized between the manager and the member of staff. In this interview, the staff member and the manager look back together on the work carried out during the year and the results achieved. The manager then gives his or her considered opinion of the staff member's performance. In addition, the manager and staff member agree on the results to be attained in the coming year and on steps to be taken in the staff member's professional development. In the annual consultation and assessment interview with academic staff, teaching duties are also discussed. The staff member or the manager uses the results of the teaching evaluations as input when discussing this topic, but the results of curriculum evaluations, the National Student Survey, test evaluations or peer-to-peer reviews can also be used as input for the interview.

The Director of Studies informs the head of department in writing about his findings on the teaching quality provided by the staff member. The head of department uses this information for the purpose of the overall assessment.

The theme of teaching is an integral part of the report form used for the annual interview for academic staff: this includes both the agreements made on teaching outcomes and the results of the teaching assessment.

In 2016, the procedure and set-up for the annual consultation and assessment interview was once again revised and set out in relevant regulations (*Regeling Jaar- en*

beoordelingsgesprek).¹² For managers, there is a training course on how to conduct the annual consultation and assessment interview. This course is held annually and introduces participants to a range of relevant topics, notably the Teaching Performance Framework and how it can facilitate discussions on teaching (and career aspects of teaching) in the annual interview with members of staff.

4. RESPONSIBILITIES AND RECOMMENDATIONS FOR THE FACULTIES AND OTHER RELEVANT PARTIES

4.1 RESPONSIBILITIES

4.1.1 Responsibilities of the faculties

- Faculties have a personnel policy (possibly as part of a general faculty policy plan or annual plan) which shows how the presence and the spread of educational expertise are guaranteed by means of staff planning and allocation of duties, recruitment and appointment of lecturers, on-the-job training, further professional development, annual interviews and careers advice.
- Achievements in teaching are explicitly incorporated into the faculty's policy on careers and promotion, in addition to achievements in research.
- When an academic member of staff is appointed to a teaching position, the faculty ascertains whether the individual in question complies with the requirements of the University Teaching Qualification.¹³ If this is not the case, then – depending how experienced he is – the faculty obliges the member of staff in question to take either the university teacher training programme (*Basisopleiding Universitair Docent*, BUD) or an abridged UTQ course. A highly experienced lecturer is given the opportunity to follow an individual training track. The faculty allocates time for this process (extra time where necessary) and provides sufficient supervision by an experienced colleague.
- When taking on academic staff with teaching duties in English, the faculty assesses whether the prospective employee fulfils the language requirements for teaching in English.
- Only lecturers who fulfil these language requirements will be allowed to teach in English.

¹² VUnet > Jaar- en beoordelingsgesprek. See: <https://vunet.login.vu.nl/services/pages/detail.aspx?cid=tcm%3a164-301863-16>

¹³ If the new lecturer has a portfolio, then the faculty can have it assessed by the University to determine whether it meets UTQ requirements.

- When deciding whether to offer an employee a permanent contract, the faculty checks to see whether the individual in question meets the requirements of the University Teaching Qualification. Meeting the UTQ requirements is a condition for receiving a permanent employment contract.¹⁴ The only exception to this rule is in cases where it is abundantly clear that it would not be worthwhile taking the university teacher training programme, for example if someone is teaching at VU Amsterdam for a very short period or in exceptional circumstances which will not arise again.
- The faculty ensures that there is sufficient teaching expertise in the appointment committees for teaching staff or those who advise on such appointments. In deciding on appointments at higher job classification levels, the Director of Studies or the portfolio holder for teaching form part of the committee.
- The faculty ensures that the appointment process focuses not only on the need for specific academic expertise but also takes into account an effective distribution of educational qualities.

4.1.2 Responsibilities of the department heads / directors of studies

- Heads of department and/or directors of studies ensure that all lecturers who qualify (including themselves and PhD students with teaching responsibilities) take the teacher training courses, mandatory or otherwise, which are relevant to their career phase, role and job title (i.e. the UTQ, STQ or ELC), in accordance with the Teaching Qualifications Guideline and the Teaching Performance Framework. They will provide sufficient facilities for all staff taking part in these programmes (e.g. time, supervision by colleagues).

4.1.3 Responsibilities of the programme committees

- Programme committees take a systematic approach to teaching evaluations when discussing the teaching qualities or desired teaching qualities of lecturers.

4.2 RECOMMENDATIONS

4.2.1 Recommendations for the faculties

- Cultivate a view of teaching as an important and valuable aspect of an academic career and create the scope and the opportunities to excel.

¹⁴ The procedure set out here does not apply to ACTA (Academic Centre for Dentistry Amsterdam) and the Faculty of Medicine. These faculties have their own policies on training and staff appointments.

- Incorporate achievements in teaching into the faculty's policy on promotion and make sure that these achievements form a substantial part of any discussions regarding promotion.

4.2.2 Recommendations for the heads of department / directors of studies

- Create a culture within the programme which promotes lecturers' professional development. This can be done by regularly putting the exchange of good practices on the agenda of departmental meetings, for example, or by organizing meetings on the theme of teaching, by establishing an award for teaching, by promoting peer review among colleagues and by openly showing appreciation for positive teaching evaluations, for initiatives which lead to improvements in teaching and for activities such as coaching new colleagues.
- Send the message that the quality of teaching is of great importance to the success and reputation of the programme (or programmes), and give due credit and recognition to those who devote effort to teaching.
- Encourage lecturers to further develop their teaching qualities by giving them the opportunity to carry out new duties, to take training programmes and/or courses, to attend meetings and conferences on education, and to work (individually and with others) on improving teaching quality.
- Ensure that the professional development needs of teachers and the results of teaching evaluations are dealt with as part of annual interviews. In connection with this recommendation, it should be noted that teaching evaluations offer useful information for the annual interviews but that they should be handled with great care within the context of the assessment part of the interview. Appraisals, especially when serious consequences are involved, should never be based solely on student evaluations.
- Take measures if it emerges (from teaching evaluations, for instance) that the teaching qualities of one or more members of staff are in need of improvement. Possible measures include encouraging one or more lecturers to take a course, asking VU Amsterdam's [Academic Centre for Human Behaviour and Movement](#) to provide specific advice on teaching issues, setting up peer review groups in which lecturers work together to improve the quality of the teaching.
- Ensure that newly appointed lecturers receive effective on-the-job training, among other things by appointing a colleague (in consultation with the new lecturer) for peer coaching or colleague consultation, by devoting extra attention to new colleagues and by ensuring ready access to information on regulations, agreements and ways of working.

- Ensure that the expertise of lecturers leaving the institution is transferred to others in a timely and adequate fashion.

4.2.3 Recommendations for the programme committees

- Devote systematic attention to the teaching qualities of lecturers when discussing teaching evaluations.
- Advise the Programme Board or the Faculty Board to take measures if the teaching evaluations give grounds to do so. In the event of a negative course evaluation, a lecturer can be encouraged to take further training, for example one or more modules at the Academic Centre for Human Behaviour and Movement. If the committee detects teaching-related problems which go beyond course level (coordination, programme structure, assessment procedures), lecturers can be advised to undergo further training as a group.
- Contribute towards a culture within the programme which promotes professional development in the field of teaching.
- Programme committees can do this for example by involving teaching staff in the discussion of course evaluations. They can invite course leaders to attend meetings, not only if there appear to be problems, but especially if a course has received a positive evaluation. In addition to motivating teaching staff, it can also be instructive within the context of sharing good practices to discover what students appreciated about a particular course. Programme committees can also utilize their knowledge of students' concerns, for example by organizing meetings on a theme, at which lecturers and students work together to come up with ways of improving teaching.

4.2.4 Recommendations for the lecturers

- Gain an accurate impression of your own teaching qualities and professional development as a teacher. In this context, make use of the Teaching Performance Framework of the Academic Centre for Human Behaviour and Movement.
- Think hard about how you want to further your own development as a teacher. Wishes and plans regarding new duties, courses to be taken or other professional development activities can be discussed in the annual interviews.
- Take note of the results of the teaching evaluations and use these results to improve your teaching.

- Share good ideas, positive experiences and problems in teaching with your colleagues and work together on an ongoing basis to improve teaching standards. Do so in the broader context of the VU Education Knowledge Network (KnowVU).¹⁵

¹⁵ KnowVU is an independent knowledge network that brings together lecturers from VU Amsterdam, VU Medical Center Amsterdam (VUmc) and ACTA. See VUnet.

Framework for Teaching Performances at Vrije Universiteit Amsterdam

1. Introduction

Teaching is a key task of the university: it not only serves to train and educate young people, but also makes a significant contribution to society.

It is with this objective in mind that Vrije Universiteit Amsterdam wishes to teach students to become engaged and conscientious academics who are eager to explore and push the boundaries of their knowledge and beliefs.

Lecturers play an indispensable role in good-quality teaching, with the quality of teaching at Vrije Universiteit Amsterdam being largely determined by the quality of its lecturers. Their ability to inspire students, their teaching skills, and their ability to situate their own subject within the larger context of the programme and society – and the ability to connect this with research – forms the basis of teaching at Vrije Universiteit Amsterdam. Ensuring these qualities according to the lecturer's WP position level is central to the staff policy that applies to lecturers within Vrije Universiteit Amsterdam.

The Philosophy on Education, which revolves around the four core values enshrined in the words 'open,' 'responsible,' 'personal,' and 'involved in society,' acts as a benchmark for teaching within Vrije Universiteit Amsterdam. 'Open' means providing the freedom for dialogue – both between lecturers as well as between lecturers and students – that is focused on academic insights and continuous academic development. 'Responsible' is about lecturers giving students constructive feedback, processing this, and being open to continuous professionalization, both individually and as part of a team. 'Personal' teaching entails teaching in which students and lecturers alike are free to voice their own opinions without risking adverse effects on their professionalism. 'Involved in society' implies that teaching is not only concentrated on the university itself, but also that this aspect is fostered for and with stakeholders outside academic education. In light of this, lecturers are members of an academic community in which the core values of 'open,' 'personal,' and 'responsible' ensure high-quality teaching performance.

Academics is distinguished by the connection it makes between teaching and research, which is why Vrije Universiteit Amsterdam wishes to establish an explicit connection between these two aspects in an academic career. Making a strict separation between teaching and research is not advisable in any WP position. Each academic, even an academic whose career focuses on teaching, must have a basis in research and maintain this basis throughout their career. Equally, it is impossible to have a career in academics without having demonstrable experience and proven competence in teaching. However, this does not mean that an individual staff member's teaching and research performance must be at the same level at all times in his or her career. For instance, the relationship between teaching and research tasks can vary in scope or weight. That said, an academic in permanent employment may not have exclusively teaching-focused or exclusively research-focused tasks, as Vrije Universiteit Amsterdam expects each academic to be proficient in both arts and therefore have both teaching and research capabilities. Every position has an absolute minimum performance level for both teaching and research. However, the level of teaching and research performances can vary in relation to each other, allowing for the performance level in one area to be compensated by the performance level in the other.

The WP careers policy pursues the equal recognition and assessment of academics, be that in teaching or research. Both internal careers incentives and external ones such as NWO (Netherlands Organisation for Scientific Research) place their primary focus on developing academics' research. The quality and impact of an academic's publications and their ability to attract investments in a research budget are leading indicators of a successful academic career. By placing more emphasis than is currently the case in the WP careers policy on teaching performances, as is being done in this framework, Vrije Universiteit Amsterdam is improving the visibility and the career prospects of people who focus their career on the provision of teaching in a broad sense and on ensuring the quality of this teaching.

This shift of focus will balance out the attention given to teaching and research in an academic career, in turn assigning more importance to the quality of teaching.

This teaching framework has three objectives:

1. To improve the acknowledgement and visibility of teaching and teaching performances in the academic career of academics who are dedicated to providing good-quality teaching;
2. To support the professional development of academics with regards to teaching by describing this development and the required training in the different phases of their career;
3. To improve the career prospects for people who dedicate their career to ensuring that teaching is of good quality, that there are innovations in teaching, and that solutions are found to deficiencies within teaching, right up to the highest level in the organization.

2. The aim of the framework

The teaching framework is a tool used to recognize a person's progression and performance with regards to teaching, as well as to monitor these two aspects and make them transparent. This will enable academics and their supervisors to make clear agreements regarding personal development processes. On a programme and departmental level, the framework can be used to map out the teaching expertise in the body of teaching staff.

A lecturer's career develops according to three main principles:

1. the increase of his or her expertise in teaching, their own subject, and discipline;
2. his or her growing contribution to innovation, development, and quality assurance in terms of teaching;
3. an increase in the number of his or her tasks and responsibilities with regards to teaching.

The framework describes these according to five core activities, namely:

- A. Teaching performance
- B. Teaching content
- C. Degree of expertise
- D. The contribution to the educational organization
- E. Quality assurance

The academic's current level in teaching can be determined according to the nature and scope of these activities. At the same time, it becomes clear which points require improvement.

In relation to the level achieved in the aforementioned activities A to E, column two specifies the stage at which the lecturer finds himself or herself in his or her career, which formal roles he or she may fulfil at this level, as well as the nature of the career development (including training) at this level. Finally, the framework also specifies how the lecturer (column three) is expected to behave in a professional sense with respect to his or her position on the career ladder.

The framework describes four 'lecturer levels': junior, middle, senior, and expert.

The activities described and the degree of professionalization are usually of a cumulative nature, meaning that what is described at a lower level is still applicable to the lecturer's level at that moment in time. However, this does not mean that all activities need to be mentioned; it may concern an activity which the lecturer was working on in the past

A distinction is made between 'career phases' and 'career development'. The former indicates the position of the lecturers on the educational ladder, whereas the latter gives an insight into what is required in order to climb this ladder.

3. Teaching versus research in an academic career

The teaching framework specifically describes the academic's career development in terms of teaching during his or her academic career. However, teaching and research – and similarly valorization – are integral to an academic career, and performances in both areas therefore play a decisive role in the progression of an academic's career.

Describing teaching performances during a career increases the visibility of teaching as a component of a WP career, thereby preventing a situation in which the quality of teaching and the contribution to teaching by default play a subordinate role in an academic career. Nevertheless, the framework will continually focus on the connection between teaching and research as well as the connection to developments within an academic's own subject area.

Within an individual WP career, it is often the case that experience, performance, and training with respect to teaching and research (and the time dedicated to these two areas) are unequally distributed. For instance, an academic may well be an experienced researcher with a large number of publications in his or her name, yet have limited experience in the field of education. And the opposite can also be true.

This explains why the junior, middle, senior, and expert levels featured in the chart in the annex to this framework are connected to the UFO-profiles for WP as well as to the results areas of teaching and research. This has two benefits: it facilitates the monitoring of relative teaching and research levels during an academic's career and also provides a better indication of when this career is leaning more toward teaching or research. It is worth noting that, ultimately, academics are not obliged to choose between a teaching-focused or research-focused career, as a combination is still possible up to the highest position level. Alongside this, the possibility of a focus shift during the lecturer's career may mean that some periods are more concentrated on teaching or research.

CHARACTERISTICS

A TEACHING PERFORMANCE

- Applies proven teaching methods in the teaching of predominantly homogeneous groups.
- Utilizes subject-specific knowledge and knowledge of teaching methodology in connection with educational objectives.
- Tests and assesses learning results using developed assessment methods.

B TEACHING CONTENT

- Plays an active role together with the responsible teacher in deciding how the subject is taught.

C EXPERTISE

- Has knowledge equivalent to Master's level of the subject area in which he/she gives lectures.
- Is able to contextualize his/her own subject within the programme of study and recognize its relation to other subjects.

D EDUCATIONAL ORGANIZATION

- Actively takes part in education-related meetings.

E QUALITY ASSURANCE

- Draws attention to areas of improvement in teaching and specifies these during meetings with the responsible teacher.

CAREER

CAREER PHASE

- A junior teacher is a beginning teacher at the start of his/her career as a teacher¹.
- The corresponding job profiles are: fourth teacher, PhD student, post-doctorate², and visiting teachers with limited teaching tasks.

FORMAL ROLE

None

CAREER DEVELOPMENT

- Develops to middle-level lectureship through an accumulation of experience, support, and training.
- Provides support to middle and senior teachers.
- Is responsible for other tasks such as organizing working weeks, project weeks, etc.

TRAINING

- Has obtained at least Master's level in the subject area in which he/she gives lectures.
- Has completed the basic course 'Uitvoeren van Onderwijs' (as part of the BKO programme) within the first six months of starting his/her lectureship.
- Begins the remaining part or all of the BKO within one year.
Please note: PhD students may follow part or all of the BKO programme as part of their 30 ECTS training right.

PROFESSIONALISM

PROFESSIONAL ATTITUDE

- Begins to develop his/her own ideas about the subject area.
- Can formulate the views about teachers and students upon which the working method is based and what is considered important in this.
- 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.
- Is able to systematically reflect on his/her own experiences and can find solutions to problems in his/her own practice.
- Can evaluate his/her own approach and present this to colleagues.
- Is open to feedback from colleagues.
- Can kindle students' enthusiasm.
- Can react properly to student feedback and process this.

¹ 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.

² The UFO profile referred to is: third or fourth researcher

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

PROFESSENELE 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.

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 qualification³, 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.

³ 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.

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 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 lectureship.
- 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.

Table with education and research foci per position level

Education foci in a career

Position	Salary scale	Role Education				Role Research				Management	Valorization	Training/Support	Minimum participation in research
		junior	middle	senior	expert	junior	middle	senior	expert				
PhD	10	X				X				/	/	BKO - obligatory component in your education; complete BKO possible,	
Fourth teacher	10	X				X				/	/	mentor, careers advice complete BKO	min. 10% - max. 20% Involved in research, not necessarily independent research or PhD publications, from relevant
Third teacher	11		X				X			ALLO WED	/	mentor	
	12			X			X				/	careers advice	
Second teacher	11			X			X				/		professional field
First teacher												BKO, mentor, supervising professor, good	average 50% - 50%
Teacher/researcher	10 ->	X				X				programme committee et al. CIOs	/	HRM careers policy mentor for teacher/PhD student following	careers instrument
UD 2 OW	11		X	---->	X		X			committees, any		tutor, SKO (if OW profile)	50% - 80% OW 20% - 50% OZ
UD 1 OW	12				X		X			Examination Board, assessment committee			internal services provision
UHD 2 OW	13				X		X			OWZ President	PAO	LOL, Academic leadership and mentorship ('Academich leiderschap mentorschap') for UDs	same for UD, but then with management in profile counts toward assessment
UHD 1 OW	14			X	---->	X	X	---->	X	OW1 develops into Director of Studies		Intervision (across Vrije Universiteit Amsterdam)	Before growth in career level
HGL 2 OW	16				X		X			Director of Studies	part of profile must have SKO	OZ professor	Same applies
HGL 1 OW	17				X		X			member of FB, head of department		Keep subject	

Research foci in a career

Position	Salary scale	Role Education				Role Research				Management	Valorization	Training/Support	Minimum participation in research
		junior	middle	senior	expert	junior	middle	senior	expert				
PhD	10	X				X				/	/	BKO - obligatory component in your education; complete BKO possible, mentor, careers advice	min. 10% - max. 20%
Post-doctoral	10 ->	X	---->	X*			X			/	x own research	Complete BKO - separate modules with mentor, careers	min. 10% - max. 20%
Fourth researcher	10	X				X				/			
Third researcher	11			X			X			Allo wed			
Second researcher	12			X				X					
First researcher	13			X				X					
Teacher/researcher	10 ->	X				X				programme committee et al. CIOs	/	BKO, mentor, supervising professor, good	average 50% - 50% careers instrument
UD 2 OZ	11			X			X	---->	X	committees, and in all cases	depending on	mentor for teacher/PhD student support course by PhD student	20% - 50% OW 50% -80% OZ
UD 1 OZ	12			X				X		programme committee, Examination		tutor, SKO (if OW profile)	

UHD 2 OZ	13	X	X	OZI committees, university posts OZ1 develops into director of graduate school/research institute	PAO	LOL, Academic leadership and mentorship ('Academich leiderschap mentorschap') for	Same applies to UD, but with management. Counts in assessment
UHD 1 OZ	14	X ----> X	X ----> X				Before growth in career level
UD 2 OZ	16	X	X	research director	Part of profile	OZ professor must have SKO	Same applies
UDHGL 2	17	X	X	Member of FB, head of department		Keep subject	

*post-doc begins on junior level in teaching and will depend on the appointment time to develop to middle level.