

Policy and Procedures for Career Development of Scientific Staff at the Science Faculty

Faculty Board

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Table of Contents

Table of Contents	2
List of abbreviations	3
Executive summary.....	3
1. Career development policy.....	5
1.1 Introduction	5
1.2 Career paths	5
1.3 Policy in phases.....	8
2. Procedures and promotion dossier	11
2.1. Procedures.....	11
2.2. Promotion dossier	13
3. Criteria for hiring and promotion	17
3.1 Introduction	17
3.2 Criteria lists	17
Appendix 1 Cover letter Faculty Board	
Appendix 2 Implementation steps	
Appendix 3 Leadership ladder	
Appendix 4 Advice Working group Career Development Scientific Staff at FWN	

List of abbreviations

Abbreviation	In full
AiM	Academia in Motion
D	Teacher (in Dutch: docent)
D-line	All function levels in UFO-profile teacher (docent) combined
FAiM	Faculty Academia in Motion team of the Faculty of Science
FWN	Faculty of Science
HGL	Full professor (in Dutch: hoogleraar)
HRM	Human Resource Management
U-line	All function levels in UFO-profiles assistant, associate and full professor combined
UD	Assistant professor (in Dutch: universitair docent)
UHD	Associate professor (in Dutch: universitair hoofddocent)
WeCo	Permanent Committee for Academic Practice

Executive summary

Background

This document describes a faculty-wide policy for career development in the Faculty of Science of Leiden University. It concerns the scientific staff in the ‘D-line’, which concerns docent (teacher), as well as in the ‘U-line’, which is the term used to indicate all staff in the functions of universitair docent (assistant professor), universitair hoofddocent (associate professor) and hoogleraar (full professor). This policy includes promotion steps up to and including hoogleraar 2 (HGL2)¹. With the policy, the faculty aims to implement the concept of *Recognition and Rewards* within the general Academia in Motion framework of Leiden University, defining the career paths and criteria for promotion.

The Academia in Motion framework calls attention to the individual's contribution to the strategic objectives of the team (group, institute), recognizing that quality can manifest in many different ways. Scientific staff in academia contributes to research and education, including impact outside academia, and management. All these forms of meaningful contribution are essential to the success of the faculty and are to be recognized and appreciated accordingly. The faculty recognizes that people differ in the nature and extent of their contributions across the academic domains, and we deeply value this diversity. The faculty particularly values qualities such as reflective capacity, organizational sensitivity and the ability to collaborate effectively, because these are crucial to fostering a positive and productive academic environment. Therefore, all academic staff are expected to develop their leadership skills.

This document describes the policy for promotions, but the faculty emphasizes that advancement to higher positions should not be a requirement. Promotion cannot be guaranteed, nor should it be the only measure of success. It is the result of personal development, shaped by both individual initiative and institutional support. The same counts for lateral career progression. Those who are motivated to grow in their roles should be supported, whether that growth leads to

¹ For the promotion step to hoogleraar 1 the university's *Hooglerarenbeleid* applies until further notice.

promotion or not. This support requires appropriate leadership of line managers and Institute Boards, in order to stimulate staff and give them space to develop.

Career Paths

Three career paths are defined in detail, namely ‘Research-focused’ and ‘Education-focused’ for the U-line and ‘Education’ for the D-line. The majority of the current staff fits in the first path. They lead a research group and have a ‘standard’ contribution to education. Staff in the second path contributes more to education, including education innovation. They are also *involved* in research, but do not necessarily lead a research group, except in the higher ranks (UHD1 and above). Their research interest can be in education or in science. In the D-line, staff are not involved in research. However, because they teach in an academic environment, they should be *exposed* to research. Teachers are also expected to contribute toward education innovation. At D1 level, they can be Programme Director of a bachelor curriculum. Next to doing research and teaching within academia, it is important to relate to society at large (service to society), as this is an increasingly important aspect of academic work. In special cases, expected to be rather exceptional, variations of the three main career paths can be defined on an individual basis within the general framework of the faculty policy.

Transparency

The career policy must be made clear from the moment positions are advertised. During hiring, onboarding, and throughout the career, career policy and development must be a topic of discussion. The foreseen career path and its relation to the strategy of the institute must be made clear from the start. Switching between paths can always be requested, however, it is for the organisation to determine how many staff members are required in different paths.

Promotion

Promotion is based on the achievements of the staff member (career principle). Promotion nominations to the Faculty Board (for UHD2 and higher, and for D1) are made by the Institute Board, after consultation of an institute evaluation committee. Institute Boards assess and balance the achievements in all domains, as well as development of leadership skills, whilst taking the total contributions of staff to the mission and aims institute into account and in the recognition that few people can excel in all aspects equally well. If more weight is assigned to specific indicators (such as the one related to the service to society criterion), this can be taken into account to compensate for achievements related to other indicators. Criteria, expected achievements and procedures are included in the policy for the three career paths, recognizing that some are field-dependent and need to be filled in by Institute Boards. The Faculty Board will ask the advice of the Permanent Committee for Scientific Practice (WeCo) on nominations for promotion up to HGL2. The composition and operation of the WeCo will be reconsidered upon implementation of this new policy, but is not part of it.

Outline of document contents

This document comprises the policy and procedures for promotion. The Faculty Board has based this policy and the implementation steps on the advice from the working group ‘Career paths scientific staff. Appendix 1 describes the extent to which the Faculty Board has adopted that advice in this policy. Appendix 2 describes the implementation steps. Appendix 3 contains the ‘Leadership ladder’ of FWN (as referred to in paragraph 1.2.5) Appendix 4 contains the advice from the working group.

1. Career development policy

1.1 Introduction

The following principles underlie the faculty-wide promotion policy for scientific staff.

- (I) Academics are expected to contribute in their work to different domains: education, research and management.
- (II) The (institute) management determines how much effort is needed in the different domains to run the organisation optimally.
- (III) People differ in talents and skills. Such diversity is valuable to the organisation. The degree and quality of contributions to the different domains differ from person to person, which can influence the career path followed. Contributions to university tasks at all levels are to be recognized and valued.
- (IV) All academics have roles as leaders and are expected to develop leadership skills. Valuable skills include reflective capacity, organizational sensitivity and collaboration.
- (V) Promotion is not a given and neither is it a requirement or the only measure of success. It is the result of personal development, shaped by both individual initiative and institutional support. The same counts for lateral career progression. Those who are motivated to grow in their roles are supported, whether that growth leads to promotion or not.
- (VI) Promotion is a result of personal development and requires efforts from both the individual and the organisation. It is based on merit, not on vacancies.
- (VII) Promotion policy must be transparent throughout the career (from hiring and onboarding onwards).
- (VIII) Promotion policy must be as uniform as possible within the faculty, with the recognition that differences in standards and cultures exist between research areas and disciplines.

The policy is described below in paragraphs 1.2 (Career paths) and 1.3 (Policy in phases). Next, the procedures and promotion dossier are described in chapter 2. Chapter 3 lists the criteria for hiring and promotion.

1.2 Career paths

The concept of *Recognition and Rewards* emphasizes valuing contributions of academics across research, education and management, with leadership crossing all these domains. Not all staff contribute equally to every domain and individual strengths and interests evolve over time and should shape promotion decisions. These contributions must also be balanced with operational needs, ensuring sufficient staffing in each domain to secure funding and meet organisational goals. This policy describes three main paths that reflect the current most predominant practices in the faculty:

- a research-focused path, for staff members with UFO-profiles assistant professor (UD), associate professor (UHD) and full professor (HGL), with a significant focus on research and an average educational task (the exact amount of which may differ per institute) (U-line);
- an education-focused path for staff members with UFO-profiles UD, UHD and HGL, with a large emphasis on education (development) and a smaller contribution to research (U-line);

- an education path, for staff members with UFO-profile Teacher (D-line), with a sole focus on education whilst being exposed to research.

Upon implementation, the institutes are expected to assign each one of their new and current staff members in the U-line and D-line to a career path, in agreement with the Faculty Board. In the course of a career, switching between paths is possible, provided it fits the strategy of the institute.

Lateral career progression that fits the strategy of the institute, but does not directly lead to promotion, must be supported. Growth can take many forms, including developing new skills, expanding responsibilities, or moving into different roles at the same level. Supporting such development requires both individual initiative and institutional guidance. Line managers and Institute Boards play a critical role in creating an environment where staff are encouraged to pursue opportunities for growth, whether this leads to higher positions or broadens experience laterally.

1.2.1 Variations

Variations of the three main paths, for example focusing on impact outside academia, such as science communication or entrepreneurship (service to society), are possible on a case-by-case basis if desired by the Institute Board. This must be discussed between the Institute Board and the staff member at the start of the career trajectory under this policy within FWN, or during the course of a career in case of a possible switch of paths. The procedure will be that the Institute Board proposes a variation to the Faculty Board, who makes a decision, if deemed necessary after having consulted the Permanent Committee for Academic Practice (WeCo). The proposal contains a specified tailor-made set of promotion criteria in the domains of research and education. Fundraising in either research or education and the supervision of PhD candidates will be required in all cases, as well as the leadership criteria as specified in this policy. Such variations will be rare, which is the reason that they are not further specified in the policy.

1.2.2 Main distinctions between the education-focused path and education path

The main distinction between the two education-related paths is that staff in the education-focused path (U-line) is *involved* in research and is required to have a PhD degree. In the education path (D-line) *exposure* to research is required to be able to include recent developments into teaching, but no research is conducted, neither in sciences nor in education.

In the D-line, a PhD degree is not required.² Staff members in the D-line teach in the bachelor curricula and in transferable skills trainings in the master curricula. Other master curricula are taught by staff members without a PhD from D2-level and by staff members with a PhD from D4-level. Staff members in the D-line can be member and chair of the Programme committee of bachelor studies and from D2-level of the Programme committee of master studies. They can be a member (from D2-level) and chair (from D1 level) of the Examination committee of bachelor and master studies. D-line staff can be part of an education development team.

² This is in line with the decision of the Executive Board of Leiden University issued on 31 October 2023. The Executive Board has, however, incorporated the following exceptions clause into this decision: a well-justified exception from the default principle of 'no PhD requirement within the UFO profile Docent (levels 4 through 1)' may be applied when a Docent holds a significant role in a Master's programme. The authority to apply the aforementioned exceptions clause resides with the Faculty Board.

Eligible staff for the position of Programme Director are those in the position of UHD, HGL (BSc or MSc) or Docent 1 (BSc only). Eligible staff for the position of Director of Education are those in the position of UHD or HGL.

1.2.3 Research field differences

The institutes of the Faculty of Science show significant differences in aspects relating to career development of scientific staff. For instance, the average course teaching load varies, and the number of bachelor and master research projects requiring supervision is also different. In institutes with a higher teaching load, the percentage of time allocated for teaching can be equal to that for research, whereas in institutes with less teaching load, more time is expected to be spent on research. Another difference is the degree to which the research is required to fit within the existing research lines of the institute.

Such differences are partly field-dependent and partly a consequence of the culture of the institutes. The policy aims to describe a general framework that all institutes can adhere to, while at the same time enabling the institutes to accommodate the specifics of their research field in the implementation of the faculty policy. Therefore, the indicators that are field-dependent are indicated as such in the list of promotion criteria (described in chapter 3) and are defined by the Institute Boards and approved by the Faculty Board. For all other criteria, faculty-wide definitions are given.

Institutes have a standard for the research-education ratio for both the U-line research-focused path and the education-focused path, with a minimum of 20% of staff members' time in either domain. The Faculty Board approves the standards, assuring that differences between institutes are reasonable and explainable.

1.2.4 Service to society

In recent years, relating with parties or partners outside academia (service to society) has become an increasingly important aspect of academic work. Driven by developments in society, our staff members are engaging in various activities that connect their expertise to societal needs. Such activities can include, amongst other, educational outreach activities, collaborations with public and private partners (governments, research institutes, industry, charities, etc.), and setting up spin-outs. Possible output is diverse and can include for instance advisory reports, online educational modules, and popular-scientific books. Because the forms of engagement and the output vary widely, there is no single or uniform expectation that applies to all staff members, nor a fixed set of criteria for career progression in this area. Nevertheless, as a general standard, all scientific staff members are expected to contribute to service to society in some way – whether within the Research or Education domain. For those who demonstrate an exceptional commitment to such activities, a variation of a standard career path may be considered in consultation with the Institute Board, as described above.

1.2.5 Open Science and Education

Efforts in aspects of Open Science and Education which go beyond implementing standard publishing and research data management policies and regular teaching duties deserve recognition and are considered in promotion decisions. In the policy, these contributions are considered as elements of service as society and as such included as promotion criteria in both the Research and Education domains. The staff member should describe the efforts made and how they have (potentially) helped other scientists, educators or the society at large.

1.2.6 Leadership

A common denominator between all paths and variations is the domain of leadership. All academic staff members are expected to develop their leadership skills, because these are crucial to fostering a positive and productive academic environment. Effective leadership is therefore also an important criterion for promotion in all paths and variations of paths. The requirements for promotion in each of the three main paths are described in chapter 3. The Faculty's Leadership Ladder³ provides the list of courses expected to be followed prior to a specific promotion.

1.3 Policy in phases

Although this career development policy describes three main paths in detail, it applies to all paths or variations as far as general guidelines and procedures are concerned. This policy is divided into three phases: recruitment, onboarding & support, and promotion.

1.3.1 Recruitment

Throughout the faculty the career principle applies, meaning that institutes base career progression on the achievements of academics, rather than the availability of vacancies. New positions can be created when the organisation sees fit. The strategy and needs of the institutes play an important role in defining the direction of their research and education and in opening (creating) corresponding paths or (in exceptional cases) variations of them. The career principle facilitates both attraction and growth of talent. From this principle, it follows that the default hiring level is UD2 in the U-line and D4 in the D-line. Higher hiring levels are to be discussed by the Institute Board with the Faculty Board. Recruitment is open, to offer a fair chance to all potential candidates and facilitate diversity policies. For reasons of transparency, advertisements include information about the intended career path, perspectives and trajectory.

During the hiring process, the Institute Boards ensure that the career information is discussed with candidates. In particular, they ensure that the applicable career path (e.g. focus on research or education) and its relation to the strategy of the institute, promotion criteria, evidence to evaluate them and procedures (timeline, mentoring process, decision-making) are discussed. Institutes are expected to assign staff to a career path upon hiring, in agreement with the Faculty Board. Candidates in both the research-focused path and the education-focused path in the U-line are to be assessed on interests and attitude towards academic teaching, next to research performance. In the education-focused path (for the U-line), and the education path (for the D-line) proven experience with teaching and having ideas about lecture / course development are required in addition to that. The list with hiring criteria can be found in table 1.

1.3.2 Onboarding and support

To stimulate transparency further and avoid uncertainty about possibilities among staff, the Institute Boards specify the applicable career path, career perspective, timeline for possible promotions and assessment criteria in the appointment letter. They ensure that career development is discussed with the line manager or Institute Board, and that questions about growth and aspirations are included in start interviews and GROW-talks. They make clear that parttime appointments, parental leave and personal circumstances in general may influence career development timelines, but do not influence the possibilities of promotion. Institute

³ The Leadership Ladder has been distributed to the Institute Boards and supervisors and will be published in 2025. It can be found in Appendix 3.

Boards ensure that each new staff member is informed about the strategy of the institute and has at least one mentor, to provide direction and advice about various tasks. They include mentoring as a discussion topic in GROW-talks.

With regard to teaching skills, the university teaching qualification (BKO) provides the basic courses and instruction, and the senior university teaching qualification (SKO) provides the further professionalization needed in the education-focused U-line and D-line. Institute Boards see to it that qualifications already acquired (elsewhere) are considered by the BKO committee in deciding on the BKO programme. Further teaching development is stimulated by peer-to-peer advice, as a standard procedure in the faculty. Institute Boards ensure that the use of such feedback by staff members is included in GROW-talks and promotion dossiers. The Institute Boards encourage non-native speakers who are expected to teach Bachelor programs with Dutch as education language, to learn Dutch. Both the Institute Boards and the faculty facilitate learning Dutch.

1.3.3 Promotion

Timelines

Institute Boards ensure contracts of new staff are for one year temporary, followed by a permanent contract. The decision to make the contract permanent is based on a marginal check for 'red flags' (see chapter 2).

Depending on career progress, nominations for promotion are possible at any point in the career. A focus on progress is important, to accentuate clear development since the previous promotion. For any promotion, clear development as compared to the previous promotion must be evident.

The following timelines are to be interpreted as an indication only: assessments will be based on performance of the applicant. Typically, for a full time, uninterrupted career, the promotion from UD2 to UD1 could occur after three years. Promotion from UD2 or UD1 to UHD2 could occur five to six years after the start as UD. For further promotion, to UHD1 and/or HGL it is more difficult to give an indication, although in general a starting UD may expect to take at least twelve years to be promoted to HGL2. Promotion in the D-line typically could occur after three years from D4 to D3 and five years from D3 to D2. For promotion to D1 it is more difficult to give an indication, although it is expected a staff member starting at D4 may expect to take at least ten years to get promoted to D1. For a parttime and/or interrupted career, the timelines may be longer, as more time may be needed to achieve the criteria.

Criteria

All performance in the different **domains** (research, education, management, and leadership) that are relevant to the organisation are to be considered in promotion decisions, and, thus, must be balanced. The required performance for a criterion differs per career path and career level. For assessing performance, in chapter 3 the criteria for three main paths are described in detail. **Indicators** are defined for each criterion, which specify the factors that need to be used to evaluate it. These indicators should be used to assess the criteria for promotion of each individual. The required performance for a given promotion step is indicated by the **levels**. The **evidence** describes the information that needs to be provided to be able to assess the achievement. **Narrative descriptions are an important part of the assessment. They offer the**

opportunity to the candidate to reflect on development in a certain area. A list of contents of the dossier to be provided to the Faculty Board for promotion nominations is given in chapter 2.

For all promotions, the principle counts that the entire portfolio of activities and achievements must be considered. **The criteria do not serve as hard criteria or minima, but serve as standards to provide direction.** The Institute Board has room to deviate from the standards, either because the norms in a particular research field differ, or because the individual CV justifies such deviation. Institute Boards assess and balance the achievements in all domains, as well as development of leadership skills, whilst taking the total contributions of staff to the mission and aims institute into account and in the recognition that few people can excel in all aspects equally well. If more weight is assigned to specific indicators (such as the one related to the service to society criterion), this can be taken into account to compensate for achievements related to other indicators. For promotions that require approval of the Faculty Board (i.e. to D1 and UHD2 or up), it must explain deviations in the recommendation letter (see further chapter 2). In promotion considerations, the Institute Board also evaluates to what degree the achievements contribute to the mission and aims of the Institute. Also, contributions to the institute in a more general sense (such as collaboration with co-workers and committee work) are expected and considered under the domains of management and leadership. This integrated approach ensures that individual strengths and various forms of engagement are recognized and valued within the broader goals of the institute.

Nomination roles

Promotion decisions up to D2 or UD1 are taken by the Institute Board. For all higher levels (salary scale 13 and above), the Institute Board recommends someone for promotion to the Faculty Board. The Institute Board takes decisions about recommendations for promotion and writes a recommendation letter to the Faculty Board. In this letter the followed assessment procedure and reasons for any deviations from the faculty promotion policy and criteria are described. To ensure that all staff members are duly considered for promotion, the Institute Boards review the staff list at least annually to decide who could be up for promotion. Several senior staff members assist the Institute Board in promotion evaluations. Institute Boards decide on the composition and implementation of such a committee. It is suggested that the composition of such a committee is changed regularly, to avoid possible negative effects that a standing committee may have, such as a strong long-term influence on the promotion decisions by a few people.

The Faculty Board will ask the advice of the Permanent Committee for Scientific Practice (WeCo) on nominations for promotion.

Communication about promotion decisions

The Institute Board is responsible for clear communication about the timeline of promotion trajectories and gives updates during the process to the staff member. The Institute Board clearly communicates the outcome with the staff member and the line-manager. In the event of a positive outcome, the new responsibilities and the possibilities for future promotion are discussed. When the decision is negative, feedback is provided and requirements for further development are discussed.

2. Procedures and promotion dossier

Decisions to continue from a temporary to a permanent position are taken by the Institute Board. Promotion decisions up to D2 or UD1 are also taken by the Institute Board. For promotions to (as well as direct appointments in) higher levels (salary scale 13 and above), the Institute Board writes a recommendation letter and submits a dossier to the Faculty Board, who, after consultation of the WeCo (in case of nominations for promotion up to HGL2) takes a decision or refers it to the Executive Board.

2.1. Procedures

a. From temporary to permanent position

The decision of the institute to continue from a temporary to a permanent position is based on a marginal check for 'red flags' (see text box 1) and must comply with the Collective Labor Agreement⁴.

b. Promotion to UD1, D3 and D2

For promotion to UD1, the criteria are provided in Tables 2 (U-line research-focused path) and 3 (U-line education-focused path) in chapter 3. For promotion to D3 and D2, the criteria are provided in Table 4 (D-line). The Institute Board determines the procedure.

c. Promotion to UHD2, UHD1 and HGL2 U-line focus research

For promotions to UHD2 and higher, the criteria are provided in Table 2 in chapter 3. The dossier must contain the items described below.

- The **candidate for promotion** provides the dossier covering the five sections of assessment (see paragraph 2.2).
- The **Director of Education** provides a letter describing the educational qualities and achievements in relation to the requested promotion level and career path.
- The **Scientific Director** obtains and provides evaluation letters of experts in the research field of the candidate. One letter from a colleague in the Netherlands is required. In addition, for promotion to UHD2 one letter from a colleague abroad is required and for promotion to HGL2 two such letters are needed. For promotion from UHD2 to UHD1, no external letters are required. The experts must be independent of the candidate. They cannot have published with the candidate in the last ten years and are also not involved

Text box 1

Red flags

- Inappropriate behaviour towards colleagues or students
- Nonchalance/violation of scientific integrity
- Failure to (properly) conduct research or education
- Lack of willingness to participate in relevant (departmental) consultations
- Where problems are identified, staff member is not open to advice for improvement
- Lack of willingness to take on management/organisational tasks or think constructively about their fair distribution

in the same projects as the candidate.⁵ The letters should give a frank assessment and not merely a resume of the CV.

- The **Scientific Director** (on behalf of the Institute Board) provides a letter to the Faculty Board, requesting the promotion and describing the merits and developments of the candidate *-specifically since the last promotion-* in the four assessment domains (research, education, management, personal development & leadership). Also, the position and relevance of the candidate for the institute must be discussed. The letter describes the assessment procedure followed in the institute and further explains the reasons for any deviations from the faculty promotion policy and criteria. Those reasons can relate specifically to the candidate or to the research / education discipline in which the candidate is active. If any switching between career paths or a career path other than the three paths described in this policy applies, this shall be motivated. Also, areas in which the candidate can further develop are described. If a transition period applies in which running agreements with the staff member are being harmonized with the new policy, this shall be explained.

d. Promotion to UHD2, UHD1 and HGL2 for U-line focus education

For promotions to UHD2 and higher, the criteria are provided in Table 3 in chapter 3. The dossier must contain the items described below.

- The **candidate for promotion** provides the dossier covering the five sections of assessment (see paragraph 2.2).
- The **Scientific Director** provides a letter describing the research qualities and achievements in relation to the requested promotion level and career path.
- For promotion to HGL2 the **Education Director** obtains and provides evaluation letters of experts in the education field of the candidate, one letter from a colleague in the Netherlands and one from a colleague abroad. The experts must be independent of the candidate. They cannot have published with the candidate in the last ten years and are also not involved in the same projects as the candidate. The letters should give a frank assessment and not merely a resume of the CV.
- The **Education Director** (on behalf of the Institute Board) provides a letter to the Faculty Board, requesting the promotion and describing the merits and developments of the candidate – *specifically since the last promotion* – in the four assessment domains (research, education, management, personal development & leadership). Also, the position and relevance of the candidate for the Institute must be discussed. The letter describes the assessment procedure followed in the institute and further explains the reasons for any deviations from the faculty promotion policy and criteria. Those reasons can be related specifically to the candidate or to the research / education discipline in which the candidate is active. If any switching between career paths or a career path other than the three paths described in this policy applies, this shall be motivated. Also, areas in which the candidate can further develop are described. If a transition period applies in which running agreements with the staff member are being harmonized with the new policy, this shall be explained.

⁵ Exceptions can be made for fields where it is common to publish in large consortia e.g. particle physics or cosmology. In these cases, the cover letter of the candidate and/or the recommendation letter from the Institute Board must explicitly explain why the expert providing the evaluation has common papers with the candidate.

e. Promotion to D1

For promotions to D1, the criteria are provided in Table 4 in chapter 3. The dossier for promotion is the same as for promotions to UHD2 and higher, except that the research section can be left out and no external letters are needed:

- The **candidate for promotion** provides the dossier covering the required sections of assessment (see paragraph 2.2).
- The **Education Director** (on behalf of the Institute Board) provides a letter to the Faculty Board, describing the teaching qualities and achievements in relation to the requested promotion level and career path, requesting the promotion and describing the merits and developments of the candidate *-specifically since the last promotion-* in the three applicable assessment domains (education, management, personal development & leadership). Also, the position and relevance of the candidate for the Institute are described. The letter describes the assessment procedure followed in the Institute and further explains the reasons for any deviations from the faculty promotion policy and criteria. Those reasons can be relating specifically to the candidate or to the research / education discipline in which the candidate is active. Also, areas in which the candidate can further develop are described. If a transition period applies in which running agreements with the staff member are being harmonized with the new policy, this shall be explained.

2.2. Promotion dossier

As explained in paragraph 2.1, candidates for promotions provide a dossier covering the five sections of assessment below. For candidates for promotions in the D-line, the same list applies, except for the research section and external letters. D-line candidates only need to describe how they are exposed to scientific research (indicator **D-R1** in table 4). The **candidate** supplies a dossier describing the following sections:

1. [Curriculum vitae](#)
2. [Research section \(for U-line only\)](#)
3. [Education section](#)
4. [Management section](#)
5. [Personal development and leadership section](#)

Table 5 provides an overview of the evidence to be submitted for all criteria, career paths and career levels in this career policy combined. The dossier to be provided by candidates for promotions is described per section below with more detailed instructions. Candidates are encouraged to combine narrative descriptions that relate to the same indicator or domain.

Service to society is not listed as a separate section. In the three main paths, at least one such type of activity is expected of each staff member in the U-line. The candidate provides a narrative description, under the research (point 2 below) and/or education (point 3) section, whichever is/are the most appropriate. It contains a description of the work done, an indication of the time investment, the output and the impact. Activities can include for instance: outreach in the (social) media, institute/faculty outreach activities and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools,

citizen science, Open Science activities and Open Education activities. Examples of Open Education activities are: creating openly licensed educational materials, developing publicly accessible learning modules or online courses, or collaborating with societal partners (e.g. schools, non-profit organisations) to enhance public education. Examples of output for Service to society are (but are not limited to) advisory reports for the government and non-profit organizations, popular scientific books and web publications and (online) educational materials for schools.

1. Curriculum vitae

The *curriculum vitae* (CV) gives an overview of the candidate's education and work history. It should be avoided to duplicate information provided in the other sections.

2. Research section (for the U-line only)

The research section comprises the following items.

- Narrative description of the research line, highlights of research achievements, and plans for the next five years. The candidate makes clear the position and relevance of the research within the Institute. Also inter-/transdisciplinarity of the research can be included. Length indication is 750 words for promotion to UD1 and 1000 words for promotion to UHD or HGL. For promotion to UD1 or UHD2 (*research-focused path only*), the candidate addresses independence from previous supervisor(s).
- Narrative description of service to society activities, including the type of work, an indication of time investment, the output, and the impact.
- Description of selected publications (incl. patents): The candidate provides a selection of up to 10 of the most important publications and briefly describes the significance and their own contribution to the work. The complete list of publications (incl. patents) is provided as a separate list or as link to an online list (e.g. Google Scholar, ORCID, Research Gate). **Do not** give journal impact factors or H-index.
- List of obtained funding, such as personal career grants, consortium grants in which the staff member is the main applicant from Leiden and other grants obtained in competition (research-focused path) or for grants in which the candidate is co-applicant, indicating:
 - the total amount of the grant
 - the amount of funding received (in shared grants)
 - the candidate's role: sole applicant, co-applicant, member of consortium

Unsuccessful grant applications should **not** be listed, nor any support to grants of others, e.g. Rubicon, VENI, Marie Skłodowska-Curie grants to post-docs in the group of the candidate. They can be mentioned in a narrative description (see above) to support the promotion case.

- List of invited presentations for (inter)national meetings over the last five years.
- List of awards, prizes, memberships by invitation and other relevant marks of recognition.
- List of supervised PhD candidates, post-docs and other staff members, indicating:
 - a distinction between current and past group members and who obtained a degree under the guidance of the staff member.
 - the role of the candidate in supervision of PhD candidates:
 - when co-promotor: primary and sole day-to-day supervisor, co-supervisor, infrequent adviser.

- when promotor: day-to-day supervisor, adviser of the project, second promotor (at a distance).
- which PhD candidates or post-docs were funded from a grant that the candidate obtained in competition.

3. Education section

The education section comprises the following items.

- Narrative description addressing the following points:
 - Development of teaching skills, including how student and peer-to-peer feedback was implemented.
 - Assessment skills (and contribution to development and assessment policy – *U-line education-focused path and D-line only*)
 - Description of how own course / education programme is coordinated
 - Description of how students are guided in their learning process
 - Description of scientific developments are incorporated into education
- Length indication is 750 words for promotion to UD1 and 1000 words for promotion to UHD or HGL.
- Narrative description of service to society activities, including the type of work, an indication of time investment, the output, and the impact.
 - List of courses given, incl. years, the role of the staff member, number of students, nature of the course and types of assessment.
 - Copies of student evaluations of courses given over the last three years.
 - List of teaching prizes and memberships on invitation of educational organisations or special committees (e.g. Leiden Teachers' Academy).

Only for promotions in the U-line education-focused path and the D-line:

- Narrative description (taking the length indication above still into account) addressing the following points:
 - Vision on development and innovation in education (*U-line education-focused path only*)
 - Contribution to the design of education
 - Insight (and creation) of open source educational material
 - Contribution to interdisciplinary education
- Description of courses/curriculum elements developed (or redeveloped), incl. years, number of students, nature of the course/curriculum and assessments
- List of grant applications for educational innovation in which candidate was involved, Indicating role and success (*D-line only*).

4. Management section

The management section comprises the following items.

- List of responsibilities in own research group/division, e.g. organisational, financial, educational (*only for promotion to UD1 or UHD2; not required for D-line*).
- List of memberships and chairmanships of educational university committees (such as programme committees, exam committees, accreditation committees,) or non-

educational university committees (such as ad-hoc institute committees, appointment committees, Institute Council, Faculty Council, University Council, RISE, WeCo, and management, such as Division head, Programme Director (OD), Management team, Institute Board).

- (*U-line education-focused path only*) List of memberships and chairs of educational and non-educational external committees.
- (*U-line research-focused path only*) List of activities, such as coordinated research networks, organised conferences, external committee memberships and chairmanships, memberships based on selection (such as academies), indicating:
 - The role of the candidate and whether they were the sole responsible person or member of a team.
 - For roles considered most important by the candidate, describe the work done and time spent.
- (*U-line education-focused path only*) Narrative description of knowledge of and contribution to educational program and strategic management.

5. Personal development and leadership section

The personal development section comprises the following items.

- Narrative description addressing:
 - Leadership style and description of how safe, open and inclusive environment is created.
 - Strategic vision on research (*U-line research-focused path*) or education (*U-line education-focused path and D-line*): Describe the long-term perspective of your research/education in the context of the developments in the field. It can be combined with the vision described under the Education (*U-line education-focused path*) section.
 - Narrative description of colleagues who have been coached by the candidate and what the coaching entailed (*only for promotion to UHD2 or D2 and higher*).
 - Development of competences to demonstrate reflective capacity, organizational sensitivity, and collaboration and communication skills.
 - Reflection on teaching practice.
- Feedback from group members, colleagues and line manager (output of feedback tool).⁶
- List of courses on personal development and leadership (leadership ladder, see Appendix 3), English/Dutch language.
- Statement that BKO / SKO teaching qualification has been obtained (when appropriate).

⁶ If available.

3. Criteria for hiring and promotion

3.1 Introduction

Criteria have been specified for the domains research, education, management and personal development & leadership. Each criterion is broken down into indicators that specify the factors to be used for evaluation. The specific criteria and indicators that apply to each career path and career level are indicated in the tables below. **They do not serve as minima, but serve as standards that are meant to provide direction.**

Table 1 gives an overview of the hiring criteria, required achievements and evidence to be submitted by the candidate, specified for each of the three specified career paths. Tables 2 and 3 list the promotion criteria and required achievements per staff level in the research-focused path and education-focused-path, respectively (U-line). Table 4 lists them for the D-line.

Table 5 contains an overview of evidence requirements for all criteria in the three specified career paths together. This overview can be used to look up the material that is to be submitted by the candidate for promotion. That evidence is used to assess the performance. This table must not be interpreted as the applicable list of criteria for each individual staff member.

3.2 Criteria lists

Caption

[description]

Performance on this indicator is required, but the weight applied to it, in balance with all other indicators, is evaluated by the assessor. The description serves as a standard to provide direction.

Plus

Performance on this indicator is not required, but delivered achievements contribute positively to the overall assessment and can be taken into account to compensate for achievements related to other indicators.

Field dependent

The requirements regarding the performance are field dependent, to be defined by the Institutes.

++(+++)

Performance must increase with level.

>>

The same requirement as the prior level applies.

-

Not evaluated at this level.

Boxed levels apply to all ranks covered.

Table 1: Hiring criteria specified per staff category

Criterion	Indicator	Evidence to be submitted	Level		
			Research-focused path (U-line): UD2	Education-focused path (U-line): UD2	Education path (D-Line): D4
Research	General		Has proven research experience and demonstrable vision on own research line	Has proven research experience and demonstrable own expertise complementary to a research group/division	Has experience with doing research in natural sciences (or professional experience in relevant cases)
Prior experience (upon hiring)	Degree	CV	Has a PhD degree	Has a PhD degree	Has a MSc degree in science with research internship
	Postdoctoral experience	CV	Has research experience after PhD	Research experience after PhD is a <i>plus</i>	-
Research quality	Research line	Narrative description containing a very succinct description of the planned research line	Has a well-defined research plan with reasonable goals for the next five years	Has a research plan with reasonable goals for the next five years	-
	Contribution to successful grant applications	Evaluated during interview	Has an understanding of funding landscape and ideas about funding applications	Has an understanding of funding landscape and ideas about funding applications	-
	Role in peer-reviewed papers / conference proceedings / patents	CV	<i>Field dependent</i>	<i>Field dependent</i>	-
Recognition	Awards, prizes, other	CV	<i>Plus</i>	<i>Plus</i>	-
Service to society		Narrative description	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>
Education	General		Has affinity with teaching in a research environment	Has proven passion for teaching in a research environment	Has proven passion for teaching in BSc and/or MSc courses
Teaching	Teaching	Interview (+CV, motivation letter)	Shows interest in contributing to academic teaching	Has proven experience with teaching	Has proven experience with teaching, ideally in higher education

Continuation of table 1: Hiring criteria specified per staff category

Criterion	Indicator	Evidence to be submitted	Level		
			Research-focused path (U-line): UD2	Education-focused path (U-line): UD2	Education path (D-Line): D4
	Supervision of BSc/MSc students	Interview (+CV, motivation letter)	Has experience with supervising BSc and/or MSc students	Has experience with supervising BSc and/or MSc students	Shows interest in contributing to supervising BSc projects
Development of education	Development and policy	Interview	-	Has ideas about lecture and/or course development	Has ideas about lecture and/or course development
	Vision on development and innovation	Interview	Demonstrates vision on where own expertise fits in the education programme	Demonstrates vision on where own expertise fits in the education programme	Demonstrates vision on where own expertise fits in the education programme
	Development of skills	Interview (+ motivation letter)	Is motivated to develop teaching skills	Is motivated to develop teaching skills	Is motivated to develop teaching skills
Service to society		Narrative description	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>
Personal development and leadership	General		Demonstrates suitability for an academic career	Demonstrates suitability for an academic career	Demonstrates suitability for an academic teaching career
	Ambition	Interview	Demonstrates ambition to pursue an academic career involving research as well as education.	Demonstrates ambition to pursue a career with stronger focus on education	Demonstrates ambition to pursue a career in higher education
Skills and competences	Reflective capacity	Interview	Shows ability to reflect on difficult situations in the past	Shows ability to reflect on difficult situations in the past	Shows ability to reflect on difficult situations in the past
	Organisational sensitivity	Interview	Demonstrates motivation to contribute to organisational and managerial tasks within the institute	Demonstrates motivation to contribute to organisational and managerial tasks within the institute	Demonstrates motivation to contribute to organisational and managerial tasks within the institute
	Collaboration	Interview	Demonstrates ability to function in a diverse, international environment	Demonstrates ability to function in a diverse, international environment	-
	Communication	Interview (+CV, motivation letter)	Is a good written and oral communicator	Is a good written and oral communicator, can explain concepts to a bachelor level audience	Is a good written and oral communicator, can explain concepts to a bachelor level audience

Continuation of table 1: Hiring criteria specified per staff category

Criterion	Indicator	Evidence to be submitted	Level		
			Research-focused path (U-line): UD2	Education-focused path (U-line): UD2	Education path (D-Line): D4
	Courses followed	Interview, list of courses on Dutch language completed / ongoing	Has a good command of English and (a non-native speaker is willing to learn) Dutch; shows motivation to attend relevant and mandatory courses	Has a good command of English and (a non-native speaker is willing to learn) Dutch; shows motivation to attend relevant and mandatory courses	Has a good command of English and (C1-level) in Dutch

Table 2: Promotion criteria for the levels specified at the top, in the U-line research-focused path

For all promotions, the principle counts that the entire portfolio of activities and achievements must be balanced. The criteria do not serve as hard criteria or minima, but serve as standards to provide direction. The Institute Board has room to propose a deviation from the standards, either because the norms in a particular research field differ, or because the individual CV justifies such deviation.

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Research	General	Shows progress in developing academic research skills, including setting up own research line, supervision, obtaining funding and producing output	Has made significant step toward own niche in the research field, as shown by international recognition by peers, collaborations, growing the research group with substantial funding and creating impact in the field	Has substantial further development in research achievements since promotion to UHD2	Is widely recognized as a prominent scientist in the field, is able to maintain a flourishing research group in the future, finds new research directions
Research quality	Research line (UR-R1)	Starts to develop own research line, that is aligned with the mission and aims of the institute	Has a well-defined own research line, that is gaining international recognition and is aligned with the mission and aims of the institute	Has a well-developed research line that is aligned with the mission and aims of the institute, and substantial international recognition	Has an established and widely recognized position in the research field and is demonstrably able to find new research avenues, in line with the mission and aims of the institute
	Independence of PhD/postdoc supervisor (UR-R2)	Demonstrates independence of previous supervisor(s)	>>	-	-
	Inter/Trans-disciplinarity (UR-R3)	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>
	Role in peer-reviewed papers / conference proceedings / patents (UR-R4)	Has a leading role as author in a number of papers and shows good productivity <i>Field dependent</i>	++ <i>Field dependent</i>	+++ <i>Field dependent</i>	++++ <i>Field dependent</i>

Continuation of table 2: Promotion criteria specified per staff category in the U-line research-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
	Fundraising ⁷ : - Contribution to successful grant applications obtained in competition (in Leiden or elsewhere) - Other (UR-R5)	Obtained funding to support own research <i>Total indicative amount field dependent</i>	Obtained funding to support starting research group <i>Total indicative amount field dependent</i>	Obtained substantial additional external funding since last promotion <i>Total indicative amount field dependent</i>	Shows ability to consistently maintain a research group with external funding <i>Total indicative amount field dependent</i>
	Invitations for (inter)national talks in the last 5 years (UR-R6)	Has given several invited talks (national, international, at universities)	Has given several invited talks for international meetings	Has frequently given invited talks at international meetings	Has given invited plenary or keynote lectures
Ability to supervise research group members	(Co-)promotor of PhD candidates who successfully defended thesis (UR-R7)	Is supervising (a) PhD candidate(s) and is involved in their annual appraisal <i>Number is field dependent</i>	Has recruited and supervises (a) PhD candidate(s) not from starting package + has supervised PhD candidate(s) until (near) completion <i>Number is field dependent</i>	++ <i>Field dependent</i>	+++ <i>Field dependent</i>
Service to society	Activities outside academia (in research or education) ⁸ (UR-R8, see also UR-E6)	Has one or more activity/ies with parties / partners outside academia	>>	>>	>>
Recognition	Awards, prizes, other (UR-R9)	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>

⁷ Possibilities are diverse and may include but are not limited to: VENI, Marie S. Curie (UD1), StG, VIDI (UHD2), CoG (UHD1, HGL2) and VICI (HGL2).

⁸ Activities can include: outreach in the (social) media, institute/faculty outreach activities and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools, citizen science, open science & education (beyond the standard).

Continuation of table 2: Promotion criteria specified per staff category in the U-line research-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Education	General	Is a leading teacher in at least one course and shows development of teaching skills	Delivers independently good academic teaching	>>	>>
Teaching	Teaching (UR-E1)	Provides various forms of education (workgroups, practicals, projects, lectures, theses, internships, etc.); Analysis of the student evaluations does not indicate serious teaching problems	Provides (educational/ technological) innovative education	>>	>>
	Assessment (UR-E2)	Assesses exams, assignments, and theses, and provides clear feedback based on the corresponding answer model and evaluation criteria			
	Coordination (UR-E3)	Coordinates own course in a structured manner			
	Learning process guidance (UR-E4)	Supervises students with standard assignments aligned with the learning objectives			
	Amalgamation of research and education (UR-E5)	Applies current research themes in course design			
Service to society	Activities outside academia (in research or education) ⁹ (UR-E6, see also UR-R8)	Has one or more activity/activities with parties/partners outside academia	>>	>>	>>
Recognition	Teaching prizes, memberships (UR-E7)	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>

⁹ Activities can include: outreach in the (social) media, institute/faculty outreach activities and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools, citizen science, open science & education (beyond the standard).

Continuation of table 2: Promotion criteria specified per staff category in the U-line research-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Management					
Contribution to the organization	Involvement in own group (UR-M1)	Has organisational roles in own group/division	>>	-	-
	Involvement in internal (educational and non-educational) Committees and management (UR-M2)	Contributes to internal committee(s), including educational committee(s)	Contributes to internal committees and contributes to policy discussions in the institute	>>	Has a senior role in internal organisation and contributes to policy making in the institute and faculty
Impact in the academic field	Involvement in organisational work in the academic world (UR-M3)	Is involved in national committee work in the research field	Is a member of international organisational committees in the research field (e.g. for conferences, of learned societies)	>>	Has a prominent role in international academic field (e.g. appointment committees, evaluation committees, research assessment committees)

Continuation of table 2: Promotion criteria specified per staff category in the U-line research-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Personal development and leadership	General	Has proven to be able to create a safe and effective research group. Is developing leadership skills and competences	Is further developing into a flexible leader and can articulate vision and implement it	>>	Is an effective leader who can employ various leadership styles and has vision that extends beyond own research group
Leadership	Leading co-workers and working well with colleagues (UR-P1)	<ul style="list-style-type: none"> · Contributes to safe, inclusive and open atmosphere in team · Is accessible, available and attentive · Motivates and guides PhD, master and bachelor students · Ensures others feel recognised in their contributions 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is evolving into a flexible leader who has made demonstrable efforts to improve their skills and competences, in line with personal development plan · Is aware of leadership style and knows its limitations 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is a flexible leader · Has insight in one's preferred leadership style and can effectively employ it to motivate others · Operates successfully when different interests and perspectives are at play and can deal with resistance 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is a visionary leader who guides, inspires, and facilitates · Can employ different leadership styles to persuade and motivate others · Operates successfully when different interests and perspectives are at play and can deal with resistance
	Strategic vision (UR-P2)	Has articulated vision on own research line	<ul style="list-style-type: none"> · Has articulated vision on own research line and contributes to developments of the institute · Can translate this vision into concrete objectives, and is able to realize these objectives by guiding and steering others 		<ul style="list-style-type: none"> · Has vision on the strategic lines in the institute and the faculty, as well as the (international) developments in research field · Can translate this vision into concrete objectives, and is able to realize these objectives by guiding and steering others
	Coaching / Mentorship (UR-P3)	-	Coaches / mentors several junior scientific staff members and promotes their development, particularly with respect to research		

Continuation of table 2: Promotion criteria specified per staff category in the U-line research-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Skills and competences	Reflective capacity (UR-P4)	<ul style="list-style-type: none"> · Demonstrates integrity: honest, reliable, takes responsibility and accountability for actions · Self- and situational awareness: reflects on actions and roles and how these affect others and the organization · Open to and invites feedback from others · Reflects on own teaching practice based on feedback from students (evaluations), peers and supervisors · Initiation of small improvements based on proactively obtained student feedback 			
	Organisational sensitivity (UR-P5)	Is developing insight into how the institute and the faculty are organized	Has insight into how the institute and the faculty are organized and uses this knowledge for own benefit and that of the organization		Has insight into how the institute, faculty and university are organized and uses this knowledge for own benefit and that of the organization
	Collaboration (UR-P6)	Has started to collaborate with other inside and/or outside the institute (outside own research group)	Demonstrates ability to collaborate with others outside the research group in a productive and harmonious way		
	Communication (UR-P7)	Is able to transfer ideas and information in a clear and intelligible way, both in writing and verbally. Communicates and provides feedback in a respectful, constructive and effective way			
Courses followed	Leadership (UR-P8)	Has completed the courses on the FWN Leadership ladder for this level, or similar	Has completed the courses on the FWN Leadership ladder for this level, or similar	-	Has completed the courses on the FWN Leadership ladder for this level, or similar
	Language (UR-P9)	Has a good command of English and (a non-native speaker) has started to learn Dutch;	Has made good effort and progress in command of Dutch (indicative level B1)	>>	Has made good effort and progress in command of Dutch passive (indicative passive level C1, active level B2)
	Teaching qualification (UR-P10)	Has a UTQ (BKO) secured	-	-	-

Table 3: Promotion criteria for the levels specified at the top, in the U-line education-focused path

For all promotions, the principle counts that the entire portfolio of activities and achievements must be balanced. The criteria do not serve as hard criteria or minima, but serve as standards to provide direction. The Institute Board has room to propose a deviation from the standards, either because the norms in a particular research field differ, or because the individual CV justifies such deviation.

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Research	General	Has started an independent line of research on education innovation and/or is actively involved science research	Has set up own line of research on education innovation and/or is developing a science research line	Performs independent research activities in education and/or is responsible for science research activities in own research group	Has independent research activities that are well recognized in the field
Research quality	Research (on education innovation or science) (UE-R1)	The research activities contribute to the research group or to an independent research line, and/or candidate can identify research themes within own education and sees potential to innovate	Has independent research activities (in science) and/or conducts small-scale educational research or innovation projects	>>	Has independent research activities (in science), supported with external funding and/or leads large-scale educational research and innovation projects
	Role in peer-reviewed papers / conference proceedings / patents (in science or education) (UE-R2)	Has contributed to several papers/conference proceedings and shows good productivity <i>Field dependent</i>	Has leading role as author in a number of papers and shows good productivity (in science or education) <i>Field dependent</i>	>>	Has leading role as author with substantial output in leading journals (in science or education) <i>Field dependent</i>
	Fundraising (on science or education innovation)	Has been (co-)applicant on grant application(s)	Has been (co-)applicant on several grant applications of which one or more were funded	Has obtained independent and/or collaborative external funding	Has obtained substantial external funding to support own activities

(UE-R3, see also UE-E10) *Total indicative amount field dependent* *Total indicative amount field dependent* *Total indicative amount field dependent* *Total indicative amount field dependent*

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
	Invitations for presentations and consultations in the last 5 years (in science or education) (UE-R4)	Has given invited (inter)national presentations	Has given invited (inter)national presentations and has given consultations on education	>>	Has frequently given invited presentations or consultations on education at national meetings or on science at international meetings
Ability to supervise staff members	(Co-)promotor of PhD candidates who successfully defended thesis and/or supervisor of other staff members (UE-R5)	Is supervising one PhD candidate and is involved in the annual appraisal and/or is responsible for the supervision of one or more staff members	Has made a substantial contribution to the supervision of (a) PhD candidate(s) in past five years <i>The number is field dependent</i>	Has made a substantial contribution to the supervision of several PhD candidates <i>The number is field dependent</i>	Has supervised several PhD candidates until completion on own funding in past five years <i>The number is field dependent</i>
Service to society	Activities outside academia (in research or education) ¹⁰ (UE-R6, see also UE-E11)	Has one or more activity/activities with parties/partners outside academia.	>>	>>	>>
Recognition	Awards, prizes, other (UE-R7)	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>

¹⁰ Activities can include: outreach in the (social) media, institute/faculty outreach activities, and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools, citizen science, open science & education (beyond the standard).

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Education	General	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and contributing to educational organization	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and is responsible for educational development beyond own courses	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and responsible for educational development at the program level	A recognized leader in teaching excellence and educational development, driving curriculum innovations and chairing (inter)national visitation committees to enhance education quality
Teaching	Teaching (UE-E1)	Provides various forms of education (workgroups, practicals, projects, lectures, theses, internships, etc.). Analysis of the student evaluations does not indicate serious teaching problems	Provides a various and substantial contribution to education that is (educational/ technological) innovative	>>	>>
	Assessment (UE-E2)	Assesses exams, assignments, and theses, and provides clear feedback based on the corresponding answer model and evaluation criteria	IN ADDITION TO UD1 LEVEL: Improves assessments using quality criteria such as validity, reliability, transparency, and usability. Develops rubrics and assessment plans aligned with the curriculum and the	IN ADDITION TO UHD2 LEVEL: Contributes to the renewal of assessment policy and quality standards at the program level	IN ADDITION TO UHD1 LEVEL: Determines or renews assessment policies and quality standards

			examination regulations		
	Coordination (UE-E3)	Coordinates own course in a structured manner	IN ADDITION TO UD1 LEVEL: Coordinates components of programs, with responsibility for planning and coherence	IN ADDITION TO UHD2 LEVEL: Organizes an educational program	IN ADDITION TO UHD1 LEVEL: Involves external partners in the development and delivery of education

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
	Learning process guidance (UE-E4)	Supervises students with standard assignments aligned with the learning objectives	Provides independent guidance focused on developing learning strategies and providing more targeted feedback tailored to the individual needs of the student	>>	>>
Development of education	Vision on development and innovation (UE-E5)	Shows insight in the reasons for (re)development of course(s) from a didactical point of view, in alignment with the mission and aims of the institute	Shows vision on the relation of the courses with the learning lines and in relation to the entire curriculum, in alignment with the mission and aims of the institute	Shows vision on the learning objectives of the entire curriculum, in alignment with the mission and aims of the institute	Demonstrates a good understanding of the Dutch higher-education framework and vision is in alignment with the mission and aims of the institute
	Development and policy (UE-E6)	Designs diverse forms of education within own course(s) based on constructive alignment and logical structure, guided by the principles of inclusive education	Designs diverse forms of education within a learning trajectory, based on constructive alignment and logical structure, guided by the principles of inclusive education	Designs (new) curricula and policies in line with the university's vision, and aligned with (external) partners, with a focus on long-term goals and institutional impact	>>

Open education
(UE-E7)

Is familiar with existing
open educational
resources and their
applicability in the
programs education

Creates and/or
publishes own
learning materials
suitable as open
educational source

>>

>>

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
	Amalgamation of research and education (UE-E8)	Applies current research themes in course design	>>	Embeds research (participation) in education, for example through research projects and living labs	Positions the program as a leader in research-based and active learning, and promotes this within (inter)national networks and accreditations
	Interdisciplinary education (UE-E9)	Contributes ideas and provides information on how disciplinary education can support interdisciplinary education	>> <i>Designing new interdisciplinary educational modules is a plus</i>	Designs complex interdisciplinary courses, learning trajectories, minors, and educational programs in collaboration with internal and external partners	>>
	Fundraising (on science or education innovation) (UE-E10, see also UE-R3)	Has been (co-)applicant on grant application(s) <i>Total indicative amount field dependent</i>	Has been (co-)applicant on several grant applications of which one or more were funded <i>Total indicative amount field dependent</i>	Has obtained independent and/or collaborative external funding <i>Total indicative amount field dependent</i>	Has obtained substantial external funding to support own activities <i>Total indicative amount field dependent</i>
Service to society	Activities outside academia (in research or education) ¹¹ (UE-E11, see also UE-R6)	Has one or more activities with parties/partners outside academia	>>	>>	>>

¹¹ Activities can include: outreach in the (social) media, institute/faculty outreach activities, and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools, citizen science, open science & education (beyond the standard).

Recognition	Teaching prizes, memberships (UE-E12)	<i>Plus</i>	<i>Plus</i>	<i>Plus</i>	Has received awards for quality in education
-------------	---	-------------	-------------	-------------	---

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Management					
Contribution to the organization	Involvement in own group (UE-M1)	Has organisational roles in own group/division	>>	-	-
	Management (UE-M2)	Has good knowledge of own educational program	Contributes to management or development of educational program	Leads educational programs	Contributes to strategic management of education within the faculty or university
	Committees (UE-M3)	Contributes to educational and non-educational committees as a member	Chairs educational committee(s) at the institute and/or Faculty level and contributes to non-educational committee(s) in the institute	Contributes to educational committees at the national level, and exam committee and contributes to non-educational committees in the institute	Chairs educational committees at (inter) national level, and exam committee. Participates in accreditation committees and contributes to non-educational committees in the institute and/or faculty

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Personal development and leadership	General	Has proven to be able to create a safe working environment. Is developing leadership skills and competences	Is further developing into a flexible leader and can articulate vision and implement it	>>	Is an effective leader who can employ various leadership styles and has vision that extends beyond own team
Leadership	Leading co-workers and working well with colleagues (UE-P1)	<ul style="list-style-type: none"> · Contributes to safe, inclusive and open atmosphere in team · Is accessible, available and attentive · Motivates and guides PhD, master and bachelor students · Ensures others feel recognised in their contributions 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is evolving into a flexible leader who has made demonstrable efforts to improve skills and competences, in line with personal development plan · Is aware of leadership style and knows its limitations 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is a flexible leader · Has insight in one's preferred leadership style and can effectively employ it to motivate others · Operates successfully when different interests and perspectives are at play and can deal with resistance 	IN ADDITION TO UD1 LEVEL: <ul style="list-style-type: none"> · Is a visionary leader who guides, inspires, and facilitates · Can employ different leadership styles to persuade and motivate others · Operates successfully when different interests and perspectives are at play and can deal with resistance
	Strategic vision (UE-P2)	Has articulated vision on education	Has articulated vision on education in the institute and contributes to developments of the institute	Can translate this vision into concrete objectives, and is able to realize these objectives by guiding and steering others	Has vision on the strategic lines in the institute and the faculty, in particular relating to education
	Coaching / Mentorship (UE-P3)	-	Coaches / mentors several junior staff members and promotes their development, particularly with respect to education		

Continuation of table 3: Promotion criteria specified per staff category in the U-line education-focused path

Criterion	Indicator (number)	Level			
		UD1	UHD2	UHD1	HGL2
Skills and competences	Reflective capacity (UE-P4)	<ul style="list-style-type: none"> · Demonstrates integrity: honest, reliable, takes responsibility and accountability for actions · Self- and situational awareness: reflects on actions and roles and how these affect others and the organization · Open to and invites feedback from others · Reflects on own teaching practice based on feedback from students (evaluations), peers and supervisors · Initiation of small improvements based on proactively obtained student feedback 			
	Organisational sensitivity (UE-P5)	Is developing insight into how the institute and the faculty are organized	Has insight into how the institute and the faculty are organized and uses this knowledge for own benefit and that of the organization	Has insight into how the institute, faculty and university are organized and uses this knowledge for own benefit and that of the organization	
	Collaboration (UE-P6)	Can collaborate with others in a productive and harmonious way. Shares knowledge about own innovation/teaching method at the program level		Shares knowledge about own innovation/teaching method beyond the program level	Shares knowledge at the faculty level, as well as through educational conferences
	Communication (UE-P7)	Is able to transfer ideas and information in a clear and intelligible way, both in writing and verbally. Communicates and provides feedback in a respectful, constructive and effective way			
	Leadership (UE-P8)	Has completed the courses on the FWN Leadership ladder for this level, or similar	Has completed the courses on the FWN Leadership ladder for this level, or similar	-	Has completed the courses on the FWN Leadership ladder for this level, or similar
	Language (UE-P9)	Has a good command of English and (a non-native speaker) has command of Dutch (B1 level)	Has a good command of English and (a non-native speaker) has passive command of B2-level and active	>>	Has a good command of English and (a non-native speaker) has command of C1-level Dutch

Teaching qualification (UE-P10)	Has a UTQ (BKO) secured	command of B1-level) Dutch	Has a STQ (SKO) secured
		-	-

Table 4: Promotion criteria for the levels specified at the top, in the D-line

For all promotions, the principle counts that the entire portfolio of activities and achievements must be balanced. The criteria do not serve as hard criteria or minima, but serve as standards to provide direction. The Institute Board has room to propose a deviation from the standards, either because the norms in a particular research field differ, or because the individual CV justifies such deviation.

Criterion	Indicator (number)	Level		
		D3	D2	D1
Research	General	Has understanding of research and uses it in teaching		
Link to research	Exposed to research (D-R1)	Is integrated in a research group or division and has exposure to research and incorporates research developments in teaching program		
Education	General	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and contributing to educational organization	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and involved in educational development beyond own courses	Is an inspiring, effective teacher who delivers research-driven education, implementing didactic improvements and responsible for educational development at the program level
Teaching	Teaching (D-E1)	Provides various forms of education (workgroups, practicals, projects, lectures, theses, internships, etc.). Analysis of the student evaluations does not indicate serious teaching problems	Provides a various and substantial contribution to education that is (educational/technological) innovative	>>
	Assessment (D-E2)	Assesses exams, assignments, and theses, and provides clear feedback based on the corresponding answer model and evaluation criteria	IN ADDITION TO D3 LEVEL: Improves assessments using quality criteria such as validity, reliability, transparency, and usability. Develops rubrics and assessment plans aligned with the curriculum and the examination regulations	IN ADDITION TO D2 LEVEL: Contributes to the renewal of assessment policy and quality standards at the program level
	Coordination (D-E3)	Coordinates own course(s) in a structured manner	IN ADDITION TO D3 LEVEL:	IN ADDITION TO D2 LEVEL: Organizes an educational program

Learning process guidance (D-E4)	Supervises students with standard assignments aligned with the learning objectives	Coordinates components of programs, with responsibility for planning and coherence Provides independent guidance focused on developing learning strategies and providing more targeted feedback tailored to the individual needs of the student	>>
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Continuation of table 4: Promotion criteria specified per staff category in the D-line

Criterion	Indicator (number)	Level		
		D3	D2	D1
Development of education	Innovation (D-E5)	Has innovated within own education, contributing to the mission and aims institute	Conducts educational innovation projects within the program, contributing to the mission and aims institute	Conducts educational innovation projects at the faculty level
	Development and policy (D-E6)	Designs diverse forms of education within a learning trajectory, based on constructive alignment and logical structure, guided by the principles of inclusive education	Designs (new) curricula and policies in line with the university's vision, and aligned with (external) partners, with a focus on long-term goals and institutional impact	>>
	Open education (D-E7)	<i>Plus</i>	Is familiar with existing open educational resources and their applicability in the programs education	Creates and/or publishes own learning materials suitable as open educational source
	Amalgamation of research and education (D-E8)	Applies current research themes in course design	>>	>>
	Interdisciplinary education (D-E9)	<i>Plus</i>	<i>Plus</i>	Designs complex interdisciplinary courses, learning trajectories, minors, and educational programs in collaboration with internal and external partners
	Fundraising on education innovation (D-E10)	-	Has been (co-)applicant on grant application(s)	Has been (co-)applicant on several grant applications of which one or more were funded

Service to society	Education activities outside academia ¹² (D-E11)	Plus	Plus	Plus
Recognition	Teaching prizes, memberships (D-E12)	Plus	Plus	Plus

Continuation of table 4: Promotion criteria specified per staff category in the D-line

Criterion	Indicator (number)	Level		
		D3	D2	D1
Management	General			
Contribution to the organization	Management (D-M1)	Has good knowledge of own educational program	Contributes to management or development of educational program	Leads educational programs
	Committees (D-M2)	Contributes to educational committee(s) as a member	Chairs educational committee(s)	Contributes to educational committees at the faculty level, and exam committee
Personal development and leadership	General	Has proven to be able to create a safe working environment. Is developing leadership skills and competences	Is further developing into a flexible leader	Is further developing into a flexible leader and can articulate vision and implement it
Leadership	Leading co-workers and working well with colleagues (D-P1)	<ul style="list-style-type: none"> · Contributes to safe, inclusive and open atmosphere in team · Is accessible, available and attentive · Motivates and guides students · Ensures others feel recognised in their contributions 	IN ADDITION TO D3 LEVEL: Is evolving into a flexible leader who has made demonstrable efforts to improve their skills and competences, in line with personal development plan	IN ADDITION TO D2 LEVEL: Can articulate a vision and implement it
	Strategic vision (D-P2)	Has articulated vision on education	Has articulated vision on education in the institute and contributes to developments of the institute	Can translate this vision into concrete objectives, and is able to realize these objectives by guiding and steering others
	Coaching / Mentorship (D-P3)	-	Coaches / mentors several junior staff members and promotes their development, particularly with respect to education	

¹² Activities can include: outreach in the (social) media, institute/faculty outreach activities, and non-academic presentations, work for/with companies, starting spin-outs, work for/with non-profit/government organizations or schools, citizen science, open science & education (beyond the standard).

Skills and competences	Reflective capacity (D-P4)	<ul style="list-style-type: none"> · Demonstrates integrity: honest, reliable, takes responsibility and accountability for actions · Self- and situational awareness: reflects on actions and roles and how these affect others and the organization · Open to and invites feedback from others · Reflects on own teaching practice based on feedback from students (evaluations), peers and supervisors · Initiation of small improvements based on proactively obtained student feedback 		
	Organisational sensitivity (D-P5)	-	Is developing insight into how the institute and the faculty are organized	Has insight into how the institute and the faculty are organized and uses this knowledge for own benefit and that of the organization

Continuation of table 4: Promotion criteria specified per staff category in the D-line

Criterion	Indicator (number)	Level		
		D3	D2	D1
	Collaboration (D-P6)	Can collaborate with others in a productive and harmonious way. Shares knowledge about own innovation/teaching method at the program level	Shares knowledge about own innovation/teaching method beyond the program level	Shares knowledge at the faculty level
	Communication (D-P7)	Is able to transfer ideas and information in a clear and intelligible way, both in writing and verbally. Communicates and provides feedback in a respectful, constructive and effective way		
Courses followed	Leadership (D-P8)	-	Has completed the courses on the FWN Leadership ladder for this level, or similar	Has completed the courses on the FWN Leadership ladder for this level, or similar
	Language (D-P9)	Has a good command of English and (C1-level) in Dutch		
	Teaching qualification (D-P10)	Has a UTQ (BKO) secured	-	Has a STQ (SKO) secured

Table 5: Evidence for the promotion criteria (all career paths and career levels combined)

This table lists the evidence for all criteria in all paths and must not be interpreted as the applicable list of criteria for each individual staff member. D = D-line, UR = U-line research-focused path, UE = U-line education-focused path, R = Research, E = Education, M = Management, P = Personal development and leadership.

Note: The candidate is encouraged to combine narrative descriptions of related topics where deemed appropriate. The indicative length for narrative descriptions for each of the domains Research and Education is 750 words for promotion to UD1 and 1000 words for promotion to UHD/HGL.

Criterion	Indicator	Applicable indicator numbers	Evidence
Type of achievement	Factor to be used for evaluation	Numbers as specified in tables 2, 3 and 4	Evidence to be submitted by candidate and used as evaluation tool
Research			
Link to research	Exposed to research	D-R1	Narrative description of how the staff member is exposed to research in the research group/division and how this is incorporated in the teaching program
Research quality	Research line (UR) / Research (UE)	UR-R1, UE-R1	Narrative description containing a very succinct description of the research line/contribution and the way it aligns with the mission and aims of the institute, milestones in the career and a plan for the next five years
	Independence of PhD/postdoc supervisor	UR-R2	Narrative description, supported with output without supervisor
	Inter/Trans-disciplinarity	UR-R3	Narrative description of inter/transdisciplinary nature of the research
	Role in peer-reviewed papers / conference proceedings / patents	UR-R4, UE-R2	List of publications, including description of the contribution of the staff member for a selection of the work (with emphasis of work from own research group for UR)
	Contribution to successful grant applications (UR)/ Fundraising (UE)	UR-R5, UE-R3 (see also UE-E10)	List of personal career grants, consortium grants in which the candidate is the main applicant from Leiden and other grants obtained in competition or from external sources. Award letters should be added
	Invitations for (inter)national talks in the last 5 years	UR-R6, UE-R4	List of invitations
Ability to supervise research group / staff members	(Co-)promotor of PhD candidates who successfully defended thesis (and/ or supervisor of other staff members)	UR-R7, UE-R5	List of the PhD candidates who obtained a degree under guidance of the staff member; list of other staff members supervised
Service to society	Activities outside academia	UR-R8, UE-R6	Narrative description of activities, including the type of work, an indication of time investment, output and the impact
Recognition	Awards, prizes, other	UR-R9, UE-R7	List of awards and prizes and any other relevant marks of recognition

Continuation of table 5: Evidence for the promotion criteria (all career paths and career levels combined)

Criterion	Indicator	Applicable indicator numbers	Evidence
Type of achievement	Factor to be used for evaluation	Numbers as specified in tables 2, 3 and 4	Evidence to be submitted by staff member and used as evaluation tool
Education			
Teaching	Teaching	UR-E1, UE-E1, D-E1	<ul style="list-style-type: none"> · Narrative description of development of teaching skills, including how student and peer-to-peer feedback was implemented · List of courses given, incl. years, roles of the staff member, number of students, nature of the course and tests · Copies of student evaluations (last three years)
	Assessment	UR-E2, UE-E2, D-E2	Narrative description of assessment skills and (UE and D only) contribution to development and assessment policy
	Coordination	UR-E3, UE-E3, D-E3	Narrative description of how own course / education programme is coordinated
	Learning process guidance	UR-E4, UE-E4, D-E4	Narrative description of how students are guided in their learning process
Development of education	Vision on development and innovation (UE) / Innovation (D)	UE-E5, D-E5	<ul style="list-style-type: none"> · Narrative description of vision on innovation in education and how that aligns with the mission and aims of the institute (UE only) · Description of courses/curriculum elements (re-)developed, incl. years, number of students, nature of the course/curriculum, assessments and how they align with the mission and aims of the institute
	Development and policy	UE-E6, D-E6	Narrative description of contribution to the design of education
	Open education	UE-E7, D-E7	Narrative description showing insight (and creation) of open source educational material
	Amalgamation of research and education	UR-E5, UE-E8, D-E8	Narrative description of how developments in research are integrated in education
	Interdisciplinary education	UE-E9, D9	Narrative description of contribution to interdisciplinary education
	Contribution to successful grant applications (UR)/ Fundraising (UE)	UE-E10 (see also UE- R3)	List of personal career grants, consortium grants in which the candidate is the main applicant from Leiden and other grants obtained in competition or from external sources. Specify award dates and provide the award letters.
	Fundraising on education innovation	D-E10	List of grant applications for educational innovation in which candidate was involved. Indicate role and success
Service to society	Activities outside academia	UR-E6, UE-E11, D-E11	Narrative description of activities, including an indication of the work done, the time investment, output and the impact

Continuation of table 5: Evidence for the promotion criteria (all career paths and career levels combined)

Criterion	Indicator	Applicable indicator numbers	Evidence
Type of achievement	Factor to be used for evaluation	Numbers as specified in tables 2, 3 and 4	Evidence to be submitted by staff member and used as evaluation tool
Recognition	Teaching prizes, memberships	UR-E7, UE-E12, D-E12	List of prizes, memberships by invitation (e.g. Academies) and other recognitions
Management			
Contribution to the organization	Involvement in own group	UR-M1, UE-M1	List of responsibilities in own research group/division, e.g. organisational, financial, educational
	Involvement in internal (educational and non-educational) committees and management (UR) / Committees (D)	UR-M2, D-M2	List of memberships and chairs of educational and (UR-M2 only) non-educational institute/faculty/university committees
	Management	UE-M2, D-M1	Narrative description of knowledge of and contribution to educational program and strategic management
	Committees	UE-M3	List of memberships and chairs of educational and non-educational internal and external committees (incl. organizational committees)
Impact in the academic field	Involvement in organisational work in the academic world	UR-M3	Lists of activities, such as coordinated research networks, organized conferences (as a main contributor), committee memberships and chairmanships, memberships based on selection (e.g. academies)
Personal development and leadership			
Leadership	Leading co-workers and working well with colleagues	UR-P1, UE-P1, D-P1	<ul style="list-style-type: none"> · Narrative description of leadership style and description of how a safe, open and inclusive environment is created · Output of feedback tool: experience of group members, colleagues and line manager
	Strategic vision	UR-P2, UE-P2, D-P2	Narrative description of strategic vision (on research or education)
	Coaching / Mentorship	UR-P3, UE-P3, D-P3	Narrative description of whom was coached and what the coaching entailed

Continuation of table 5: Evidence for the promotion criteria (all career paths and career levels combined)

Criterion	Indicator	Applicable indicator numbers	Evidence
Type of achievement	Factor to be used for evaluation	Numbers as specified in tables 2, 3 and 4	Evidence to be submitted by staff member and used as evaluation tool
Skills and competences	Reflective capacity	UR-P4, UE-P4, D-P4	Narrative description of development of competences, including reflection on teaching practice and examples of how this was acted upon
	Organisational sensitivity	UR-P5, UE-P5, D-P5	
	Collaboration	UR-P6, UE-P6, D-P6	
	Communication	UR-P7, UE-P7, D-P7	
Courses followed	Leadership	UR-P8, UE-P8, D-P8	List of courses on personal development and leadership completed / ongoing
	Language	UR-P9, UE-P9, D-P9	List of courses on English/Dutch language completed / ongoing