



TISEM Academic Careers;
Guiding principles & procedures for
tenure and promotion

Versie 2.3 23 November 2015

Revised December 2018

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1. Introduction

TISEM has identified three key ambitions for the strategy period 2018-2021, EXCEL-INNOVATE-CONNECT. Excel by maintaining scientific excellence and being among Europe's top-ranked Schools of Business & Economics, Innovate by becoming a catalyst of innovation to boost student inflow and ensure societal relevance and impact and Connect, Engaging with and generating an impact on science, business and society through high quality fundamental research.

Without the day-to-day efforts of our academic staff, without their talent, expertise, creativity, team spirit, entrepreneurship and devotion, the School would not be in the position that it is in today, nor will we be able to realize our ambitions for tomorrow.

The School's ambitions should therefore be reflected in our policy on academic careers. Trusting our academic staff to excel requires transparency in what we consider to be "academic excellence". Asking our staff to devote their time, effort and expertise to developing and transferring knowledge means that we must offer clarity in how we reward and evaluate these efforts throughout the various stages of an employee's academic career and within the limits of a healthy, sustainable financial position of a given department and of the School as a whole.

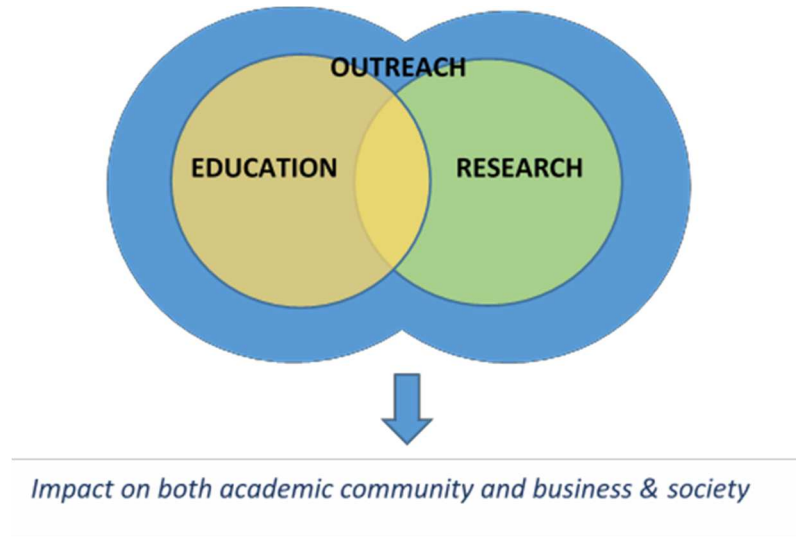
This academic career document aims to clarify expectations in relation to performance and conduct, to protect employees from arbitrary and discriminatory actions and to ensure compliance with relevant legislation. However, it is not a detailed instruction, and neither does it cover all situations. It also aims to provide departmental managers with the flexibility to make decisions based on individual and departmental circumstances. It is this balance that makes academic careers come alive and work for everyone.

2. Guiding principles in evaluating performance; an integrated approach involving research, teaching and outreach

If you work for TISEM our guiding principles offer you an insight into what we value and look for in our staff, but also the career paths that we offer. This section elaborates on both. The guiding principles provide the main framework for the departments, leaving room to adjust for specific departmental needs and circumstances.

We believe that an integrated approach to our research, education and outreach activities can help us give our students the best preparation for their professional lives, create an excellent environment for top research, and make a valuable contribution to society. This in turn will enable us to enrich our research projects and education programs, to boost student inflow and expand second and third money-stream revenues.

This view can be summarized as follows:



This idea is reflected in the leading principles that we use to assess the contribution of individual faculty members to TiSEM and the career decisions that we take. Those principles are as follows.

2.1. *Our core activities: research, teaching and outreach.*

TiSEM's strong research reputation is considered an asset; it defines the School and guides us in what we ask of our academic staff. Overall academic excellence is achieved by combining strong research with top-notch education and outreach activities. We offer career opportunities that involve both excellence in research (and good teaching) as well as excellence in teaching (and good research); while also incorporating outreach activities. We do not allow for excellence in one core area to compensate for average or below average performance in another core area, nor do we allow for a singular focus on one of the core areas, and we will not allow for an absence of outreach activities. As an exception to the former departments are allowed to file for requests for a limited number of substantially sized (minimum 0.6 fte) tenured senior lecturer positions (Lecturer 2 and 1 as described in the University Job Classification (UFO) system) per department under pre-defined criteria as outlined in 3.2.3.

We trust our faculty members to contribute to and strive for quality, to contribute to all aspects of teaching, whether in the initial phase (Bachelor, Master's and Research Master's) or executive teaching, and to contribute to all aspects of research (applied and fundamental) and outreach.

Outreach, which is incorporated into all our teaching and research programs, implies that we expect faculty members to actively participate with government partners and/or business partners, in activities where knowledge can be applied in practice (e.g. developments and improvements in the private sector, societal issues, knowledge portals, and advisory boards). Faculty members may also be expected to be actively involved in academic associations (e.g. editorships, (vice) president position, treasurer). Outreach activities may also include submitting grant proposals aimed at multidisciplinary research, sharing contacts with organizations from the public and private sectors in order to enrich courses, and offering opportunities for internships and placements.

Staff members may also be asked to actively share academic findings with society through professional publications or newspapers, by participating in public debates or other public appearances in the media or at conferences. They may also participate in joint activities with CentER and TIAS that focus on applied research and executive teaching.

2.2 *Citizenship: contributing to the team*

In pursuing their career ambitions, faculty members should bear in mind that they are part of a (departmental) team. After all, excellence is not only achieved through individual performance, but also through team effort. This involves a willingness to cooperate with other team members and to share and value their contributions. Citizenship is therefore evaluated as part of the decision on promotion. Other departmental members¹ have a say in the decision made by the HoD on a request for promotion and/or the award of tenure to a department member through a system of departmental review.

The idea of team effort also implies that the emphasis on performance in research, teaching and outreach can vary between employees. It may differ according to both individual strengths and departmental needs. It is the *balanced combination of talents* that allows a team or department to excel in all areas: applied and fundamental research, initial and executive teaching, and outreach.

The importance of team effort, which contributes to the overall success of the department and of TiSEM, is also reflected in the fact that we expect faculty members to take responsibility for administrative tasks. These tasks include academic directorship, and membership of the examination committee or faculty assessment committee (AC) or university advisory committees. Generally, the ability to manage a large project or team that is significant within the school's wider strategy and primary process is deemed important in order to receive a promotion to full professor.

2.3 *Shifts of emphasis during a career*

A typical academic career at TiSEM consists of three major phases. The first phase follows the award of tenure and promotion to the position of associate professor. Both of these events preferably occur simultaneously (see section 2.5). The second phase follows promotion to the position of full professor 2 and, finally, the third phase follows promotion to full professor 1.

In evaluating the various career steps that we offer, the emphasis in evaluation shifts from proven production, to proven use of production, to proven acknowledgement of production both with regard to scientific quality as to societal relevance(see figure below). A file put forward for promotion should demonstrate continuous personal growth and

¹The process of departmental review is described in section 4 on the assessment procedure.

development. For promotion to the positions of full professor 2 and 1, in particular, we expect consistent activity in terms of lectures, editorships, external grants and outreach, and good citizenship.

Figure 1 Changes in emphasis over time			
<i>Request for:</i>	<i>Award of tenure and promotion to associate professor</i>	<i>Promotion to full professor 2</i>	<i>Promotion to full professor 1</i>
<i>Emphasis on:</i>	<i>Proven productions (recognized by peers)</i>	<i>Use of production (by peers, interested parties)</i>	<i>Acknowledgement of production by peers and external partners. Recognized as leading in the field.</i>
<i>Portfolio</i>		Executive teaching*	Executive teaching
		PhD supervision	PhD supervision
	Administrative tasks*	Administrative tasks	Administrative tasks
	Teaching	Teaching	Teaching
	Research	Research	Research
	Outreach	Outreach	Outreach
	Citizenship	Citizenship	Citizenship
* Preferable but not essential			

2.4 Rewarding proven quality

TiSEM strives to reward its academic staff for proven quality and therefore does not adhere to a prescribed number of available positions per department (*formatiebeginnel*). Once quality criteria have been met, a faculty member engaged in a tenure track will be awarded tenure and promotion to associate professor³. For faculty members not on a tenure track, promotion (for instance to associate or full professor) will be considered as long as sufficient funding is available.

³ In the case of award of tenure (and promotion to associate professor), the financial check is carried out beforehand. Without a healthy financial perspective, the department may not begin to search for prospective candidates on to the job market

2.5. *Assistant professors hired primarily through the tenure track system*

Assistant professors are generally hired through the tenure track system. Under this system, assistant professors are hired for a six-year period, during which time they can develop excellence either in research or teaching and outreach activities (incorporated into both teaching and research), with both of these paths leading to the award of tenure and promotion to associate professor. Generally, the award of tenure coincides with promotion to associate professor, but in exceptional cases it is possible make a case for a deviation from this rule.

The HoD is responsible for informing the tenure-track assistant professor clearly and at an early stage in his or her track (within first year) of what is expected from him or her. The HoD and the tenure-track assistant professor evaluate the development of the tenure track on a regular basis, i.e. during annual performance interviews.

A tenure track decision is normally made in the fifth year of the tenure track (but it is also possible earlier or later, although no later than 6 months before the employment contract comes to an end) (see section 4 for the procedure).

As a rule, to qualify for the award of tenure and promotion to associate professor, a PhD degree is required (within a year of commencing employment) and the UTQ (BKO) should be obtained (UTQ within three years of commencing employment)⁴; and finally, the work of the candidate must meet the rules for academic conduct as formulated by the university.

2.6. *Acknowledgement of special circumstances*

In the event of special circumstances, such as working part-time, pregnancy, or long-term illness, the Dean (in consultation with the HoD and AC) may, at his or her discretion, award tenure without promotion. Nevertheless, decisions on awarding tenure should always be made before the end of the tenure track employment contract.

3. Guidelines for assessment: performance indicators

It is impossible to lay down exact criteria on how we will assess academic work, since this would fail to do justice to the complexity of the work involved. However, there are certain areas that TiSEM considers important; these performance indicators are described in this section. The performance indicators serve as a starting point to be further specified in departmental guidelines.. Within the limits of the performance indicators and the

⁴ In some cases, the employee may have a teaching qualification other than a UTQ. The UTQ coordinator of TiSEM's educational office will assess whether the qualification is equivalent to a UTQ (and grant an exemption accordingly) or not. If the UTQ coordinator grants an exemption this will be considered by the AC as 'UTQobtained'.

School's ambition, departments are free to amend these indicators or define further performance indicators for their department (subject to approval by the Management Team). Departments are requested to share their departmental criteria with the AC. Should a department fail to define its specific performance indicators, the performance indicators as outline below will hold.

3.1 Performance indicators

3.2.1 Award of tenure and promotion to associate professor

The position of associate professor combines proven production and proven use of scientific production in teaching and research for the benefit of the department's research and teaching activities. Although outreach is an important aspect (for instance, by obtaining research grants), the emphasis is still on fundamental research and teaching.

In the decision on promotion, we not only look for good performance but also for excellence in at least one of our core areas: teaching and research, while good performance on outreach is also important.

The table below provides examples of the performance indicators that will be taken into account.

Examples of performance indicators for the award of tenure and promotion to associate professor	
Teaching	<p>Excellence in teaching can be evidenced by a recommendation by the Vice Dean of Education (who can collect information through the academic directors) and/or through peer recommendation.</p> <p>Teaching awards, innovation in education awards.</p> <p>Consistently high teaching evaluations in comparison with peers, colleagues teaching comparable courses.</p>
<p>Research</p> <p><i>A list of 'top core', 'top' and 'very good' journals for each research group can be found on the CentER webpages</i></p>	<p>A publication record that is sufficient to secure a tenure in the candidate's field of research at one of Europe's top-ranked Schools of Business & Economics.</p>
	<p>Clear evidence - in the recommendation letter of the HoD, departmental review and/ or from external referees contacted by the AC - that the candidate is among those with the greatest potential in the subject area in question. Clear prospect of future achievement which is reflected by a number of papers in the pipeline that have the potential to be published in leading (core) journals.</p>
	<p>Proven independence as a researcher, for example by publishing single-authored work or co-authored articles with co-authors of the same level of seniority.</p>

Outreach	Examples of active participation with leading business partners, governmental bodies or active involvement in professional associations (over and above membership alone).
	Acquisition, management and completion of applied research projects (funded by third parties) which have contributed to a positive overall result for the department, both in financial terms and increased visibility, etc.
	Grant application submitted. Grants that qualify include NWO innovation grants, VENI, ERC or equivalent.
	Active sharing of academic findings with society through professional publications, publication in management journals i.e. <i>Harvard Business Review</i> , newspaper publications, participation in public debate or other public appearances in media or at conferences.
Referee evaluation	Positive advice from at least three of the five referees approached
	Signs of recognition by leading researchers in the field, as evidenced by e.g. best paper awards and the status of grant proposals, board membership.

3.2.2. Promotion to full professor 1 and 2

The decision on promotion⁵ to full professor should include an assessment of whether the appointment of the candidate is likely to improve the quality of the department, the School and the university.

Full professors should be leaders in their field, with a wide academic network as well as a network of business partners, governmental actors and others that enables a broad understanding of societal challenges. Full professors should have an affinity for securing grants for the benefit of the department.

In accordance with the university's Professorship Policy (*Hooglerarenbeleid*), a request for promotion from associate to full professor 2, and from full professor 2 to full professor 1, will be assessed by the AC and their advice will be included in the request for promotion sent to the Board of Governors (CvB).

The decision on promotion depends not only on good performance but also on excellence in one of our core areas; teaching, research and outreach. Examples of the performance indicators required are shown in the table below.

⁵ It should be noted that promotion to full professor is not a decision made by the School, but by the Executive Board

of the university at the request of the Dean. Full professors are appointed in accordance with the university's Professorship Policy (*hooglerarenbeleid*).

Examples of performance indicators for promotion to full professor 2 and 1		
	Full professor 2	Full professor 1
Teaching	<p>Has contributed to innovation in the educational program.</p> <p>Excellent teaching as evidenced by a recommendation from the Vice Dean of Education (who can collect information from the academic directors) and/or peer recommendation (not a director of his or her own department).</p>	<p>The overarching criterion here is that the candidate plays a leading role in the department. He or she has been a national and international authority over the last 10 years in the research field, which gives the institute its position (as confirmed by external references requested by the AC).</p> <p>Has contributed to innovation in the educational or degree program.</p> <p>Excellent teaching as evidenced by a recommendation from the Vice Dean of Education (who can collect information from the academic directors) and/or peer recommendation (not a director of his or her own department).</p>
	<p>Has received top teaching awards (at TiU or at another university) and/or is among the best-ranked teachers in the School (top 10%) based on teaching evaluations.</p>	<p>Has received top teaching awards (at TiU or another university) and/or is among the best-ranked teachers in the School (top 10%) based on teaching evaluations.</p>
Research	<p>An excellent publication record since promotion to associate professor. A publication record that is sufficient for promotion to full professor in the research field of the candidate at one of Europe's top-ranked Schools of Business & Economics..</p>	<p>An excellent publication record since promotion to full professor 2 and a solid number of papers in the pipeline under review.</p>
	<p><i>A list of top core, top and very good journals per research group can</i></p>	

<p><i>be found on the CentER webpages</i></p>	<p>A solid number of papers in the pipeline under review.</p>	
	<p>A sign of excellence is membership of the editorial board of a representative set of the leading academic journals in the discipline</p>	<p>A sign of excellence is membership of the editorial board of a representative set of the leading academic journals in the discipline</p>
		<p>International leader in the research field as indicated by positive external referee judgments, publication records and positions held on the editorial board of international journals, regularly invited as a keynote speaker.</p> <p>Has initiated national and international opportunities for cooperation with other schools, universities and other parties in society (e.g. acquiring and managing Horizon projects)</p>
<p>Outreach</p>	<p>Has acquired and developed contract teaching and/or research as evidenced by contracts with potential national and international partners and financiers for substantive (financial) participation.</p>	<p>Has acquired and developed contract teaching and/or research as evidenced by contracts with potential national and international partners and financiers for <i>substantive and financial participation</i> leading to a positive situation for the department/School.</p> <p>Has encouraged and supported junior colleagues to apply for external funding, developed and maintained contact with eminent researchers and financial backers of research and education.</p>
	<p>At least one substantial grant proposal awarded since promotion to associate professor</p>	<p>Several grant applications submitted.</p>
<p>PhD supervision</p>	<p>Has acted as (co) supervisor for PhD candidates and has shown good PhD supervisions skills</p>	<p>Good PhD supervision skills (assessed by DGS).</p> <p>Successful in recruiting and supervising PhD candidates, requiring top placements in academia or business and successful in encouraging PhD</p>

		candidates to submit grant proposals as evidenced by the fact that grants were actually awarded.
Executive teaching		Proven ability to successfully teach business groups
Referee evaluation	Positive advice from at least three of the five referees asked	Positive advice from at least three of the five referees asked

(A list of top core, top and very good journals for each research group has been drawn up and can be found on the CentER website)

- 3.2.3 Departments are allowed to file for requests for a limited number of substantially sized (minimum 0.6 fte) tenured senior lecturer positions per department under pre-defined criteria. The basic criteria for appointments to the rank of Lecturer 2 and 1 are described in the University Job Classification (UFO) system. Furthermore candidates for these positions should:
- Hold a PhD degree
 - Have obtained BKO and SKO qualifications
 - Have demonstrated ability to innovate education
 - Conduct some research in field of expertise or on education (as a rule 20% of their appointment)

Tenured senior lecturers are in principle hired via an open procedure with an independent, broadly composed committee advising the Dean. The final decision on hiring is taken by the Dean.

4. Assessment procedure

The following procedure applies to requests for tenure and promotion to associate professor or to full professor 2 or 1. Other requests for promotion are submitted by the HoD and decided upon by the Dean.

Step 1 Preliminary request

Faculty members are free to ask their HoD for promotion or award of tenure at any stage in their career. In the case of tenure, the tenure decision is normally made in the fifth year of the tenure track (this may occur earlier or later than this, although no later than 6 months before the employment contract ends). It should be noted that a request for tenure or promotion can only be submitted by the HoD, and never directly by a faculty member.

If the HoD takes the view that the request is feasible in terms of both content and financing, the preliminary request will be put before the MT list (via HR office). The Dean will decide whether to forward the request to the AC or not. If the request concerns promotion to full professor 1 or 2, a negative impact on the department's financial position may constitute a reason for the Dean to decide not to proceed. The HoD will be informed of the decision. In the case of an award of tenure, the financial check is usually a formality.

If the MT's decision is positive, the faculty member will be asked by the HoD to prepare his or her portfolio in accordance with the required format (see appendix A).

Step 2 Departmental review

The portfolio of the faculty member will be subject to a departmental review.

A department is free to decide how it elicits input from senior members of the department in relation to each case, on the condition that consistency and transparency are assured and that the department members involved maintain strict confidentiality. It is the HoD who takes the final decision and who will inform the employee of the outcome of the review. The exact procedure for the departmental review is specified by the department, together with the departmental guidelines.

The question on which the departmental review provides clarity is whether, according to the guiding principles of this academic careers policy, the colleague would be a large enough asset to the departmental team. If the evaluation is positive, the evaluation report serves as an important input for the AC that advises the Dean on promotion and tenure. The department will only file a request for promotion if it is confident this should be awarded.

Step 3 Submission of request for promotion or award of tenure to AC

If the departmental review is positive, the file will be forwarded to the Dean (via the Dean's office). The Dean's office will verify whether the portfolio is complete and forward it to the AC. If the request has not been on the MT list before (see step 1), it will first be added to the MT list for legal and financial checks.

A complete file consists of:

1	Letter of recommendation (by the HoD)	This letter should spell out: - the request for promotion (is it an award of tenure, with or without promotion, promotion to associate professor or full professor?) - the outcome of the departmental review (this can also be added as a separate document)
2	3 reference letters	The referees should be scholars from top universities who are leaders in their field, but preferably not supervisors or co-authors.
3	Portfolio (by employee)	See appendix A

Step 4 Recommendation of the AC to the Dean

The AC will provide its recommendation to the Dean in writing; this recommendation remains confidential.

The AC may invite the HoD or the faculty member for additional clarification, over and above his or her letter of recommendation or portfolio.

The AC should issue its recommendation within six weeks. If this is not feasible, the HoD and Dean should be informed, and an indication should be given regarding the expected date of the decision.

Step 5 Decision of the Dean

The Dean will take the final decision and then inform the HoD of this decision; the HoD will then inform the faculty member. A copy of the final decision will be archived in the faculty member's personnel file. The Dean will provide the chair of the AC with feedback on whether the advice has been followed (or not) and why. If a faculty member would like more clarification or an explanation of the decision taken, he or she can ask for an interview with the Dean.

Step 6 Decision of Executive Board (only in the case of promotion to full professor)

Appointments to the position of full professor 2 or promotion from 2 to 1 require approval by both the Executive Board and the Board of Governors of the university, as described in the Professorship Policy (*hooglerarenbeleid*). The School must follow the procedure for promotions to full professor, which means that the AC's advice should be included in the request for promotion.

University policy also states that the HR should be present as secretary in the case of promotion to full professor and to ensure that the correct procedure is followed.

5. The Assessment Committee for decisions on tenure and promotion

The AC is an advisory committee to the School's MT on academic career decisions. The role of the AC is to evaluate whether the departmental advice is in line with the departmental guidelines and to check that the departmental review has been done according to the procedure specified by the department. In addition, the AC can, on a regular basis, brief the MT on trends in the tenure and promotion process, and indicate potential problems also to safeguard that there's a reasonable balance in HR Policy across departments. Ensuring objectivity, continuity and broad support for career decisions within the school in general.

The AC consist of a chairman and four members of whom one is external to the School. At least one of the AC members should be female. The AC will be administratively supported by HR.

The chairman and AC members are appointed by the Dean for a maximum of six years. Every three years, two or three members of the committee are replaced.

The AC provides a limited review of the files for promotion submitted by the HoD. The questions considered will include: is the portfolio complete? Has the correct procedure been followed? Has the recommendation of the departmental review been properly considered (in light of the departments own set of criteria, TiSEM's ambitions and leading principles (see section 1))? Having considered all these matters, the AC advises the Dean on:

1. Award of tenure (preferably coinciding with promotion)
2. Promotion from assistant to associate professor
3. Promotion from associate to full professor 2
4. Promotion from full professor 2 to full professor 1

The AC does not review proposals on promotion from the position of lecturer, researcher, PhD candidate, assistant professor 2 to 1 or associate professor 2 to 1. These promotions are decided by the Dean on the recommendation of the HoD.

6. Transitional arrangement

These guidelines are effective from December 1st, 2015. Upon their entry into force, the HR policy of TiSEM of 2013 is no longer applicable.

The new *procedure*, including the introduction of the departmental review, is applicable to all requests for the award of tenure files, including those files submitted by employees who started before December 1st, 2013.

Appendix A: Guidelines for portfolio submitted to the MT after departmental review

To facilitate the procedure, the portfolio submitted by the HoD should include the following items: The “package” that is submitted to the AC consists of a letter of the HoD, a CV of the candidate including a publication list and teaching evaluations, 3 recommendation letters, and a statement from the Academic Director. A fixed format for the request for the reference letters should be used. It would be useful to check whether the current questions are still fine and up to date.

1. Letter of the Head of Department Include an extensive letter of recommendation in English, including the outcome of the departmental review (as part of the recommendation letter or as a separate letter). The letter should clearly indicate why and how the candidate satisfies the departmental guidelines.
2. A Curriculum Vitae of the candidate in English that meets the standard format shown below.
3. A statement from an Academic Director
4. Teaching evaluations
5. 3 recommendation letters from external referees
6. teaching statement, which is a reasoned and reflective essay on your teaching beliefs and practices. It is an individual narrative that includes not only your beliefs about the teaching and learning process, but also specific examples of the ways in which you are guided by those beliefs in the classroom. At its best, a teaching statement provides a clear and unique portrait of you as a practicing teacher, while avoiding generic or excessively abstract statements about teaching.

A teaching statement may address any or all of the following:

- Your conception of how learning occurs
 - A description of how your teaching facilitates student learning
 - A reflection of why you teach in the way you do
 - The goals that you have for yourself and for your students
 - How your teaching enacts your beliefs and goals
 - What, for you, constitutes evidence of student learning
 - The ways in which you create an inclusive learning environment
 - Your interests in new techniques, activities, and types of learning
7. A research statement, including your current and future research agenda. It should outline your specialist areas, your academic knowledge and writing ability, how you fit into the wider picture of expertise within the faculty or department as well as institutional goals, and your potential to make a contribution to your sub-field and/or to obtain grants.

A research statement can address any or all of the following points:

- Prior and current research projects
- How your current research contributes to your field—its relevance, distinctiveness and importance
- Your research goals for the forthcoming 3 to 5 years and potential outcomes
- Your motivation and enthusiasm for your research area

- If applicable, funding organizations likely to support your research agenda and alternative projects that show the breadth of your interests

Portfolios that are incomplete will be returned to the HoD. Portfolios are submitted via HR.

Suggested format for Curriculum Vitae

List everything in reverse chronological order (starting with the most recent)

Categories

1. Education (*degrees, specialization and dates*)
2. Professional experience (*employer, function, period*)
3. Honors
 - 3.1. Honorary doctorates
 - 3.2. Prizes, awards
 - 3.3. Fellowships
4. Publications
 - 4.1. Books
 - 4.2. Articles in refereed journals (*indicate top (a) and very good (b) journals, including the research field*)
 - 4.3. Articles in non-refereed journals
 - 4.4. Refereed publications in proceedings
 - 4.5. Refereed publications in proceedings
 - 4.6. Chapters in books
 - 4.7. Book reviews
 - 4.8. *Unpublished and not-yet-accepted manuscripts (manuscripts in the publication process should be mentioned with status such as "submitted", "revise and resubmit", "second revise and resubmit", indicating the journals in question) accepted papers are listed in categories above)*
 - 4.9. Overview of citations (for promotion to full professor 2 or 1)
5. Contributions to scholarly or professional journals
 - 5.1. Editorships of journals
 - 5.2. Membership in editorial boards
 - 5.3. Refereeing
6. Contribution to scholarly or professional associations
 - 6.1. Membership (executive positions) of committees of scholarly associations
 - 6.2. Other contributions to scholarly associations
 - 6.3. Membership in scholarly or professional associations
7. Research grants (type, amount, and period)
8. PhD theses (name, university, date)
 - 8.1. PhD students supervised
 - 8.2. Membership of PhD thesis committee
9. Teaching (for each course over the last 5 years)
Year, semester, course name, level, required or elective, number of students, teaching ratings of all teachers involved in the course
10. Presentations, seminars, conferences, workshops
11. Contract research and consulting (kind, amount, and date)
12. Managerial duties
Membership of committees, councils and boards at international, national, university, faculty and department levels, administrative positions in academic research and initial teaching, managerial tasks
13. Other contributions/achievements not listed elsewhere
14. Date on which CV was written

Appendix B: Overview of procedure for submitting a file for promotion

Steps to take	By whom?
Decision to <u>request</u> tenure and/ or promotion to associate, full prof 1 or 2	HoD and faculty member
Prepare portfolio for departmental review	Faculty member
Request 3 external recommendation letters from external referees	HoD
Departmental review	HoD
Inform faculty member of outcome departmental review and whether the file will be forwarded to the MT or not	HoD
Submit file to the MT (via HR)	HoD
Decision on forwarding file to AC for advice or not. MT informs HoD via HR.	MT
<i>If the file is to be forwarded to the AC:</i>	
Assessment of the file by the AC (within 6 weeks, if this takes longer, the HoD will be informed by the chair of the AC).The AC sends its advice to the Dean.	AC
Final decision on promotion request (decision taken by personnel MT (MT list) within 3 weeks of receiving the AC's advice)	MT, Dean informs HoD and AC