



UNIVERSITY OF AMSTERDAM  
Amsterdam Law School

**APPOINTMENT AND CAREER  
DEVELOPMENT POLICY FRAMEWORK  
for Academic Staff at the Amsterdam Law  
School (excl. PPLE)**

**Final version 17 april 2019  
Adopted on 1 May 2019**



## **APPOINTMENT AND CAREER DEVELOPMENT POLICY FRAMEWORK for Academic Staff at the Faculty of Law (excluding PPLe)**

**Final version – 17 April 2019**

**In case of divergence between the language versions, the Dutch version shall prevail.**

### **A. Academic staff positions**

1. For its academic staff, the Faculty of Law has the positions as well as the associated appointment and advancement criteria set out in Appendix 1.

### **B. Permanent employment contract**

2. In principle, employees with the positions of assistant professor, lecturer 1, associate professor and professor are given permanent contracts. Other academic staff members are in principle offered temporary contracts; exceptions can be made for lecturers with a small employment contract who contribute practical experience.
3. Permanent contracts can be offered only to employees who hold a doctorate degree, with the possible exception of employees with a small employment contract who contribute practical experience.
4. Employees offered a tenure track have a temporary contract for six years. In case of good performance, the temporary contract is converted into a permanent contract after the fifth year.
5. Temporary contracts may be offered to:
  - a. PhD candidates;
  - b. postdoctoral researchers who are mentored so that they can progress to a good position within or outside the world of academia;
  - c. other research positions created for the benefit of specific, externally financed research projects;
  - d. lecturers who are appointed as part of a flexible workforce required by fluctuating student numbers.

### **C. Recruitment and selection of new academic staff**

6. In principle, open recruitment takes place for all permanent and all part-time academic positions. This principle may be deviated from in the case of temporary activities lasting a maximum of six months for which it is already certain in view of their nature that they will be discontinued, or for activities that will not span more than two study periods.
7. For the purpose of promoting diversity in the academic community, strategic recruitment takes place in line with the Equality, Diversity and Inclusion Agenda – with external advice, where needed – in order to identify talent in under-represented groups.
8. Candidates are selected by a broad committee with at least two members external to the department in question. Men and women have equal representation on selection committees, apart from the position of chair. The selection committee always includes the chair of the department in question (or a deputy).
9. A presentation, preferably on the basis of a paper in a setting where employees can have an exchange with the candidate, is a fixed element of selection procedures for appointments that may lead to a permanent contract. For assistant professors, this presentation can take place within the selection committee as part of the procedure.
10. Teaching evaluations of all candidates with teaching experience will be considered in the selection procedure.
11. Selection decisions will be based on standards that recognise and value differences in academic performance insofar as they are related to part-time appointments, maternity and parental leave, and care responsibilities.

#### **D. Tenure tracks**

12. In principle, assistant professors are appointed on the basis of agreements regarding a tenure track. They will receive a temporary employment contract for a six-year period, which will be followed up with a permanent contract in a higher position up to and including the level of associate professor if the agreed conditions are met. If the agreed conditions are not met, no permanent contract will be offered and the final year of employment will be used for outplacement.
13. The agreements on such subjects as the entry-level position, duration of the track, supervision, final position and criteria to be met will be recorded in a tenure track agreement. This agreement recognises that part-time appointments, maternity and parental leave, and care responsibilities influence what can be required of the employee concerned. The entry level and the level of the final position are attuned to the candidate's qualities on the one hand and to the requirements of the department involved on the other.
14. The proposal for a tenure track agreement (at the outset) and assessment of the employee in the fifth year are submitted to the Career and Tenure Track Committee for the dean to issue a recommendation. If the agreements concern an advancement to a professorship, they are submitted to the Standing Committee for Professorial Appointments so the dean can issue a recommendation.

#### **E. Permanent appointments of assistant professors**

15. In addition to tenure tracks, there is the option of a permanent contract preceded by a two-year temporary contract without prior agreements on advancement, if a tenure track is undesirable given the composition and/or financial position of the department involved and/or if the labour market for the sub-discipline in question is so tight that opting for a tenure track poses too great a risk that good candidates will choose job security elsewhere. To this end, the department chair will submit a substantiated request to the dean for approval.

#### **F. Lateral recruitment of associate professors and professors**

16. A new associate professor or professor can be recruited directly if a vacancy becomes available, if no transfer from a tenure track or career path is possible and if it is in the interest of the unit to fill the vacancy immediately.

#### **G. Teaching/research ratio**

17. While the proportionate size of the teaching and research responsibilities may vary over time, both core responsibilities will be combined for all assistant professors, associate professors and professors in order to achieve their structurally balanced distribution. At least 20% of the scope of the employment should be spent on teaching responsibilities annually.
18. For all other academic staff appointments, the aim is equally to achieve a balanced distribution of teaching and research. This aim may be diverged from if the nature of the tasks which the employee has been hired to perform exclusively concerns either teaching or research.
19. New assistant professors appointed on the basis of a tenure track within three years of obtaining their doctorate will receive 50% research time for a three-year period.

## **H. Career development**

20. The Faculty of Law career development policy is aimed at the development of employees, both within their current position – e.g. through lateral transfer – and in the form of progressing to a higher position.
21. Supervisors hold annual consultations with employees, on each occasion discussing the employee's ambitions as well as their horizontal and vertical advancement opportunities. Career development and advancement (within the employee's current position or to a higher position) is a returning component of the annual consultations.
22. Employees with temporary contracts receive support in terms of their career perspectives and development so they can prepare for their next career step.
23. In individual cases, career path agreements are made with employees who have a permanent contract and who were not appointed on the basis of a tenure track. Teaching, research and management performance is taken into account when deciding who qualifies for the career path in question.
24. Agreements as intended under point 23 are made on the supervisor's proposal. They are submitted to the Standing Committee for Career Paths and Tenure Tracks. If the supervisor is unwilling to make a proposal regarding an employee's career path, the employee can request the dean to put the proposal on the agenda of the biannual consultation between the dean and the department chair.
25. Career path proposals aimed at advancement to a professorship are submitted to the Standing Committee for Professorial Appointments.
26. Decisions on career path agreements, and the drafting of such agreements, take into account the importance of diversity in the faculty's supervisory and managerial positions.
27. In principle, advancement does not take place outside of a career path. If a position becomes available and a current employee expresses an interest, the principle of open recruitment applies.

## **I. Professorship appointments**

28. Based on the present appointment and career path policy, appointments to a professorship can only be made as part of a career path or tenure track. In other cases, such appointments require lateral open recruitment.
29. If an eminent candidate is available (and especially if this candidate has already been appointed to a professorship elsewhere in the Netherlands or abroad), a fast-track procedure may be opted for instead of open recruitment. The dean can make a decision to this effect following a positive recommendation from a majority of the Standing Committee for Professorial Appointments, in which case he will submit a nomination to the Executive Board for this purpose.
30. Proposals for advancement from professor to professor 1 are submitted to the Standing Committee for Professorship 1. This committee comprises members of the Standing Committee for Professorial Appointments who have been appointed professor 1 complemented with a member external to the faculty.

## **J. Transitional provisions**

31. A one-off selection round is held for current researchers and assistant professors who have a permanent contract at the time of implementing this framework and who obtained a doctorate within the past five years. On the basis of their curriculum and a research plan, these employees may be assigned 50% research time for a three-year period as part of their career path.
32. Agreements are made with lecturers who have a permanent contract at the time of implementing the present framework but who do not yet hold a doctorate. These agreements

are aimed at enabling them to obtain their doctorate within a term to be specified; to this end, they will also receive research time. On obtaining their doctorate, the position of lecturer is initially converted into an assistant professorship.

| Position                        | UvA Framework  | Faculty of Law additional criteria   | Competences   |
|---------------------------------|--|--|---|
| <b>Lecturer 4</b><br>(scale 10) |  | <b>K.</b> Completed academic Master's degree programme, normally in the legal field<br><b>L.</b> Didactic skills course for starting lecturers<br><b>M.</b> Some experience in teaching and supervising students<br><b>N.</b> Passive and active ability to work in a digital learning environment<br><b>O.</b> Competency in the language of instruction  | <b>P.</b> Analytical ability<br><b>Q.</b> People-orientation<br><b>R.</b> Presentation skills<br><b>S.</b> Result-orientation                             |
| <b>Lecturer 3</b><br>(scale 11) | <ul style="list-style-type: none"> <li>Fulfilment of the lecturer 4 requirements</li> <li>Teaching certificate (modular basic qualification)</li> <li>Teaching experience</li> </ul> | <ul style="list-style-type: none"> <li>Fulfilment of the lecturer 4 criteria</li> <li>Experience as an independent lecturer</li> <li>Recognised expert in the field</li> <li>University Teaching Qualification or a willingness to obtain it immediately following appointment</li> <li> <ul style="list-style-type: none"> <li>Knowledge of and experience with ICT in education</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Analytical ability</li> <li>People-orientation</li> <li>Presentation skills</li> <li>Result-orientation</li> </ul> |
| <b>Lecturer 2</b><br>(scale 12) | <ul style="list-style-type: none"> <li>Fulfilment of the lecturer 3 requirements</li> <li>Teaching certificate plus (modular basic qualification)</li> </ul>                         | <ul style="list-style-type: none"> <li>Fulfilment of the lecturer 3 criteria</li> <li>Doctorate</li> <li>Experience in developing course components</li> <li>Ability to establish connections between knowledge of one's own field and the broader legal discipline</li> <li>Broad experience with a variety of teaching methods</li> <li>Demonstrable qualities in coaching or supervising lecturers</li> <li>Experience in coordinating or sitting on committees at the level of the department, degree programme and/or faculty</li> <li>Demonstrable qualities in implementing ICT for educational development</li> <li>Ability to provide instruction both in Dutch and in English</li> </ul> | <ul style="list-style-type: none"> <li>Analytical ability</li> <li>People-orientation</li> <li>Presentation skills</li> <li>Result-orientation</li> </ul> |

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| <p><i>Note – only applies to career path in the position of assistant professor 1: Lecturer 1 (scale 13)</i></p> | <ul style="list-style-type: none"> <li>• Fulfilment of the lecturer 2 requirements</li> <li>• Doctorate</li> <li>• Fulfilment of the University Teaching Qualification requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfilment of the assistant professor 1 criteria</li> <li>• Advanced University Teaching Qualification and/or completed Education Leadership learning track</li> <li>• Proven suitability for management duties in teaching and/or research</li> <li>• Achievements relating to educational reform, as demonstrated by a leading position in educational reform projects that have demonstrably been adopted or applied in the degree programme or elsewhere; initiating and developing the structure, academic content and didactics of interrelated course components, teaching materials as well as any publications</li> <li>• Demonstrable qualities in implementing ICT for educational development and reform</li> </ul> | <ul style="list-style-type: none"> <li>• Analytical ability</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul>  |
| <p><b>Research staff member 2</b><br/>(scale 9)</p>  |  | <ul style="list-style-type: none"> <li>• Completed academic Master's degree programme, normally in the legal field</li> <li>• Demonstrable knowledge of research methodology</li> <li>• Subject matter expertise</li> </ul>  | <ul style="list-style-type: none"> <li>• Learning capabilities</li> <li>• Collaboration</li> <li>• Accuracy</li> <li>• Planning and organising</li> </ul>          |
| <p><b>Researcher 4</b><br/>(scale 10)</p>  | <ul style="list-style-type: none"> <li>• Academic training</li> </ul>  | <ul style="list-style-type: none"> <li>• Completed academic Master's degree programme, normally in the legal field</li> <li>• Demonstrable qualities as an academic researcher at a university or related institution</li> </ul>   | <ul style="list-style-type: none"> <li>• Conceptual capacity</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul> |
| <p><b>Researcher 3</b><br/>(scale 11)</p>  | <ul style="list-style-type: none"> <li>• Fulfilment of the researcher 4 requirements</li> <li>• Doctorate</li> <li>• Research experience</li> </ul>  | <ul style="list-style-type: none"> <li>• Fulfilment of the researcher 3 criteria</li> <li>• Postdoctoral work experience as an independent researcher, as shown by postdoctoral publications that meet faculty criteria for research</li> <li>• Knowledge of and experience with ICT in research</li> <li>• Command of English</li> </ul>  | <ul style="list-style-type: none"> <li>• Conceptual capacity</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul> |

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| <b>Researcher 2</b><br>(scale 12)   | <ul style="list-style-type: none"> <li>• Fulfilment of the researcher 3 requirements</li> <li>• Supervision of research group</li> <li>• Refereed publications</li> </ul>  | <ul style="list-style-type: none"> <li>• Fulfilment of the researcher 3 criteria</li> <li>• Experience as researcher 3 or in a comparable position</li> <li>• Independent, creative and productive performance of academic research, evinced by a range of publications of a recognised standard</li> <li>• Participation in national or international peer networks</li> <li>• Experience and proven success in initiating and obtaining funding from the second and third flow of funds</li> <li>• Demonstrable skills as leader of research projects</li> <li>• Experience with academic supervision of PhD candidates' doctoral research</li> </ul> | <ul style="list-style-type: none"> <li>• Conceptual capacity</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul> |
| <i>Note – does not apply at the Faculty of Law:</i><br><b>Researcher 1</b> (scale 13) |  |   |  |
| <b>Assistant professor 2</b><br>(scale 11)  | <ul style="list-style-type: none"> <li>• Doctorate</li> <li>• Teaching experience/teaching certificate (modular basic qualification)</li> </ul>  | <ul style="list-style-type: none"> <li>• Proven qualities as an academic, as shown by postdoctoral publications that meet faculty criteria for research</li> <li>• Proven didactic qualities across a range of teaching methods</li> <li>• Experience across a range of academic teaching methods</li> <li>• University Teaching Qualification or a willingness to obtain it immediately following appointment</li> <li>• Competency in the Dutch and/or English language</li> <li>• Experience working at a university and/or in legal practice</li> <li>• Demonstrable qualities in implementing ICT for education</li> </ul>                         | <ul style="list-style-type: none"> <li>• Conceptual capacity</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul> |
| <b>Assistant professor 1</b><br>(scale 12)  | <ul style="list-style-type: none"> <li>• Fulfilment of the assistant professor 2 requirements</li> <li>• Experience as assistant professor 2</li> <li>• Teaching certificate plus (modular basic qualification)</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfilment of the assistant professor 2 criteria</li> <li>• Independent, creative and productive performance of academic research, evinced by a range of publications</li> <li>• Recognition as an expert in own professional field, as demonstrated by participation in the national or international academic debate</li> <li>• Demonstrable activities in the field of funding from the second and/or third flow of</li> </ul>  | <ul style="list-style-type: none"> <li>• Conceptual capacity</li> <li>• People-orientation</li> <li>• Presentation skills</li> <li>• Result-orientation</li> </ul> |



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|  |   | funds <ul style="list-style-type: none"> <li>• Demonstrable contributions to educational development, evinced by personally developed teaching materials, contributions to innovation at the programme level and other contributions to educational reform projects</li> <li>• Experience in coordinating or sitting on committees at the level of the department, degree programme and/or faculty</li> <li>• Some experience in leading research projects</li> <li>• Experience with academic supervision of PhD candidates' doctoral research</li> <li>• • Membership in faculty committees and bodies</li> </ul>   |   |
| <b>Associate professor 2</b><br>(scale 13) | <ul style="list-style-type: none"> <li>• Fulfilment of the assistant professor 1 requirements</li> <li>• Series of publications</li> <li>• National/international experience</li> <li>• Peer recognition</li> <li>• Fulfilment of the University Teaching Qualification requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfilment of the assistant professor 1 criteria</li> <li>• Academic creativity and production, evinced by a series of publications that meet faculty criteria for research</li> <li>• Recognition from national or international peers as an expert in own professional field, as demonstrated by invitations to speak at national or international academic meetings and acceptance of publications in relevant media at the national or international level, for example</li> <li>• Demonstrable interest in interdisciplinary cooperation</li> <li>• Experience as a project leader</li> <li>• Administrative and supervisory experience</li> <li>• Fulfilment of management duties in education or research</li> <li>• Proven success in securing funding from the second and third flow of funds</li> <li>• • Demonstrable contributions to educational development, evinced by personally developed teaching materials, contributions to curricular development and other contributions to educational reform projects</li> </ul> | <ul style="list-style-type: none"> <li>• Vision</li> <li>• People-orientation</li> <li>• Persuasiveness</li> <li>• Results-oriented approach</li> </ul> |

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| <b>Associate professor 1</b><br>(scale 14)   | <ul style="list-style-type: none"> <li>• Fulfilment of the associate professor 2 requirements</li> <li>• Experience as associate professor 2</li> <li>• Experience of supervising PhD candidates</li> </ul>  | <ul style="list-style-type: none"> <li>• Fulfilment of the associate professor 2 criteria</li> <li>• Ample experience as associate professor 2 or in a similar position</li> <li>• Broad understanding of own field in interaction with other, related academic fields</li> <li>• Experience as a co-supervisor</li> <li>• Prominent role in the national or international peer network</li> <li>• Proven ability to coordinate a research programme as well as to oversee and/or take charge of planning and carrying out a multi-year specialist research project</li> <li>• Proven ability to initiate and develop the structure, content and didactics of a substantial part of a study programme Proven ability to assess and improve existing course components</li> </ul>  | <ul style="list-style-type: none"> <li>• Vision</li> <li>• People-orientation</li> <li>• Persuasiveness</li> <li>• Results-oriented approach</li> </ul> |
| <b>Professor 2</b><br>(scale of professor 2) | <ul style="list-style-type: none"> <li>• Fulfilment of the associate professor 1 requirements</li> <li>• Recognition as a national/international authority</li> <li>• Experience of management and supervision</li> <li>• Executive management experience</li> </ul> | <ul style="list-style-type: none"> <li>• Ample experience as associate professor 1 or in a comparable position</li> <li>• Academic creativity and authority, evinced by national or international peer recognition, academic publications in leading journals at the national or international level and research results in leading research associations</li> <li>• Broad knowledge of the field in question</li> <li>• Commitment to the faculty's interests and demonstrable interest in interdisciplinary cooperation</li> <li>• Ability to supervise academic staff and research support staff authoritatively as an inspiring academic manager</li> <li>• Proven didactic qualities, clear thinking and expressive ability</li> <li>• Proven managerial and organisational qualities</li> <li>• Ability to supervise and direct teaching and research related to the chair</li> <li>• Success of acquiring external funding for research and/or teaching projects</li> </ul> | <ul style="list-style-type: none"> <li>• Vision</li> <li>• Persuasiveness</li> <li>• Engaging leadership</li> <li>• Entrepreneurship</li> </ul>         |

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| <p><b>Professor 1</b><br/>(scale of professor 1)</p> | <ul style="list-style-type: none"> <li>• Groundbreaking research</li> <li>• Ability to develop a faculty-wide vision</li> <li>• Fulfilment of the professor 1 requirements</li> <li>• Executive management experience at a national level</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfilment of the professor 2 criteria</li> <li>• Ample experience as professor 2 or in a position at a comparable level</li> <li>• Ample citations</li> <li>• Ability to translate developments in the research field into international research programmes</li> <li>• Leading research that contributes to the development and/or standing of the faculty</li> <li>• Ample experience as a successful principal or secondary supervisor of PhD candidates in conducting and continuing their doctoral research</li> <li>• Experience as a keynote speaker at renowned seminars</li> <li>• Inspiring view of education and educational development, and the ability to share this view with people</li> <li>• Ample executive management experience at the national or international level</li> <li>• Winner of prestigious prizes such as the Spinoza Prize, the Stevin Prize, an ERC Advanced Grant as primary applicant, or recognition as evinced by board membership of a prestigious international association</li> </ul> | <ul style="list-style-type: none"> <li>• Vision</li> <li>• Persuasiveness</li> <li>• Engaging leadership</li> <li>• Entrepreneurship</li> </ul> |
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