

Staff Member ('WP') Tasks: Parameters for Definition and Division Faculty of Archaeology, Leiden University

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1. Objectives

At the Faculty of Archaeology, staff members execute their work following a collectively agreed-upon distribution of tasks. This set distribution, established for the first time in 2018 following Faculty-wide round-table discussions, serves to provide a clear framework and prevent uneven workload distributions between colleagues. Informally referred to as the 'parametermodel', this framework secures the following:

- a. Equitable *time and room for staff members to optimally develop their research and teaching*. This can only be achieved if lecturing and research time are distributed fairly and transparently.
- b. A *conscious, collective interest in the Faculty*. A precondition for this is an equitable distribution of management duties and committee work. The performance of the Faculty reflects individual staff members, and vice versa.
- c. Clear *commissioning and contracting*. The parametermodel serves as an assessment tool to allocate expected work as well as safeguard against excessive workloads. It is an independent guideline that stands outside of direct line-management relations.

The text below contains the guidelines for the division of tasks between teaching; research; and management, committee work & administration, within the appointment of staff members. This framework establishes a balanced, transparent, and fair distribution of tasks.

The Education Director (OD) and Department Heads (DVs) are responsible for annually assessing the distribution of tasks per academic staff member. For the sake of transparency, an overview of courseload and thesis allocation, as well as all management and committee assignments, will be shared with the entire faculty staff each year. The implementation of the parametermodel is ultimately the responsibility of the Faculty Board. Major deviations or exceptions from the parametermodel should be done in consultation with the employee and department heads and affirmed in writing. The final allocation of the workload for the entire staff will be annually approved in a joint meeting of the Faculty Board and the department heads. The parametermodel itself will be monitored after one year and then on a regular basis by a workgroup appointed by the Faculty Board. The assessments will take into consideration: the overall student numbers and the numbers per degree program, the staffing numbers and staff distribution by function and department, recent education and research evaluations, the results of staff surveys & course evaluations, feedback from staff and students on the implementation of the parameters, and any other relevant documentation.

This version of the Parametermodel only applies to permanent academic staff (UD,UHD, HGL) and not to postdocs or PhDs. Furthermore, in the current model, the tasks involved with the supervision of PhD researchers are allocated entirely to research time. The Faculty Board believes there may be grounds to reconsider this, based on the idea that PhD supervision includes elements of instruction, guidance, and research. The Faculty board is currently working on a new Parametermodel in which we will address the allocation of PhD supervision, while safeguarding adequate time for the Faculty's overall teaching and

administrative responsibilities. Alongside this, the Board will work to increase teaching opportunities for PhDs and postdocs to strengthen their career profiles.

2. The Job Classification System (UFO) matrix

At all Dutch universities, each academic employee receives a job profile with a corresponding level based on the [job classification system](#). The job profile is a compact description of responsibilities, and the level speaks to the corresponding classification. For *Assistant Professor*, *Associate Professor* and *Professor* postholders, three equal classification criteria are identified:

- Education
- Research
- Management, administration, and committee work

The classification criteria for these positions are the same: each of the three tasks, each with two levels, covers the entire course of an academic career. The Faculty of Archaeology recognizes the need to make time and space for personal, career and organizational development, and as such identifies a fourth criteria:

- Development

The Dutch universities job matrix does not translate the result areas (and activities within these) into concrete and measurable work agreements. The supervisor makes agreements about this with the employee during the annual *Interviews about Results, Development, and Wellbeing (GROW)*, when expectations for the coming year are set. The parameters described below provide guidelines for GROW conversations. Therefore, the parametermodel provides guidance on the proportional work allocation between criteria whereas the actual activities, tasks, and responsibilities will vary between different academic staff and over the course of the career.

Within the Faculty of Archaeology, the execution of management tasks and committee work is an integral part of each job profile. When appointing staff members, there should be a balance between these components that ensure optimal cohesion between teaching and research. Frameworks are needed to achieve reciprocity between the interests of the Faculty, in a collective sense, and the individual's own development and creativity.

Task Allocation per Job Profile or Role

Functions/Roles	Education	Research	Management	Development
Academic staff (UD/UHD/HL)	55%	30%	10%	5%
Academic staff (UD/UHD/HL) with large project*	35%	50%	10%	5%
Education Director (OD)	15%	30%	50%	5%
Department Head (DV)	15%	30%	50%	5%
Vice Deans: Education/Research	15%	30%	50%	5%
Dean	5%	30%	60%	5%

3. Education Parameters

Lectures

The number of fte/hours per course is calculated using a combination of: 1. preparation/reflection hours (56 hours for 5 ECTS and 84 hours for 10 ECTS) + 2. Workload hours (=Teaching hours * 2) + 3. a student variable (1 hour per enrolled student). All hours are converted to fte, where 1 fte=1680 hours.

(1) Preparation hours

Each course is allocated 56 hours for 5 ECTS and 84 hours for 10 ECTS for preparation.

(2) Teaching workload

Workload is calculated based on teaching hours using the following conversion:

1 teaching hour = 2 workload hours

Examples:

14 teaching hours = 28 hours of workload

a practical of 94 hours = 188 hours of workload

(3) Grading hours

1 student = 1 hour of grading

Multiple-choice exams are excluded, as they are graded automatically.

Lectures with additional components

In the first semester, the large BA1 lectures are taught twice, one time for the English group and one time for the Dutch group. The workload hours of BA1 semester 1 courses are therefore slightly higher than the workload hours of BA1 semester 2 courses.

In the BA1, there are several courses that include tutorials. These are taught by 2 or 3 RMA students as part of their courses Teaching Assistance 1 & 2. The lecturer of the BA1 course must supervise them and provide the core content.

Preparation hours: 28 hours, and an additional 14 hours are allocated for weekly supervision (8 weeks)
The grading of teaching assistants is done by the coordinator of Teaching Assistance 1 & 2.

In the MA program, most courses are also offered at an advanced level to RMA students. These include separate assignments that need to be created and graded. For this Add-on, 1 hour per student per teaching week is allocated and 14 hours preparation.

Other teaching activities

Internship, fieldwork and thesis supervision apply the formula of preparation hours, workload hours and grading hours as follows.

Internships

(1) Preparation

Preparation is 1 hour per student with a minimum of 56 hours per course.

(2) Teaching

Supervision of an internal internship counts as 2 workload hours per EC, per student. Example 10 students doing an internship of 5 EC in the lab counts as $10 * 2 \text{ workload hours} * 5 \text{ EC} = 100$ hours.

(3) Grading

1 student/internship report = 1 hour of grading

Fieldwork

(1) Preparation

1 hour per student, minimum of 84 hours per course.

(2) Teaching/Field work

One week of fieldwork counts as 40 hours of workload (5 days * 8 hours a day). This applies both to BA1 Fieldschool, but also to other fieldwork projects with a substantial amount of Leiden students. This fte allocation will only be granted if the fieldwork has been properly scheduled, coordinated, and approved by the Director of Education, the relevant Department Head, and the Faculty Board.

(3) Grading

1 student/internship report = 1 hour of grading

Theses

(1) Preparation

1 hour per student, minimum 56 hours per course.

Example: Coordination of the MA course with 185 students counts as 185 hours of preparation.

(2) Supervision/teaching

- 17 hours per thesis (0.01 fte)

-Cap: Each staff member is expected to spend a maximum of 20% of their teaching time on supervision. This time will be accounted for in the teaching program. Staff may supervise a maximum of 12 theses simultaneously. The number of available spots is monitored by the OD and the relevant Department head.

(3) Grading

-Supervisor: 4 hours per thesis (0.002).

Laudation and attending the ceremony are included in supervision grading.

- Second reader: 4 hours per thesis (0.002).

- Third reader: 8 hours (0.005)

Cap: Staff with 55% teaching time may spend a maximum of 0.04 fte per academic year on grading theses (equivalent to grading 18 theses as a second reader theses).

The number of available spots is monitored by the OD and the relevant Department head.

	Preparation per course	Teaching/Workload	Grading
Lectures and practicals (5 EC)	56 hours	2 x teaching hours	1 hour per student
Lectures and practicals (10 EC)	84 hours	2 x teaching hours	1 hour per student
Internship BA2/BA3	1 hour/student, min. 56 hours (coordination Brightspace etc)	2 x EC x students (applies to: internal lab internships)	1 hour per student
Fieldschool (BA1)	2x84 hours	50 hours per week per education staff member	1 hour per student
Fieldwork (BA2/BA3)		50 hours per week per education staff member	
Theses	1 hour/student, min. 56 hours (coordination Brightspace etc)	17 hours per thesis	4 hours (supervisor/second reader) 8 hrs (third reader)
Lectures with additional components	1) Tutorials: 28 hours prep. 2) MA with RMA Add-on, 14 hours prep.	1) 14 hours tutorial supervision 2) 1 hour per teaching week	1 hour per student

Additional Provisions for Teaching Staff

1. Calculations are estimates, and actual work allocations can deviate slightly from the model as long as the deviation does not structurally exceed 10% of the allocation.
2. The lecturers are the formal examiners for the course(s) to which they assigned. The examiner is also the person who provides the most substantial component of the actual teaching. This implies that the *de facto* teaching of courses and seminars should not largely come down to other staff members, guest speakers, PhD students, and postdocs. The examiner remains responsible for contributions by invited colleagues. Guest speakers may be recruited from among colleagues

at the Faculty of Archaeology, or from outside the Faculty, but should demonstrably provide added value for the course and student. Inviting guest speakers to partake in the regular teaching programme and the participation of PhD students and postdocs must be confirmed with the Education Director *when the academic year is being planned*, between December and March. If costs are involved, a request must *first* be submitted to the Faculty Executive Director, to secure financing.

3. Fieldwork is to be scheduled during lecture-free periods unless otherwise agreed with the relevant Department Head. Fieldwork scheduling needs to be coordinated with the Director of Education and relevant Department Head.

4. The Faculty participates in the programme offered by the Honours Academy of Leiden University and courses taught in that programme are included in the courses allocated amongst our staff.

5. The supervision of BA and MA theses will be divided, based on the total number of expected theses and the total staff fte per year. MA/MSc and RMA thesis supervision take precedence, potentially limiting a staff member's supervision of BA theses. The allocation of thesis supervision for new students will take into account how many thesis projects each supervisor is already supervising. The Education Director and Department Heads are mandated to limit the number of theses per staff member when needed, so that each staff member will be enabled to give sufficient courses and develop their teaching interests.

6. The role of Internship Coordination is seen as a regular task. Internships come in various forms (fieldwork, lab work, museums, etc.) and therefore it is difficult to apply a single allocation model. The grading of an internship report counts as 1 hour per report. Supervision of internal internships counts as 2 hours per ECTS per student.

7. Staff members with a permanent contract cannot receive complete exemption from teaching when a larger research project is awarded but do receive a reduced teaching load. In the case of 2nd/3rd stream funded projects, the Faculty in principle adheres to the minimum commitment to research and research management within the framework of the project. The staff member concerned is also expected to contribute to regular teaching duties within the Faculty and also through committee membership.

8. PhD supervision is not identified as *teaching* but as *research* (research management) and thus falls under research time. Critical consideration of the number of PhD candidates that are taken on is therefore advised.

9. Regular, Faculty-based education has priority over external education. Although it is recognized that external education is valuable to both the organization and the lecturer, this should not conflict with our own education programme.

10. Courses with intensive practicals (e.g. BA1 Exploratory Data Analysis, BA1 Material Studies 1, BA2 Material Studies 2, BA2 GIS, BA2 Bioarchaeology, MSc Quantitative Methods) receive extra help from teaching assistants.

4. Research Parameters

Additional Provisions for Research Staff

1. For staff members with permanent contracts it is not possible to obtain complete exemption from teaching or administrative tasks based on participation in a research project. Nor will replacement be arranged for teaching duties. For 2nd/3rd stream funded projects, the commitment to research, and to research management within the framework of the project, is established through written agreements with the Faculty of Archaeology at the time of submission of the proposal. Staff should contribute to regular teaching duties and, where possible, participate in committees. A correction will be made when a staff member is awarded a substantially sized research project.

The term “substantial” is understood as:

- NWO Vidi or Vici Grant
- NWO Programme with at least 2 PhDs or 1 PhD + 1 Postdoc
- ERC Starting, Consolidator or Advanced Grant
- Horizon Europe consortium programme or ITN Training Network (Marie Curie), with at least 2 PhDs or 1 PhD + 1 postdoc
- Any other project (2nd/3rd funding stream) of comparable size and capacity
- A combination of smaller simultaneous projects that jointly have a comparable size and capacity

In these cases, the model is adapted as follows:

35% education / 50% research / 10% management / 5% development

1. Other provisions regarding the deployment of the PI in the research project (the minimum required commitment for the format concerned = the maximum commitment from the Faculty of Archaeology etc.) remain unchanged. Where the research funding body does not publish guidelines on minimum commitment, then agreement about this must be reached with the Department Head and Faculty Board in advance (i.e., in the preparation phase of the application).

2. Fieldwork is only defined as teaching if it concerns projects that are officially designated as part of the Field School and therefore form part of the relevant learning line. Other fieldwork projects can be entered as education for a maximum of 1 week per academic year if our own students are involved and are demonstrably supervised on specific skills. For the remainder, however, these projects fall under research.

3. Management participation in research projects (cf. consortium agreements) counts as research and not as management.

5. Parameters for Organization, Administration, & Management

Key Figures for Administrative Roles (standard on an annual basis)

Roles	FTE
Dean (FB)	0.6
Vice-Dean Education (FB)	0.5
Vice Dean Research (FB)	0.5
Department Head (DV)	0.5
Education Director (OD)	0.5

Committees

Exam Committee Chair	0.2
Exam Committee Member	0.1
Education Committee Chair	0.075
Education Committee Member	0.05
Research Committee Chair	0.05
Research Committee Member	0.025
Faculty Council Chair	0.1
Faculty Council Member	0.05
Ethics Committee Chair	0.05
Ethics Committee Member	0.025
Admission Committee Member	0.05
Diversity Committee Member	0.05
FREC senior coordinator	0.2
FREC junior coordinator	0.1
Collections Management	0.1
Laboratory Manager	0.05
University Teaching Qualification (BKO)	0.05
Leiden University Funds (LUF/LISF)	0.05
Examination Appeals Board (CBE)	0.05
Academic Integrity Committee (CWI)	0.05
Young Academy Leiden (YAL)	0.1
Leiden Teachers Academy (LTA)	0.05
ARCHON	0.025

Additional conditions concerning management

1. Where teaching requires some administrative work, this is not counted as management but is ascribed to the time available for teaching.

2. The supervision of PhD students is not counted as management but is ascribed to the time available for research. Participation in annual PhD review assessments is a mandatory task for all academic staff and these will be distributed equitably by the Graduate School Archaeology.

3. All staff members play a representative role for the Faculty, both inside and outside Leiden University. Administrative functions for staff members outside the Faculty of Archaeology are generally valued but will be selected and monitored to avoid compromising internal roles. In addition, external administrative duties do not take precedence over internal administrative needs, and allocating such work happens in conversation with the line manager (e.g., Department Head).

4. The above list of management roles and committee assignments is extensive but not exhaustive. If staff are assigned additional, substantial, structural administrative tasks that are not listed here, these will also be acknowledged and considered when distributing workloads. Ad hoc committee work is not included in this model and can be discussed with your line manager.

5. The assignment of individual staff members to committees will be coordinated by the Department Heads who will make suggestions to the Faculty Board which has final decision-making responsibility.

6. Outreach activities (i.e. marketing events) are to be fairly distributed amongst the employed with clear limits on participation per staff member. These activities will be organized in coordination with the Marketing and Communications department.

6. Parameters for Development criteria

- The parameter model explicitly allocates time for personal, career, and organizational development for all permanent academic staff. This time can be used for personal training and courses (for example, Dutch language courses, obtaining an SKO/senior qualification for education), and includes attending various faculty meetings (e.g. department meetings, research and education meetings, culture change meetings) and student recruitment activities.
- Expectations and planning concerning personal and career development are to be discussed and approved with the direct supervisor.
- Development in this context can refer to both individual and group trajectories.

7. Implementation

- The original version of the parameter model took effect on 1 September 2019 for all staff members employed at the Faculty of Archaeology. Except for established legally binding agreements, all previous informal agreements were dissolved. The parametermodel has been updated in June 2023, and December 2025, and will take effect in the 2026-2027 academic year.
- Comparative research has been conducted at the other Faculties of Leiden University, and at comparable faculties at other universities, to identify accountable parameters and norms. The teaching component at almost all other Leiden University Faculties and related institutes at other universities (Groningen and Amsterdam) is weighted, ranging from 60 to 90%. At the Faculty of

Archaeology, we aim that the time investment for teaching and lecturing should be ~55%, as our Faculty is a research-intensive environment, comparable to the Faculty of Science.

- The distribution of tasks applies to *all* job profiles and involves both fixed-term and permanent contracted staff members. An exception applies to contracts less than or equal to 0.5 fte. In such cases, bespoke arrangements (increasing up to 100% educational tasks) are agreed upon between the Education Director (“OD”) and the direct supervisor. Likewise, staff in formal management roles (Department Head, Faculty Board) will have a different allocation due to their larger management & administrative tasks.
- Individual annual agreements and assessments come about by means of the annual GROW between employee and manager. There may be exceptional circumstances when the proposed distribution of duties within the appointment can be (temporarily) suspended (e.g., on medical grounds, for research sabbaticals and if the interests of business operations make this necessary). Agreements on this are made in advance with the direct supervisor, Department Head, and the Education Director, and in consultation with the affected teaching staff.
- Newly appointed staff will have time to develop their teaching portfolios, obtain their BKO, and do language courses if relevant. For example, in the first year of a new appointment, we aim to assign half (~50%) of a standard teaching load.