

Appendix 1

Matrix Education & Teaching, Research, and Organisation, Administrative and Advisory Tasks (OBA).

Application:

The matrices for Education & Teaching, Research and OBA further elaborate on Figure 1. For each level (Growing, Senior, or Leading), a range is defined. During the annual GROW interview, the employee and manager jointly agree on the elements within the growing, senior, or leading level on which the employee will actively focus. The matrix is intended as a source of inspiration; employees are not expected to be active in every element within the level applicable to them. The work-related agreements made with each employee are based on the department's strategic objectives and needs, while also aligning with the employee's individual talents and strengths. Differentiation is possible across the three domains (for example, by placing a stronger emphasis on education, as may be appropriate from the senior level onwards). It is also possible to differentiate within the domains. For instance, two employees working at the growing level and contributing equally to education may nevertheless have very different tasks and responsibilities within the Education & Teaching domain.

Matrix Education & Teaching

	Growing (≈UD2/ UD1, also relevant for all next levels)	Senior (≈UHD2/ UHD1, also relevant for all next levels)	Senior (≈UHD2/ UHD1)	Leading (≈HGL2/ HGL1)
	Basis	Basis	Emphasis	Basis
General	Reflects on own educational vision and strategy in relation to the vision and strategy of the faculty, institute, and/or department.	Realises their own educational vision in alignment with the vision and strategy of the faculty, institute, and department, and promotes and communicates this vision to colleagues.	Realises and advances their own educational vision in alignment with the vision and strategy of the faculty, institute, and department, and actively communicates this vision within the university.	Realises and implements a personal vision aligned with the vision and strategy of the faculty, institute or department, and promotes it both within and outside the university.
	Actively and demonstrably develops own teaching and educational skills.	Actively and demonstrably develops teaching competencies and promotes the continuous improvement of educational quality.	Actively and demonstrably develops teaching and educational skills and contributes to the ongoing improvement and quality assurance of education.	Actively and demonstrably develops teaching skills. Takes an active interest in enhancing the quality of education.
Activities	Independently designs and delivers a range of educational activities, including tutorials, practical sessions, project-based learning, lectures, thesis supervision, and internship supervision.	Independently delivers a variety of educational formats, including tutorials, practical sessions, project-based learning, lectures, thesis supervision, and internship supervision.	Delivers a variety of teaching formats and develops innovative educational modules (e.g. interdisciplinary modules) for a broad range of target groups.	Delivers a variety of teaching formats and develops innovative educational modules (e.g. interdisciplinary modules), for a broad range of target groups.
		Supervises junior lecturers.	Manages lecturers who teach various target groups.	Manages lecturers who teach various target groups.
	Independently supervises students in the completion of theses and standard assignments, ensuring alignment with the intended learning outcomes and assessment methods (constructive alignment).	Independently supports students in developing learning strategies and provides personalised, targeted feedback aligned with individual learning needs.	Independently supervises theses and assignments and provides guidance to on how to supervise theses.	Independently supervises theses and assignments and provides guidance to on how to supervise theses.
	Independently assesses examinations, assignments, and theses, and applying quality criteria such as validity and reliability to design or redesign (components of) assessments.	Develops assessment plans and aligns assessment practices within the curriculum with learning outcomes and examination regulations.	Contributes to the development of assessment policy and quality standards within degree programmes.	Defines assessment policies and quality standards within degree programmes.
	Demonstrates awareness of diversity and inclusion in educational practice. Taking differences in background, perspective, and learning style into account when designing	Integrates diversity and inclusion principles into curriculum, assessment practices, and student supervision, and contributes to an inclusive learning	Integrates diversity and inclusion principles into the curriculum, assessment practices, and student supervision. Promotes awareness and	Develops and implements a vision for inclusive education. Actively contributes to inclusive education policy within the faculty or university

	courses, assessments, and student supervision.	environment within the programme and teaching team.	inclusive practices within the teaching team and/or degree programme.	and serves as a point of contact and ambassador in this area.
	Provides constructive feedback on assignments and examinations in accordance with established feedback principles and assessment criteria. Reflects on their own practice (e.g. how feedback has been formulated).	Provides constructive feedback aligned with students' learning processes and learning strategies, focusing primarily on task and process levels.	Provides constructive feedback focused on the development of academic skills and reflective practice, with particular emphasis on processes and self-regulation.	Provides constructive feedback focused on academic skills and reflective practice, particularly regarding the learning process and self-regulation.
Coordination	Gains experience in coordinating courses or smaller components of educational programmes. Aligns content and course structure with colleagues and demonstrates a proactive attitude.	Organises courses or an educational programme and is responsible for their planning, coherence, and quality.	Makes a major contribution to the content, educational design, and organisational development of the curriculum for significant parts of a degree programme and/or to the leadership and management of educational programmes.	Leads curriculum development in terms of content, educational design and organisational structure. Initiates policies that enhance the quality and organisation of education across the institution.
		Provides guidance and support to junior colleagues in shaping and organising their teaching activities.	Provides guidance and support to less experienced colleagues in their professional development.	Provides overarching guidance and support, often in a mentoring capacity for junior teaching staff.
Development	Develops a deeper understanding of the educational programme to which they contribute.	Contributes to educational programmes, for example through participation in committees such as Programme Committees, Examination Boards, or accreditation and review panels.	Provides leadership for educational programmes and chairs committees such as Programme Committees, Examination Boards or accreditation and review panels.	Strategic management of education and teaching at the faculty or university.
	Reflects critically on own teaching practice based on feedback from students (e.g. course evaluations) and managers.	Reflects critically on their teaching practice and initiates improvements based on proactively collected student feedback.	Contributes to structural quality assurance (internal and external) and programme-level reflection and evaluation.	Contributes to the review of educational strategy and policy, focusing on long-term priorities and their impact across the institution.
	Recognises opportunities to apply and draw on educational research within their own teaching practice.	Develops knowledge of educational research and emerging trends through literature study and participation in workshops and other professional development activities.	Conducts educational research and innovation projects and shares knowledge at the programme and faculty levels. Leads educational research and innovation projects. Disseminates knowledge both within and beyond the institution.	Leads projects focused on educational research and innovation and actively fosters knowledge sharing within and beyond the institution.
	Uses existing teaching and learning materials, including open educational resources, in teaching practice.	Adapts existing teaching and learning materials, including open educational resources, to support effective teaching and learning.	Creates new teaching and learning materials, including open educational resources, and conducts peer reviews of open educational materials developed by others.	Provides leadership in the development, dissemination and sharing of learning materials, including open educational resources.

	Contributes to the design of a variety of educational formats based on the principles of constructive alignment, coherent course structure, and inclusive education.	Demonstrates and articulates the alignment between course design, curriculum objectives, and constructive alignment principles, informed by educational research.	Designs new educational modules and cross-curricular learning pathways. Contributes to the design and development of curricula and educational programmes.	Strategically designs new and existing educational modules, curricula and educational programmes.
	Keeps abreast of current developments in the field of research and incorporates these into teaching activities.	Applies current research themes in course design and recognises the relationship between research and teaching.	Integrates research and research participation into teaching and learning activities.	Promotes the importance of the research-education nexus and articulates how this can be deployed flexibly in education.
			Designs interdisciplinary educational activities in collaboration with a range of partners.	Designs complex interdisciplinary courses, learning pathways, minors and curricula for broader target groups, such as professionals, policymakers or the general public (e.g. MOOCs, public lectures, citizen science).
	Involved in post academic teaching.	Actively contributes to teaching and the development of post academic courses.	Initiates and coordinates the development of post-academic education within the degree programme or faculty.	Acquires and develops postgraduate education. Strategically positions postgraduate education in collaboration with external partners or professional sectors. Contributes to the institution's lifelong learning policy.
	Contributes to educational activities and teaching formats that are (partly) aimed at generating societal impact.	Contributes to the development of educational activities and teaching formats that are, in whole or in part, aimed at generating societal impact.	Designs and develops educational formats that promote societal impact, working collaboratively with various partners.	Strategically designs educational modules partly or fully focused on societal impact, in collaboration with various partners. Designs and delivers strategic education programmes for external target groups, such as policymakers, professional bodies or international organisations. Works with partners to deliver education that has a societal impact and helps to position the institution as a knowledge partner.

Matrix Research

	Growing (≈UD2/ UD1, also relevant for all next levels)	Senior (≈UHD2/ UHD1, also relevant for all next levels)	Senior (≈UHD2/ UHD1)	Leading (≈HGL2/ HGL1)
	Basis	Basis	Emphasis	Basis
General	Activities contribute to the objectives of the research group/research programme.	Activities contribute to the objectives of the department/institute.	Activities contribute to the objectives of the institute/faculty.	Activities contribute to the objectives of the institute/faculty.
Implementation	Independently conducts rigorous ¹ academic research, in accordance with the applicable standards for academic integrity and ethics, ² and appropriate open science practices, including responsible data management. ³	Actively contributes to promoting the rigour, transparency and openness, as well as the integrity and ethics, of academic research.		Demonstrates leadership in developing and promoting a vision of sound, transparent and open research, conducted with integrity and in accordance with ethical principles.
	Independently carries out commissioned research (contract research), on the basis of a pre-defined and approved research proposal.	Independently carries out commissioned research (contract research).		
	Develops their own research plan or proposal that makes an original academic contribution.	Initiates and develops research proposals (both independent and commissioned). Is a recognised expert in their own field and plays an active role in its further development by conducting original academic research and, where relevant, establishing interdisciplinary links. Is responsible for the quality of their own line of research.	Initiates and develops research proposals (both independent and commissioned). Is a leading expert in their field and plays a key role in its further development by conducting original academic research and, where relevant, establishing interdisciplinary links. Is responsible for the quality of their own line of research.	Is widely recognised as a leading scholar in the field, provides direction for its further development, develops innovative areas of research, and is capable of maintaining and further expanding a thriving research group.
	Is actively involved in research and developments within the field.	Has in-depth and up-to-date knowledge of, and a broad overview of, their own discipline.		
	Develops an understanding of the significance of the discipline within a societal and academic context.	Demonstrates academic creativity and an original perspective on the significance of the	Demonstrates a high degree of academic creativity and an original perspective on the	

¹ Rigorous academic research is defined as: clear research questions, a solid grounding in the field of research, a coherent theoretical framework, reliable data, state-of-the-art methods, clearly reported results and appropriate conclusions.

² See the [Netherlands Code of Conduct for Research Integrity](#).

³ See the [Leiden University Data Management Regulation](#) and the Research [Data Management Protocol](#) for researchers at the Leiden Law School.

		discipline within its societal and academic context.	significance of the discipline within its societal and academic context.	
	Publishes regularly as an author (or co-author) of academic articles in books and/or reputable journals, in keeping with the publication culture of the discipline.	Publishes regularly and demonstrates clear professional development as an author (or co-author) of academic publications in books and/or reputable journals, in keeping with the publication culture of the discipline.	Has an excellent and leading track record of publications as an author (or co-author) of academic contributions in books and/or reputable journals, in keeping with the publication culture of the discipline.	
Collaboration & leadership	Contributes to collaboration on coherent research projects that form a significant part of a research programme.	Coordinates and oversees the implementation of coherent research projects that form a significant part of a research programme.	Co-ordinates and oversees the implementation of coherent and pioneering research projects that form a significant part of a research programme.	Coordinates and oversees the implementation of a research programme, or is responsible for the planning and implementation of a multi-year specialist research project. Has a well-founded understanding of research (and research programming) within the academic and societal context.
		Establishes partnerships with other organisations (academic and societal) in the field of research.	Initiates leading-edge partnerships with other parties (academic and societal) in the field of research.	Takes a leading role in (1) individually funded research groups (such as ERC, VIDI or VICI projects), or (2) large-scale consortia (such as Horizon Europe), and contributes to strategic collaboration within national or international research networks.
	Is involved in supervising PhD candidates ⁴ and may act as a co-supervisor.	Supervises PhD candidates, either as a co-supervisor or as a supervisor with <i>ius promovendi</i> . The aim is to have successfully supervised at least one PhD candidate through to completion.	Supervises PhD candidates as a supervisor or co-supervisor. The aim is to have successfully supervised at least two PhD candidates through to completion. Plays a motivating and inspiring role in supervising PhD candidates.	Recruits PhD candidates and secures appropriate funding on the basis of clear substantive and strategic decisions. Has successfully supervised PhD candidates to completion over the past five years. The number varies depending on the discipline. Plays a motivating and inspiring role in supervising PhD candidates.
	Provides academic staff (research assistants, PhD candidates) with guidance on both the substance and the process of conducting research.	Provides academic staff (PhD candidates, junior UD's) with guidance on both the substance and the process of conducting research.	Provides academic staff (PhD candidates, junior and senior UD's) with guidance on both the substance and the process of conducting research.	Is actively committed to diversity, inclusion and equal opportunities in the design, implementation and team formation of research projects. Takes into account under-represented or vulnerable groups in research content and practice.

⁴ The term 'PhD candidates' refers to both appointed PhD candidates (PhD candidates and PhD fellows) and non-appointed PhD candidates (external PhD candidates).

Acquisition	Makes a substantial contribution to securing second- and third-party income streams.	Has independently submitted research proposals for second- or third-party income streams.	Has submitted high-quality and strategically appropriate proposals for second- or third-party income streams.	Provides substantive and procedural support to academic staff in the conduct of research. Has experience in successfully securing and completing externally funded research.
Impact	Achieves academic and societal impact through research, as evidenced by the use of their publications by other researchers, or in case law, legislation, etc. Plays an active role in academic or societal organisations.	Achieves substantial academic and societal impact through research, as evidenced by the use of their publications by other researchers, or in case law, legislation, etc. Plays an active role in academic or societal organisations.	Achieves substantial academic and societal impact through research, as evidenced by awards, the use of their publications by other researchers, or in case law, legislation, etc. Plays an active and prominent role in academic or societal organisations.	Achieves leading academic and societal impact through research, as evidenced by awards, the use of their publications by other researchers, or in case law, legislation, etc. Plays an active and prominent role in leading academic or societal organisations.
	Depending on the field of research, contributes to the publication of methodologies, data and research findings, in line with appropriate open science practices	Depending on the field of research, makes a structural contribution to the publication of methodologies, data and research findings, in line with appropriate open science practices	Promotes, within their own line of research, the accessibility and sharing of methodologies, data and research results, in line with appropriate open science practices.	Encourages and contributes to a research culture in which – depending on the field of research – methodologies, data and research results are made accessible and shared in line with appropriate open science practices.
	Regularly presents research at national and international conferences or workshops.	Is regularly invited to speak at universities, at national and international academic conferences or workshops, or for academic societies.	Is regularly invited as a leading expert by universities, at national and international academic conferences or workshops, or for academic societies.	Is regularly invited as a leading expert by universities, at national and international academic conferences or workshops, or for academic societies.
	Is able to engage in dialogue with non-academic partners or the general public about academic findings.	Regularly engages in dialogue with non-academic partners or the general public about academic findings.		Is able to establish structural links between university research and the related areas of society. Translates academic knowledge and insights into benefits for other academic disciplines and society, and contributes to evidence-based policy development ('science for policy'),
	Plays an active role in relevant national and international networks and contributes to journals, for example, by serving on the editorial board or as a peer reviewer. Plays an active role in organising academic meetings.	Plays a prominent role in national and international academic organisations or journals within the discipline. Initiates and coordinates academic meetings.	Plays a leading role in national and international academic organisations or journals within the discipline. Initiates and coordinates academic meetings.	Helps to shape the research agenda within the discipline. Initiates and coordinates academic meetings and partnerships.

Matrix Organisation, Administrative and Advisory Tasks (OBA)

	Growing (≈UD2/ UD1, also relevant for all next levels)	Senior (≈UHD2/ UHD1, also relevant for all next levels)	Leading (≈HGL2/ HGL1)
	Basis	Basis	Basis
General	Demonstrates development in the competencies set out in Leiden University's leadership model, in line with the level 'leading oneself and leading others'.	Demonstrates development in the competencies set out in Leiden University's leadership model, in line with the 'leading teams' level.	Demonstrates development in the competencies set out in Leiden University's leadership model, in line with the 'leading the organisation' level.
	Is able to effectively manage their own development and the day-to-day management of others.	Develops into a flexible leader who guides, inspires and empowers others to bring out the best in themselves. Has a good understanding of the desired leadership style and knows how to apply it effectively to inspire and motivate others. Works successfully when different interests and perspectives are at play and can deal effectively with resistance.	Is a visionary leader who guides, inspires and empowers others to bring out the best in themselves. Can employ different leadership styles to persuade and motivate others. Works successfully when different interests and perspectives are at play and can deal effectively with resistance.
Management/organisation	Contributes to administrative and coordinating tasks within the department (for example, serving on the board of examiners, planning the curriculum, and organising events).	Responsible for administrative and coordinating tasks within their own department, working closely with the department chair. Carries out administrative tasks at various levels within the faculty (for example: programme, research/teaching institute, faculty teaching or research committees, appointment committees, etc.).	Leads and supervises functional working groups and project groups at faculty and university level, and acts as chair.
	Provides structured and proactive guidance, including regular progress meetings, career guidance and support with grant and funding applications for PhD candidates, postdocs and junior lecturers.	Manages staff (e.g. PhD candidates, postdocs and junior lecturers)	Heads a chair, department or institute. Heads national or international committees or working groups, which also determines the institution's standing.
	Contributes to an open, safe and inclusive working environment.	Contributes to an open, safe and inclusive working environment.	Responsible for creating the conditions for an open, safe and inclusive working environment within the faculty/institute/department.
	Develops and implements a long-term vision for the department's own activities that contributes to the department's objectives.	Develops and implements a long-term vision for their own department that contributes to the faculty's strategic plan.	Develops and implements a long-term vision within their own department or institute that contributes to the university's and the faculty's strategic plan.
Advice	Contributes to providing advice to academic or societal organisations, in line with their own areas of expertise.	Advises academic or societal organisations on the basis of subject-matter expertise and an understanding of the field.	Plays a guiding advisory role for leading academic or societal organisations, both nationally and internationally, and contributes to strategic decision-making or policy development.

Appendix 2

Assessment criteria for commencing employment and promotion by job profile

Application:

For positions within the academic staff category (researcher, lecturer, UD, UHD and professor), the minimum *general* requirements that staff members must meet in order to be eligible for promotion have been set out. The assessment criteria represent the minimum standard. Each year, the staff member and their supervisor agree on the staff member's personal development. A staff member's career development does not automatically lead to a promotion. This is only the case if there is a need for it within the department – that is, if it is consistent with and supports the department's strategic objectives, and if it fits within the strategic staff planning (including the staffing structure and budget).

Role: Researcher

UFO profile: [Researcher 4 to 1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

	Researcher 4 (salary scale 10)	Researcher 3 (salary scale 11)	Researcher 2 (salary scale 12)	Researcher 1 (salary scale 13)
General ⁵	Completed academic qualifications. Completes the onboarding programme for new staff shortly after commencing employment.	At least 2 years' experience as a Researcher 4 Has, at the very least, completed the following training/qualification: • Professional Communication (3 modules) or Strengthen Your communication Style Skillslab • The Active Bystander workshop	At least 2 years' experience as a Researcher 3 Has, at the very least, completed the following training/qualification: • The Good Conversation Skills Lab • Leadership with Impact programme or Academic Management and Leadership Skills programme.	At least 2 years' experience as a Researcher 2
Education & Teaching	N/A	N/A	N/A	N/A
Research	Carries out research under supervision, based on a pre-defined and approved research proposal, for the benefit of scholarship, society and – where possible – the public sector and the business community. Acts in accordance with the Research Data Management Protocol .	Carries out research independently, for the benefit of scholarship, society and – where possible – the public sector and the business community. Ensures that their own research is clearly defined and structured. Contributes to the acquisition of second- and third-party income streams both for their own research and for that of others. Acts in accordance with the Research Data Management Protocol .	Carries out independent research in a broad or specialist field, for the benefit of scholarship, society and – where possible – the public sector and the business community. Coordinates and oversees the implementation of coherent research projects that form a significant part of a research programme. Initiates, secures, and reports on second- and third-party income streams both for their own research and for that of others. Acts in accordance with the Research Data Management Protocol .	Carries out independent research in a broad or specialist field, for the benefit of scholarship, society and – where possible – the public sector and the business community. Provides substantive support to academic staff in the conduct of research. Coordinates and oversees the implementation of a research programme. Initiates, secures, and reports on second- and third-party income streams both for their own research and for that of others. Acts in accordance with the Research Data Management Protocol .
Organisation, Administrative	N/A	N/A	Participates in working groups, committees or project teams within the capacity group.	Leads working groups, committees or project teams within the capacity group.

⁵ The criteria listed in the 'General' column should be regarded as cumulative.

e & Advisory Tasks			Contributes to administrative and coordinating tasks within the capacity group. Contributes to an open, safe and inclusive working environment.	Contributes to administrative and coordinating tasks, and mentors staff within the capacity group. Contributes to an open, safe and inclusive working environment. Leads a collaborative research initiative with external partners from civil society, the public sector or the business community.
Competencies	Leiden Law School expects all its staff to develop four leadership competencies. In this role, the key leadership skills are those associated with self-leadership.	Leiden Law School expects all its staff to develop four leadership competencies. In this role, the key leadership skills are those associated with self-leadership.	Leiden Law School expects all its staff to develop four leadership competencies. In this role, the key leadership skills are those associated with leading others.	Leiden Law School expects all its staff to develop four leadership competencies. In this role, the key leadership skills are those associated with leading others.

Role: Lecturer

UFO profile: [Lecturer 4 to 1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

	Lecturer 4 (salary scale 10)	Lecturer 3 (salary scale 11)	Lecturer 2 (salary scale 12)	Lecturer 1 (salary scale 13)
General ⁶	Completed academic qualifications. Completes the onboarding programme for new staff shortly after commencing employment.	At least four years' experience as a Lecturer 4. Has, at the very least, completed the following training/qualification: • University Teaching Qualification (BKO) • Additional courses as part of professional development for lecturers • Professional Communication (3 modules) or Strengthen Your communication Style Skillslab • The Active Bystander workshop Demonstrates a commitment to educational development and their own personal development, as evidenced, for example, by attending conferences, playing an active role in the Leiden Teaching Community, or applying for a Comenius grant. Has an understanding of their own effectiveness as a teacher, is able to reflect on this, and takes into account feedback from fellow lecturers and teaching evaluations. Promotion to Lecturer 3 may also be considered where a lecturer has many years' experience in the field and therefore brings valuable insights from professional practice.	At least four years' experience as a Lecturer 3. Has, at the very least, completed the following training/qualification: • The Good Conversation Skills Lab • Leadership with Impact programme or Academic Management and Leadership Skills programme. Is willing to complete the Training Course for Educational Managers and Leaders or Educational Leadership Programme and to commence the STQ programme. Demonstrates a proactive approach to educational development and their own leadership and general development. Much of the lecturer's work is cross-departmental in nature and takes place primarily at institute or faculty level.	At least 2 years' experience as a Lecturer 2. Has, at the very least, completed the following training/qualification: • Senior Teaching Qualification (SKO). • Training Course for Educational Managers and Leaders or Educational Leadership Programme Makes a significant contribution to the strategic management of education within the faculty or university and can demonstrate that they are actively working on their own leadership development.

⁶ The criteria listed in the 'General' column should be regarded as cumulative.

Teaching and supporting the learning process	Delivers various teaching activities (seminars, practical sessions, projects, lectures, theses, work placements, etc.). Guides students through standard assignments tailored to the course objectives and assessment (constructive alignment). A Lecturer 4 usually only plays a role in Bachelor's programmes.	Delivers various teaching activities and making flexible use of different teaching methods. Offers individualised support aimed at developing learning strategies and providing more targeted feedback tailored to the student's individual needs. A Lecturer 3 usually only plays a role in Bachelor's programmes.	Delivers innovative (pedagogical/technological) teaching activities and delivers or adapts teaching to suit various target groups (e.g. professionals). Guides/coaches colleagues, e.g. through peer reviews.	Supervises lecturers who deliver education to a variety of target groups. Meta-supervision, often involving a more mentor-like role for junior or newly qualified lecturers.
Assessment and feedback	Marks examinations, assignments and theses, and uses quality criteria such as validity and reliability to design or redesign assessments, based on the relevant marking scheme/assessment criteria. Provides clear feedback on assignments and examinations, based on feedback guidelines and in line with established assessment criteria. Reflects on their own actions (e.g. how the feedback was phrased).	Uses quality criteria such as validity, reliability, transparency and usability within the context to design or redesign assessments, in line with the assessment plan. Provides constructive feedback (Hattie), tailored to the learning process and learning strategies (primarily focusing on tasks and processes).	Develops rubrics and assessment plans, and aligns (summative/formative) assessment within the learning pathway/curriculum in line with course objectives and examination regulations. Contributes to the renewal of the assessment policy and encourages shared responsibility for assessment within the team. Provides constructive feedback, focusing on academic skills and reflection (primarily on process and self-regulation).	Establishes or updates assessment policies and quality standards within curricula.
Organising education and management	Organises their own teaching in a timely and structured manner, in collaboration with colleagues, with a focus on accurate and efficient planning. Makes an effort to gain a deeper understanding of the curriculum of which they are a part.	Co-ordinates courses or smaller programme components, with responsibility for planning, coherence and quality. Acts proactively. Contributes to curricula, for example through committee work (OLC, EC, curriculum committees)	Organises courses or a curriculum. Coaches junior colleagues to ensure effective organisation. Manages curricula, chairs teaching committees (OLC, EC, curriculum committees), and serves on faculty or university committees. Actively contributes to an open, safe and inclusive working environment.	Initiates policies that have a positive impact on the institution's educational organisation and quality. Involves external partners in the development or delivery of education. Responsible for the strategic management of education within a faculty or university. Actively contributes to an open, safe and inclusive working environment.
Reflection, research and innovation	Reflects on their own teaching practice based on feedback from students (evaluation forms) and supervisors. Recognises educational research within their own teaching practice. Identifies, adapts (to ensure they align closely with the learning objectives) and uses existing	Actively reflects on their own teaching and the implementation of small improvements based on feedback proactively sought from students. Acquires knowledge about educational research and trends through a review of the literature and participation in workshops. Shares knowledge about their own innovation or teaching method.	Is involved in structural quality assurance (internal and external) and reflection at programme level. Carries out small-scale educational research or innovation projects, and shares knowledge at programme, faculty and institutional levels, as well as through educational conferences.	Is involved in the review of educational strategies and policies, with a focus on long-term objectives and institutional impact. Creates and shares large-scale OER (such as open textbooks). Is responsible for leadership, policy and quality control relating to OER. Shares knowledge and coordinates projects within and outside the organisation.

	OER within their own teaching. Correctly uses open licences (e.g. Creative Commons).	Creates and shares smaller OER units (such as presentations, readers and videos), and carries out peer reviews of OER. Involves students in the development of Open Educational Resources (OER). Measures the appreciation of and impact of OER in their own teaching.	Creates and shares medium-sized OER. Is responsible for quality control of OER. Encourages and supports colleagues in using OER. Takes part in OER projects. Conducts research into the perception, impact and cost savings of OER.	Conducts research into the impact of OER on students, institutions and society.
Designing education and teaching	Designs various teaching activities based on constructive alignment and logical structure, and in accordance with the principles of inclusive education. Makes an effort to gain a deeper understanding of the current state of research and to apply this knowledge in teaching activities.	Describes the explicit link between the course module and the curriculum, and constructive alignment within the design, based on educational literature. Applies current research topics to course design. Recognises the link between research and teaching in the teaching provided. Contributes ideas and provides information on how discipline-based teaching can contribute to interdisciplinary education.	Designs new educational modules and cross-disciplinary learning pathways for various target groups (e.g. professionals). Promotes the importance of the research-education nexus and articulates how this can be deployed flexibly in education. Integrates participatory and other research into teaching, e.g. research projects and living labs. Designs interdisciplinary teaching programmes in collaboration with internal and external partners.	Designs new and existing curricula and educational modules, in line with the university's vision. Involves and coordinates with internal and external partners. Promotes the importance of the research-education nexus and articulates how this can be deployed flexibly in education. Position the study programme as leading in research-based and active learning, and promotes this within national and international networks and through accreditation processes. Designs complex interdisciplinary courses, learning pathways, minors and curricula, in collaboration with internal and external partners.
Competencies	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. In the role of Lecturer 4, the key leadership skills are those associated with self-leadership.	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to Lecturer 3, the Lecturer is expected to have demonstrably developed their leadership skills to a level where they are capable of leading others.	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to Lecturer 2, the Lecturer is expected to have demonstrably developed their leadership skills to a level where they are capable of leading a team.	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to Lecturer 1, the Lecturer is expected to have demonstrably developed their leadership skills to a level where they are capable of leading an organisation.

Role: Assistant Professor (UD)

UFO profile: [UD2 and UD1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

General principles: Every UD begins by establishing a broad foundation and is active in, and develops within three areas, namely education and teaching, research, and organisation, administrative and advisory tasks at the 'GROWING' level. Agreements on how the UD operates in the various areas are reached annually during the GROW meeting. During this meeting with the supervisor, new agreements are made each year regarding the results to be achieved and professional development.

	UD2 (salary scale 11)	UD1 (salary scale 12)
General	Holds a doctor's degree (or the PhD thesis has been approved by the Doctorate Committee). Completes the onboarding programme for new staff shortly after commencing employment.	Has completed the first part of the training programme in line with 'GROWING'; this includes, at the very least: • Professional Communication (3 modules) or Strengthen Your communication Style Skillslab • The Active Bystander workshop Has also obtained the University Teaching Qualification (BKO).
Education & Teaching	GROWING (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates verifiable growth over a period of several years within the 'GROWING' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UD2 and UD1 in the field of education and teaching is set out in the UFO profile.
Research	GROWING (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates verifiable growth over a period of several years within the 'GROWING' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UD2 and UD1 in the field of research is set out in the UFO profile.
Organisation, Administrative & Advisory Tasks	GROWING (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates verifiable growth over a period of several years within the 'GROWING' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UD2 and UD1 in the field of organisation, administrative and advisory tasks is set out in the UFO profile.
Competencies	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. In the role of UD2, the key leadership skills are those associated with self-leadership.	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to UD1, the UD is expected to have demonstrably developed their leadership skills to a

		level where they are capable of leading others . Agreements on this matter are made each year during the GROW meeting.
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Role: Associate Professor (UHD)

UFO profile: [UHD2 and 1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

General principles: In principle, the UHD operates and develops within three areas, namely education and teaching, research, and organisation and administrative and advisory tasks at the 'SENIOR BASIS' level. The extent to which the UHD is engaged in each of these domains may vary from one individual to another. Agreements on this matter are made each year during the GROW meeting. The standard UHD track is based on a typical allocation of time between education and teaching, research, and OBA. In addition, it is possible to place an emphasis on a particular area, thereby focusing more attention on a single domain. The assessment criteria for a career with a focus on education and teaching are set out on the following page.

	UHD2 (salary scale 13)	UHD1 (salary scale 14)
General	Has completed the second part of the training programme in line with 'GROWING'; this includes, at the very least: The Good Conversation Skills Lab Supervising PhD candidates Skills Lab	Completes the training programme appropriate for the 'SENIOR' level, which includes, at the very least: Onboarding programme for managers Leadership with Impact programme or Academic Management and Leadership Skills programme.
Education & Teaching	SENIOR BASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR BASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of education and teaching is set out in the UFO profile.
Research	SENIOR BASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR BASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of research is set out in the UFO profile.
Organisation, Administrative & Advisory Tasks	SENIOR BASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR BASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of organisation, administrative and advisory tasks is set out in the UFO profile.
Competencies	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies . To be eligible for promotion to UHD 2, the UHD is expected to have demonstrably developed	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies . To be eligible for promotion to UHD1, the UHD is expected to have demonstrably developed their leadership skills to a

	their leadership skills to a level where they are capable of leading a team. Agreements on this matter are made each year during the GROW meeting.	level where they are capable of leading a team/organisation. Agreements on this matter are made each year during the GROW meeting.
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Role: Associate Professor (UHD), with a focus on education and teaching

UFO profile: [UHD2 and 1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

General principles: In principle, the UHD operates and develops within three areas, namely education and teaching, research, and organisation and administrative and advisory tasks at the 'SENIOR BASIS' level. The extent to which the UHD is engaged in each of these domains may vary from one individual to another. Agreements on this matter are made each year during the GROW meeting. The standard UHD track is based on a typical allocation of time between education and teaching, research, and OBA. In addition, it is possible to place an emphasis on a particular area, thereby focusing more attention on a single domain. The assessment criteria for a career with a focus on education and teaching are set out below.

	UHD2 with a focus on education and teaching (salary scale 13)	UHD1 with a focus on education and teaching (salary scale 14)
General	Has completed the second part of the training programme in line with 'GROWING'; this includes, at the very least: • The Good Conversation Skills Lab • Supervising PhD candidates Skills Lab Has also completed or registered for the Training Course for Educational Managers and Leaders or Educational Leadership Programme. Has completed courses as part of lecturer professional development, or holds the Senior Teaching Qualification (SKO), or is registered to take it.	• Has completed the Onboarding programme for managers and the Training Course for Educational Managers and Leaders or Educational Leadership Programme. Holds the Senior Teaching Qualification (SKO).
Education & Teaching	SENIOR EMPHASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR EMPHASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of education and teaching is set out in the UFO profile.
Research	SENIOR BASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR BASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of research is set out in the UFO profile.
Organisation, Administrative & Advisory Tasks	SENIOR BASIS (for the scope of the activities that fall under this category, see Appendix 1).	Demonstrates a clear progression over a period of several years within the 'SENIOR BASIS' category. Agreements on this matter are made each year during the GROW meeting. A general distinction between UHD2 and UHD1 in the field of organisation, administrative and advisory tasks is set out in the UFO profile.
Competencies	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance.	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance.

	Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to UD1, the UD is expected to have demonstrably developed their leadership skills to a level where they are capable of leading a team. Agreements on this matter are made each year during the GROW meeting.	Leiden Law School expects all its staff to develop four leadership competencies. To be eligible for promotion to UD1, the UD is expected to have demonstrably developed their leadership skills to a level where they are capable of leading a team/organisation. Agreements on this matter are made each year during the GROW meeting.
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Role: Professor (HGL)

UFO profile: [HGL2 and 1](#)

Prerequisites: The decision as to whether or not to recruit or promote staff depends primarily on the department's needs and strategic staff planning (including available posts and budget). If there is sufficient capacity, a vacancy can be advertised or an assessment can be made as to which of the staff members is best qualified for a higher-level role, based on the principles set out below.

General principles: Within the UFO job classification system, two levels are distinguished within the position of professor (HGL2 and HGL1). Promotion to the level of HGL1 is granted only in highly exceptional cases. The specific requirements for promotion to HGL1 are set out in the [university's Policy on Professors](#). Consequently, the faculty career policy only lists specific faculty criteria for the HGL2 post.

	HGL2
General	In any case, a professor must have completed the compulsory training programme corresponding to the 'GROWING' and 'SENIOR' levels (see assessment criteria for UD and UHD). In the event of an upcoming vacancy for Academic Director or departmental chair, the professor must complete the Academic Leadership Programme .
Education & Teaching	SENIOR LEADING (for the scope of the duties covered by this role, see Appendix 1).
Research	SENIOR LEADING (for the scope of the duties covered by this role, see Appendix 1).
Organisation, Administrative & Advisory Tasks	SENIOR LEADING (for the scope of the duties covered by this role, see Appendix 1).
Competencies	Staff who teach are expected to focus on developing their teaching skills. Refer to the teacher development model for guidance. Leiden Law School expects all its staff to develop four leadership competencies . In this role, the key leadership skills are those associated with leading a team/organisation . Agreements on this matter are made each year during the GROW meeting.

Professor 1

In exceptional cases, an individual can be appointed at the Professor 1 salary level. The Executive Board may, on the recommendation of a faculty board, decide to promote a professor to the rank of Professor 1. The specific requirements for promotion to HGL1 are set out in the [university's Policy on Professors](#). The following principles apply in this regard:

- A Professor 1 clearly meets the criteria for a Professor 2 in the area of leadership. Shortcomings in this area cannot be compensated for in the case of a Professor 1. Evidence is sought primarily from the candidate's narrative/reflection and 360-degree feedback (partly arranged by the dean?), which in any case includes input from their immediate supervisor.
- A Professor 1 must demonstrate excellence in at least one of the three areas (research, education and teaching, or OBA), whilst in the other two areas the candidate must meet the criteria for Professor 2.

To demonstrate excellence in the field of Research, all of the following criteria must be met:

1. In relation to the criteria for the research domain, the candidate must have consistently performed at least at the level of Professor 2 over a period of at least five years.
2. The candidate for Professor 1 is internationally recognised as a leading figure in research within their field, as evidenced by (both 2a and 2b must be met):
 - a. Frequent invitations to speak as a keynote speaker at leading international conferences in the field and to serve as an adviser or panellist on international assessment or advisory committees.
 - b. National or international recognition in the form of receiving one or more national or international awards, honours, elected memberships, or roles in leading organisations based on work as a professor (examples: honorary doctorate, Spinoza or Stevin Prize, membership of the KNAW and KHMW, and secondary activities as a consultant to leading international companies or organisations).
3. The candidate for Professor 1 has, measured against the standards of the discipline, a consistent output with high impact (publications, including books, patents, software or other forms of output that have been peer-reviewed or are demonstrably in use). The impact should be described in narrative form, supported by figures where possible.

To demonstrate excellence in the field of Education and Teaching, all of the following criteria must be met:

1. In relation to the criteria for the teaching domain, the candidate must have consistently performed at least at the level of Professor 2 over a period of at least five years.
2. The candidate for Professor 1 is internationally recognised as a leading figure in the field of educational innovation and research in education, as evidenced by (both 2a and 2b must be met):
 - a. Frequent invitations to speak as a keynote speaker at leading international conferences on educational reform or research in the field of education, and to serve as an adviser or panellist on international evaluation or advisory committees in these fields.

- b. National or international recognition in the form of one or more national or international awards, honours, elected memberships or roles in key organisations based on work as a professor (examples: honorary doctorate, Spinoza or Stevin Prize, membership of the KNAW and KHMW, and secondary activities as a consultant to leading international organisations, etc.)
- 3. The candidate for Professor 1 has, measured against the standards of the discipline, a consistent output with high impact (publications, including books, patents, software, teaching methods, or other forms of output that have been peer-reviewed or are demonstrably in use). The impact should be described in narrative form, supported by figures where possible.

To demonstrate excellence within the Organisation, Administrative & Advisory Tasks domain, all of the following criteria must be met:

- 1. The candidate for Professor 1 performs, for a period of at least five years, and in an outstanding manner, leadership duties within the faculty or university and operates at least at the level of Director of Research or Director of Teaching and Learning, whilst serving the interests of the faculty and university in a balanced manner (as evidenced by a narrative and 360-degree feedback).
- 2. That, in this regard, the position of the unit in question has been demonstrably strengthened strategically in a number of areas, with the support of the staff concerned.
- 3. That a clear vision has been developed regarding the unit to be managed and its role and contribution within the faculty/university, in line with the faculty's/university's strategy.
- 4. That, in articulating and acting in accordance with that vision, the candidate for Professor 1 demonstrates a responsive approach to developments in the wider context and is willing to reflect on their own position and the nature of the role.
- 5. That, in addition, several administrative roles have been held in national and international bodies, through which an impact has been made on the home organisation or on the country. The impact should be described in narrative form, supported by figures where possible.

Appendix 3

Guidelines and format for the narrative section of the promotion portfolio

Guidelines for the narrative section of the promotion portfolio

1. Objective

Leiden Law School aims to support staff in compiling an academic profile or narrative as part of their promotion portfolio. The aim is to enable staff to draw up a personal profile that goes beyond a mere list of academic achievements.

2. What is a narrative?

A narrative is a concise and reflective document in which you can tell your story. It provides an opportunity to put your career choices and achievements into context, to reflect on your development, successes and learning experiences, and to outline your plans for further growth and collaboration. In the narrative, you should demonstrate *how* you have contributed to education and teaching, research, and organisation/management/advisory tasks (OBA), explain *why* you made certain choices, and *describe* the impact and significance of your achievements to date. In addition, you should outline a well-thought-out vision for the future, highlighting your ambitions and planned activities for the coming years. In this way, you can convincingly demonstrate how you meet the relevant assessment criteria.

3. Application

The narrative is assessed in the light of the job description, as set out in the University Job Classification System (UFO), and the relevant assessment criteria (see Appendix 2). They form part of a wider evaluation and are supported by documentary evidence. The aim is to provide a more comprehensive picture of the candidate's qualities and impact.

The narrative must not exceed 2,000 words and must address the following three sub-areas, each with a minimum length of 400 words:

- Education and Teaching
- Research
- Organisation, Administrative and Advisory Tasks (OBA)

The narrative must set out in concrete terms how you meet the relevant assessment criteria and must therefore supplement the standard burden of proof. Where possible, refer to substantive and measurable indicators, and support your narrative with supporting evidence.

4. Guidelines by area

Education & Teaching

In the narrative, staff members can explain how their teaching qualifications, professional development, coordination of teaching and involvement in educational development contribute to the mission of the faculty and the university.

For example, you could describe:

- How your educational philosophy is reflected in your approach to teaching
- What steps you have taken in your professional development as a teacher (such as taking part in courses, training programmes or peer review sessions) and how you have applied the insights you have gained
- Your commitment to initiatives aimed at promoting inclusivity in education
- Your role in updating curricula or redesigning courses, for example to ensure they remain up to date with changes in legislation or case law
- How you have mentored and supported your colleagues or junior lecturers in their professional development, and how this has contributed to collaboration and the achievement of collective goals within the education sector
- What coordinating roles you have held (such as course, curriculum or programme coordination), including the results or improvements that ensued
- How you have actively gathered feedback (from students, colleagues or education experts) and used this input to further develop your teaching practice
- Any other matters deemed to be of importance

Examples of evidence:

- UTQ or STQ (for senior roles) certification
- Agreements and development goals set out during GROW meetings
- Documented reflections on teaching evaluations, peer reviews or other forms of feedback
- Draft documents for revised courses or curricula
- Description of contributions to educational innovation projects and knowledge-sharing, including the role and scope
- Applications for or the awarding of education grants
- Contributions to accreditation processes and teaching committees (e.g. OLC and board of examiners)
- Faculty or university teaching awards or nominations
- Project reports, presented findings, contributions to workshops or education conferences

Research

In the research narrative, staff members can explain how their work contributes to academic excellence, societal relevance and collaboration. The focus here is on *what* has been achieved and *why* this is relevant within the broader research landscape.

For example, you could describe:

- How your work contributes to the advancement of knowledge within your field (e.g. the development of theories, innovative methodologies or interdisciplinary perspectives)
- The ways in which you have contributed to open science (such as open-access publications, the use of data repositories, or the sharing of preprints)
- How your publication or dissemination strategy aligns with the substantive objectives of your research
- How your research findings have had a societal or policy impact (e.g. contributions to evidence-based policy development or ‘science for policy’)
- Your role in research networks, consortia or international collaborations
- How you have addressed diversity and inclusion in your research (such as through participatory research, inclusive design principles or a focus on under-represented groups)
- Any other matters deemed to be of importance

Examples of evidence:

- Link to open-access publications or shared datasets
- Data management plans, ethical approvals or documentation of decisions relating to open science and research integrity
- Details of contributions to policy advice, public appearances or tools/platforms developed
- Societal or policy impact, such as the use of your research by external parties, in case law or in policy documents, or via platforms such as SAGE Policy Profiles (<https://policyprofiles.sagepub.com/>)
- Documentation of your role in collaborative ventures or interdisciplinary projects, including the scope of the project and your contribution
- Examples of co-creation with societal or international partners
- Grant applications submitted, including a brief explanation of their strategic value, even if the application was not successful
- Citation scores or metrics (for example, how often an article has been cited according to Google Scholar or Web of Science)
- Examples where a publication has led to an invitation to an event, additional funding or the development of educational activities
- An explanation of why attending a specific conference or symposium is important in your field or other fields
- Evidence of the interdisciplinary relevance of your work, such as recognition or its use in related disciplines

Organisation, Administrative and Advisory Tasks

In the section on Organisation, Administrative and Advisory Tasks, staff members can explain how they are developing their leadership skills and how they contribute to the objectives of the institute to which they belong or the faculty as a whole.

For example, you could describe:

- How you have developed the leadership competencies set out in Leiden University's Leadership Model, in line with the level of leadership relevant to the role you wish to progress into
- How your long-term vision for your own work or that of your department contributes to the strategic ambitions of the institute or faculty
- How you have contributed to mentoring colleagues, and how this has actively contributed to their professional development or to the realisation of the team's shared ambitions
- The roles you have held in which you were responsible for teams, projects, curricula or programmes, and how you guide, inspire and support your colleagues to get the best out of themselves
- Your commitment to an open, safe and inclusive working culture
- How you contribute to disciplinary and interdisciplinary collaboration within and outside your department, and actively invest in collective goals
- Tasks that take a lot of time, but which you feel are often not appreciated, or where the time required is underestimated by supervisors
- How you have fulfilled an advisory role, drawing on your expertise, for academic or civil society organisations, for example on advisory boards, committees, expert groups, professional associations or with civil society partners
- Any other matters deemed to be of importance

Examples of evidence:

- Descriptions of administrative duties carried out at various levels within the faculty, including responsibilities and achievements
- 360-degree feedback, reflection reports, or reports on leadership programmes and coaching sessions attended
- Documented evidence of active contributions to faculty policy development, strategic plans or working groups (e.g. diversity policy or ethics)
- A description of what a task entails in terms of time commitment, the resources required and any additional expectations of students or colleagues
- Certificates for the compulsory and other leadership courses attended
- Advisory reports, position papers, policy briefs, consultation responses or other documents to which you have contributed

5. Key points to note

In any case, the narrative must allow scope for:

- Different specialisations within careers, in both teaching and research.
- Context: Explain your choices, challenges and circumstances.
- Reflection: Focus on development, lessons learnt and ideas for the future.
- Honesty: Narratives are personal and must be truthful.
- Justification: Please provide supporting evidence in the form of attachments or references.

6. Assessment and support

The narrative is assessed by the Appointments Advisory Committee. Assessors are trained to evaluate narratives. The HR department provides support with drafting narratives and compiling the portfolio.

Narrative format for promotion portfolio

Staff member's name:	
Department/institute:	
Scope of appointment:	
Current role (UFO role and level):	
Start date in current role:	
Request for promotion to (UFO role and level):	
Is the promotion application focused on a particular area (e.g. teaching)?	No / Yes, namely

General

Please provide a brief general explanation of the promotion application here. If the application concerns a role with emphasis, please explain this as well.

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Please set out below the extent to which you meet the assessment criteria for promotion within the areas of Education and Teaching, Research, and Organisation, Administrative and Advisory Tasks. Please follow the guidelines for writing a narrative. Please attach any relevant supporting documents. Do not use more than 2,000 words in total.

Education & Teaching (min. 400 words)

Description	Attached supporting documents

Research (min. 400 words)

Description	Attached supporting documents

Organisation, Administrative and Advisory Tasks (min. 400 words)

Description	Attached supporting documents