



Professorial Appointments Policy

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1. Introduction

1.1. Background

In 2009, the Executive Board of the University of Amsterdam (UvA) adopted the *Professorial Appointments Policy* memorandum. For many years, this policy memorandum provided a framework for the recruitment, selection, appointment and career development of UvA professors. In the past years there have been various developments, focus areas have shifted and related policy areas have influenced professorial appointments policy. In addition, the policy's implementation has had its own dynamics. As a result, current practice differs in some respects from the policy as set by the 2009 policy memorandum.

A wish was also expressed to cast a critical eye over the various procedures around the appointment and employment of professors. The 2009 professorial appointments policy provided that nearly all matters related to professorial appointments require either an Executive Board decision or the Executive Board's approval (or sometimes the Rector's). This caused administrative hurdles both for faculties and for the central executive staff, as well as drawing out the decision-making processes.

All of these issues led to the decision to update the professorial appointments policy. The result is the present policy memorandum, which elaborates the principles and central themes of the UvA's professorial appointments policy. These are discussed in conjunction with other policy objectives as formulated in the 2021-2026 Strategic Plan, the Strategic Framework for Research, the Vision on Teaching and Learning and the HR Agenda.

1.2. Structure of the policy memorandum

This policy memorandum is structured as follows. Chapter 2 discusses professorial appointments within the context of the UvA's personnel policy. Chapter 3 describes the various appointment models and chapter 4 offers an overview of types of chairs to which professors can be appointed. Chapter 5 covers the emeritus professor policy. Lastly, chapter 6 discusses academic integrity, ancillary activities and intellectual property.

2. HR policy regarding professors

Professors have a crucial task at the university: with their teaching and innovative research they inspire students and (young) researchers, lead groups of academic personnel, play an important role in national and international networks and act as the UvA's ambassadors to the outside world. They have a key role in achieving the university's ambitions and objectives. Accordingly, the professorial appointments policy is an important building block of the UvA's personnel policy. This chapter goes into a number of relevant elements of the UvA's personnel policy with regard to professors.

2.1. Job requirements in a changing context

The job requirements prospective professors have to meet are described in the standard University Job Profile (UFO, appendix 1). At a minimum, they must have demonstrated competency in two of the university's three core responsibilities, namely in education and research. The UFO also mentions the criterion of organisation. Valorisation is of growing importance as a core responsibility of the university; professors play a role here, too.

Prospective professors must have a proven track record in research, as demonstrated by publications, involvement in conferences, participation in academic networks, the ability to recruit, the supervision of doctoral candidates, and so on. The quality of research is always determined from an international perspective. Candidates must also have sufficient teaching experience, which includes not just the teaching itself but also, as important factors, student supervision, involvement in educational innovation and appreciation by students. Valorisation involves the ways the results of one's own research are relevant and visible to and used by science, society, the government and the business community.

Over the past years a broad national as well as international discussion has started up on 'recognising and rewarding' academic university staff.¹ The starting point in this discussion is that the academic community is not experiencing an adequate balance in the recognition and rewarding of core responsibilities. There is often an emphasis on the research remit, with measurable output indicators (such as number of publications, h-index and journal impact factor) being leading. This emphasis detracts from the recognition and rewarding of core responsibilities in other domains that are harder to measure. It also paints an overly one-sided picture of the quality of research. In addition, our time's complex scientific and social challenges require an organisational culture that can do justice to individual academics' talents, to (multidisciplinary) cooperation and to contributions to the team.

The discussion about 'recognising and rewarding' is also of influence on the professorial appointments policy. Firstly, the UvA attaches great importance to an active role in education for professors. To this end, on appointing a professor the Executive Board carefully considers the contribution this makes to education. Specifically, the nomination file must go into the candidate's role in education (e.g., courses being taught, supervision of students, course development, management tasks). The candidate must also have a full University Teaching Qualification (UTQ). If they do not yet have one, the nomination file should discuss how the candidate will obtain it and within what period. An exemption may be granted in the case of professors by special appointment for whom teaching is only a very limited part of the remit (less than 0,1 FTE). While a full UTQ certificate is not required in such cases, the candidate, in consultation with the dean, should follow a tailor-made programme at the earliest opportunity in order to acquire the necessary didactic knowledge.

¹ VSNU, NWO, KNAW, NFU and ZonMw, *Ruimte voor ieders talent; naar een nieuwe balans in het erkennen en waarderen van wetenschappers* (Room for everyone's talent; toward a new balance in recognising and rewarding academics), November 2019.

Secondly, on appointing professors there is now much greater scope for weighing their contributions to core responsibilities other than research, even if a threshold requirement remains in place for all core responsibilities.

Lastly, the file should present the quality of the research in a balanced way. To substantiate a candidate's qualities as a researcher, it is not enough just to list the measurable output indicators (number of publications, citations, etc.).

2.2. From chair plan to strategic personnel management

The 2009 *Professorial Appointments Policy* already noted the decreasing use being made of previously elaborated chair plans for the recruitment of full professors. According to the policy memorandum, 'The role of the chair plan has changed over the years, and it is less and less the case for professorial appointments to be the result of job vacancies specified in the chair plan. The availability in the market of a distinguished candidate also leads to nominations for appointments'.² In addition to this, developments in science may require different teaching and research remits.

According to the new professorial appointments policy, the creation of a chair for the appointment of a full professor is *no longer mandatory*.³ Rather than creating a chair, a teaching and research remit may be presented to a professor to be appointed. A teaching and research remit describes the specific themes and perspective a professorship must observe with regard to research, teaching, organisation and societal impact. More so than chairs, teaching and research remits are aligned with the dynamics of the academic community. On formulating a teaching and research remit, just as with a chair, aside from describing themes there should be explicit attention for the remit's positioning in the faculty, particularly with regard to the faculty's teaching and research profile and the relationship with the current faculty strategic plan and/or the university-wide Strategic Plan.

Faculties can choose to maintain a number of chairs and to appoint professors to them, but they are not obliged to do so. If a faculty chooses not to do so, the Executive Board on receiving a nomination file will only evaluate the teaching and research remit. It will do so at the same time as evaluating the nominated candidate. If the faculty chooses to create a new chair, this does not require the Executive Board's approval. In this case, too, the chair and teaching and research remit will be evaluated at the same time as the candidate. Section 9.53 et seq. of the Higher Education and Research Act (WHW) stipulates that Special Chairs must always be established by the Executive Board. Endowed chairs, too, can only be established by the Executive Board.

In the context of the professorial appointments policy, strategic personnel planning is becoming increasingly important. In an ever more complex and dynamic academic field, it is important to bind the right people to our university; this is all the more true for the key positions that professors occupy. The UvA has developed a strategic personnel planning policy aimed to ensure the continuous and timely availability of required capacity, knowledge, skills and competences. Faculties use well-developed personnel planning to anticipate needs. Strategic personnel planning also contributes to clearer career prospects for academic staff and improves the ability to recruit, develop and retain talent proactively and to create (financial) scope for appointing 'scouted' top talent⁴.

2 University of Amsterdam, *Hooglerarenbeleid* (Professorial Appointments Policy), 2009, p. 6.

3 A chair is a (permanent) position for which a teaching and research remit is defined.

4 University of Amsterdam, 2021-2026 Strategic Plan: 'Inspiring Generations', p. 25.

2.3. Leadership

Professors have an essential role as leaders. They lead groups and are entrusted with creating an inspiring, safe environment, an attractive vision of their field of expertise, the group's external profiling, and proper implementation of the UvA's personnel policy. The content and context of modern leadership in our academic environment is in constant flux, for example due to the increase in interdisciplinary work activities both within and outside the university. Other aspects that are becoming increasingly important include the growing attention to transparency, diversity, social safety, the monitoring and promotion of integrity and good research practice, the far-reaching internationalisation of the work field and the approach to dealing with work pressure. This is why the UvA is paying extra attention to leadership development.

The UvA envisages a kind of leadership that coaches and connects, with professors playing an important role as leaders. They enable professionals to perform to the best of their ability by facilitating, supporting and challenging them optimally. They are able to bind people to themselves, they serve as examples and inspiration to others and they are able to create connections between the people on the team.

This increased attention to the leadership role of professors is being developed through a number of programmes.

2.4. Diversity

The UvA aspires to be an inclusive environment, characterised among other things by diversity and equality. The *Diversity* Memorandum (2019) goes into this. One of the ambitions is to increase employee diversity out of a conviction that a diversity of people and perspectives enhances academic and societal impact.

Accordingly, diversity receives special attention throughout the UvA's career development policy for academic staff. The *Diversity* Memorandum presents various measures to promote this goal. The appointment of a sufficient number of female professors is being pursued with the following measures:

- The effort to ensure that 50% (average across the UvA) of vacancies for professors are filled by women. Each faculty will include its strategy for achieving this in its strategic personnel planning and in the event a man is nominated, it will specify how extensively female candidates were sought.
- Sufficiently diverse Appointments Committees for professors. In principle, a committee with only one female member is insufficiently diverse. At least two female members must sit on the Appointments Committees.

These measures form the basis for nominations by the faculties and for developing procedures for the appointment of professors by the Executive Board.

2.5. Quality assurance

All professors are appointed by the Executive Board, which assesses whether candidates meet the set requirements. It is also important to safeguard quality assurance regarding incumbent professors, for which the UvA has a number of instruments. Firstly, there are the annual consultations (performance reviews). The UvA has taken various initiatives to improve the role and significance of these consultations, including through training, coaching and digital tools.⁵ Annual consultations should be held with every professor at least once a year. In these consultations specific competences and areas of activity are discussed and agreements are made about development paths and results to be achieved.

5 Ibid.

Secondly, the UvA offers a wide array of training modules. In addition to the aforementioned initiatives for leadership development, the UvA has a broad range of modules on offer for the further professionalisation of professors. This includes, for example, modules directed at education (supplementing the mandatory UTQ) or at better supervision of doctoral candidates, but it also includes peer feedback. The participation of professors in these modules is on the agenda of the annual consultations.

As professors by special appointment are not employed by the UvA, annual consultations do not apply to them per se. However, in their case, too, the UvA values quality assurance and faculties are required to provide it. On starting their appointment, professors by special appointment make agreements about the way the Curatorial Panel is informed of their progress. An annual progress interview is also held with each professor by special appointment. The Curatorial Panel is in charge of organising this interview and chooses the person to conduct it. Information is collected from all members of the Panel for the benefit of the interview, and on its conclusion the agreements made for the coming period are shared.

To enable a proper performance review, the professor by special appointment will provide a report on his or her entire appointment period. This report should explicitly address the extent to which the teaching and research remit and the basic profile have been met and which results have been achieved. If a reappointment is anticipated, the interview can also include a look ahead at the period to come. The evaluation and areas for improvement are important elements of the reappointment file.

2.6. Promotion from Professor 2 to Professor 1

The University Job Classification System (UFO) includes the positions of ‘Professor 2’ and ‘Professor 1’ (see appendix 1). These indicate salary scale, with Professor 1 falling in a higher scale in view of greater experience and greater responsibilities. The UFO defines classification criteria for these positions; individual faculties can expound on the criteria in greater detail. On the recommendation of the dean, the Executive Board decides on promotions from Professor 2 to Professor 1.

Within the framework of a well-balanced faculty and university staffing policy, it is desirable that nominations for promotion to Professor 1 be considered carefully. Such nominations can be presented to the deans by department chairs as well as by the candidates themselves. A diligent process is in place for evaluating nominations. The dean takes advice from a faculty assessment committee composed of at least three persons who themselves have Professor 1 appointments.

Promotions to Professor 1 must not be subject to labour market considerations as such. Shortages in the market may, however, play a role in determining remuneration in the form of a labour market allowance.

3. Appointment variants

The Higher Education and Research Act defines two types of professor: full professors and professors by special appointment. These are also the categories distinguished by the Executive Board. The UvA does not distinguish between specific categories of professor, such as professor of professional practice, teaching professor etc. The thinking behind this is that at a minimum, professors play a role in the university's core responsibility of teaching and research. However, faculties can give professors a teaching and research remit, leading to specific emphases in their responsibilities.

With regard to both full professors and professors by special appointment, candidates are always appointed by the Executive Board, or with the Executive Board's approval, on the basis of a nomination by the dean. Full professors become UvA employees⁶, while professors by special appointment are normally employed by a different legal entity; often a foundation or an association. Both types of professor automatically have the right to act as supervisors of doctoral students (*ius promovendi*). So as to have an unambiguous staffing policy, an assistant professor or associate professor cannot also be a part-time full professor or professor by special appointment at the same UvA faculty. This is because professors are expected to fulfil their duties integrally and to function at a corresponding level.

3.1. Full professor

Professors have a remit in the areas of teaching and research. The University Job Classification System (UFO) sets out the three minimum requirements for full professorships. The remit of full professors must always include both teaching and research, even if the balance between these two components may be variously distributed. This depends on the specific context and positioning. The general basic criteria according to the UFO system and optional additional requirements create a flexible and dynamic professorial appointments policy that responds to the complex and changing task fields within the faculties, on the one hand, and fully maintains the teaching qualifications for professorial appointments, as well as the combination of education and research, on the other.

3.1.1. Job requirements

A separate job profile has been drawn up within the UFO system for the position of professor. This profile allows for minor differences in emphasis. Again, faculties are able to expand or narrow down the result areas and classification criteria.

3.1.2. Recruitment and nomination

In principle, open recruitment is used when the UvA wishes to appoint a full professor. This means the job vacancy is actively advertised rather than being offered to a single candidate. Open recruitment may be restricted to internal candidates (limited, internal competition) or aimed at both internal and external candidates. In the case of open recruitment, the Appointments Committee always uses the UFO and faculty criteria to nominate a candidate from a pool of candidates. At a minimum, the dean's nomination file for the Executive Board sets out the Committee's reasons for choosing the proposed candidate.

As there may be valid reasons not to opt for open recruitment, this is not a mandatory route at the UvA. One valid reason for not using open recruitment is the career development principle: the promotion of an internal candidate on the basis of previous agreements or achievements, for instance with regard to a tenure track, career track and/or performance at the professorial level (in agreement with the set job requirements). Another reason may be the (sudden) opportunity to attract an outstanding candidate. Closed recruitment means the job vacancy is open to a single candidate, whether internal or external. In this case the Appointments

⁶ Full professors at the Faculty of Medicine are employed by the Amsterdam UMC/AMC. They fall within the scope of the collective labour agreement of the University Medical Centres, rather than the Collective Labour Agreement Dutch Universities.

Committee, on the basis of the applicable criteria, makes a recommendation on whether or not to appoint the intended candidate.

The faculty itself can decide between open and closed recruitment and does not need the Executive Board's prior approval for this. In the case of closed recruitment, however, the faculty must make its rationale known to the Executive Board and the nomination file must explain clearly why this route was chosen.

At the UvA, consulting sister faculties on the nomination of a professor is optional. As an alternative, there is the option of requesting referral letters from (international) experts. Recommendations thus collected will be added to the nomination file.

3.1.3. Appointment

As noted in the previous chapter, when the dean nominates a candidate it is sufficient to present a teaching and research remit that sets out themes, a view on teaching and research, the professor's position in the faculty and the relationship with the faculty strategic plan and/or the Strategic Plan. The Executive Board will assess whether the remit is in harmony with the faculty-wide or university-wide strategy and whether the nominated candidate meets the requirements (set by UFO profiles and the faculty) and is a good fit with the remit and the profile.

Full professors are appointed for an indefinite period; this principle may only be abrogated in exceptional cases. The dean must provide reasons for the temporary appointment of a full professor. In case of a temporary appointment (as an exception to the aforementioned rule), good performance shall always lead to an appointment for an indefinite period. An Executive Board decision is required to convert a temporary appointment into an appointment for an indefinite period. A minimum of 0,5 FTE applies to the position of full professor. Faculties may deviate from this in special cases, but must state their reasons for doing so.

3.2. Professor by special appointment

Aside from the position of full professor, the Higher Education and Research Act describes the position of professor by special appointment. Professors by special appointment are always appointed to a Special Chair. By law, Special Chairs must be created by a legal entity with full legal capacity (hereinafter: legal entity), often an external founding organisation⁷. Professors by special appointment are appointed by this legal entity with the Executive Board's approval; they are not employed by the university itself. A hospitality agreement is reached between the professor by special appointment and the university.

The UvA shall only approve the creation of a Special Chair if this substantially enriches a faculty's teaching and research programmes and if the teaching and research remit is a good fit with the faculty's profile and strategy. It is necessary, therefore, for the Special Chair to be embedded into the faculty's profile and to be aligned with the faculty's strategy. Sometimes the legal entity will demand (or at any rate express the expectation) that at the end of a five-year period the chair in question must have been integrated into the faculty. The decision about this always rests with the UvA.

⁷ In accordance with Section 9.53 of the Higher Education and Research Act, the Executive Board, following consultation with the Doctorate Board, can authorise a legal entity to establish a Special Chair at the UvA. The Doctorate Board advises on the establishment of a Special Chair by way of a guidance letter from the Board's chair to the Executive Board.

3.2.1. Job requirements

There is no separate UFO profile for the position of professor by special appointment. However, the UFO profile's requirements for a full professorship cannot simply be declared to apply to a professor by special appointment. The UvA uses the following appointment criteria for the latter:

- The ability to conduct academic research, as apparent from a doctorate degree and authoritative academic publications.
- The ability to teach at an academic level, backed in part by the professor's expertise in the field of the Special Chair.
- National and/or international standing in the relevant professional field.
- The ability to foster links and interactions between current UvA programmes and research and external parties (in the government, in the business community and in other sectors of society).

Candidates without a doctorate degree cannot be appointed. Internal candidates cannot be appointed to a Special Chair. After all, their expertise is already present at the UvA and appointing them to a Special Chair will not enhance our university's teaching or research.

It is not unusual for an organisation to seek to forge ties with the UvA through the establishment of a Special Chair to be reserved exclusively for one of its own members. Such offers may only be accepted if the candidate meets the aforementioned criteria. If the candidate does not, they cannot be appointed.

3.2.2. Recruitment and (re)appointment

The first contacts with a legal entity are usually established at faculty level. The dean will submit a request to the Executive Board to establish the Special Chair, with the faculty setting out the intended chair's basic profile and the legal entity's backgrounds and motivations. The Executive Board will make a decision on the basis of this information. In case of a favourable decision, the dean will ask the legal entity to convene a Curatorial Panel and to prepare an appointment recommendation. The Panel will consist of three members, representing the Executive Board, the legal entity and the faculty respectively. The majority of the Panel will be composed of professors and at least one member will be a woman.⁸

Based on the Panel's findings and after optionally seeking external recommendations, the dean will submit a proposal to the Executive Board for approving the nomination. The remaining procedure for approving the nomination of a professor by special appointment is identical to the appointment procedure for a full professor. The principle of open recruitment also applies to vacancies for professors by special appointment. Professors by special appointment are never employed by the UvA; the legal entity is responsible for agreements about terms of employment and the like.

At the UvA, a minimum of 0,2 FTE applies to the position of professor by special appointment. The idea behind this is that a position of at least one day per week is needed to create added value for teaching and research. Faculties may deviate from this in special cases, but must provide the reasons for doing so in the nomination file.

Professors by special appointment are appointed for a five-year period, following which they may be reappointed. The UvA does not limit the number of times they can be reappointed. The wish for a reappointment after a five-year period (or a multiple of that) depends largely on the context; for this reason the decision is left to the faculties. The mandate for reappointments lies with the deans and does not require the Executive Board's approval. The dean does take advice from the Curatorial Panel, receiving at least a report on the entire appointment period (also see the section on quality assurance). The Executive Board receives a copy of the reappointment decision.

⁸ Optionally, the Panel can be enlarged to form an appointment advisory committee of more than three members, or appointment advisers can be added to the Panel. Enlarging the Panel for the appointment procedure has the advantage of adding more – and sometimes more specific – expertise, as well as of increasing support for the selection's outcome. If the Panel is enlarged, the gender distribution should continue to be balanced.

3.2.3. *Financial requirements*

The UvA sets financial requirements for creating a Special Chair. The UvA can only approve the creation of a Special Chair if the legal entity guarantees an adequate salary for the chair holder as well as all additional expenses (accommodation, secretarial support, travel costs, conference costs, etc.)⁹. The legal entity should ensure that the appointment's costs are covered for the full five-year period. The precise arrangement for doing so can differ from case to case (e.g., through in-kind or in-cash contributions and variation in the required budget for additional expenses). The faculty evaluates whether the salary and the funding of all additional costs are adequate. In special cases, the Executive Board and the faculty may agree to waive the requirement that the appointment must be fully funded by external parties.

3.3. University Professor

The position of University Professor is a type of Special Chair that has existed at the UvA since 1996. University Professors are appointed for five years and receive a university-wide remit from the Executive Board in addition to their faculty remit. This position is held by professors with broad expertise in the areas of teaching, research and societal impact. At the UvA, University Professors are expected to provide an impulse to academic developments that transcend traditional disciplines, and to contribute significantly to the university's public profile. Ideally, taken together the University Professors constitute a representative sample of the university's wide scale of disciplines. The Executive Board aims for the university to have five to seven University Professors.

They are expected to work on the following objectives:

- In accordance with the university-wide remit, to innovate research and/or teaching (and/or valorisation) through interdisciplinary cooperation and/or through new curricula that match innovations in academia and society.
- To introduce innovations to the university by inspiring students, researchers and lecturers through excellence.
- To stimulate debate at the university and the academic community's involvement in debate.
- To enhance the UvA's visibility in society.

University Professors are recruited internally or externally at the initiative of the Executive Board. During their appointment period they are embedded in the UvA's Executive Staff. At the end of this period, they return fully to the faculty where they were previously employed. If a University Professor from outside of the UvA is appointed, agreements are made with a faculty prior to the appointment on embedding the professor after their five-year period as University Professor. The position of University Professor cannot be combined with administrative positions such as dean, institute director, College / Graduate School director and the like, or with leadership roles.

3.4. Visiting professor

A visiting professor is a full professor employed by another university in the Netherlands or abroad who holds a temporary chair at the UvA. The faculty dean decides on visiting professorships. An important consideration in their decision is whether the visiting professor's tasks will add value to teaching and/or research at the UvA.

⁹ Sometimes, the chair holder will hold the Special Chair on a voluntary basis; in such cases no remuneration applies.

3.5. Using a title

Both full professors and professors by special appointment are allowed to use the title of professor. Former professors who have been honourably discharged for health reasons, because of voluntary early retirement, or upon reaching the statutory age for retirement from public service, are allowed to retain this title.¹⁰ Former professors who have resigned for other reasons, whether or not they accept a position other than professor elsewhere, are not allowed by law to continue using the title of professor. Former professors who still exercise *ius promovendi* are allowed to continue using their title in the context of supervising their doctoral candidates. Professors by special appointment who continue in their position up to retirement age are allowed to continue using their title afterwards. Professors by special appointment whose teaching and research remit ends before they reach retirement age can no longer use their title after their employment has ended.

3.6. Dismissal and termination of the appointment

At the UvA, the authorisation to dismiss professors is vested in the Executive Board. Professors can submit a request for dismissal to the Executive Board. Honourable discharge is granted at the end of the month in which a professor reaches the statutory age for retirement from public service. In accordance with the Higher Education and Research Act, honourably discharged professors retain *ius promovendi* for five years following their discharge.

¹⁰ Also see Section 9.19, paragraph 4, Higher Education and Research Act

4. Specific types of chair

The previous chapter described the various types of appointment. In addition to full professor and professor by special appointment, the UvA has two other types of chair.

4.1. Endowed chair

The UvA has the position of endowed (full) chair. This construction is used if an external party seeks to establish ties with the UvA not so much in order to place a specific educational or research topic on the map, but rather to become more closely involved, as a social organisation, in academic research within a certain discipline. The presence of specific expertise within the UvA is exactly what generates this interest from the external party concerned. In this case, the establishment of a Special Chair would not be as logical as the establishment of an endowed chair.

In principle, there is no objection to the relevant organisation or company linking themselves to the endowed chair. However, the UvA's independence must remain absolutely guaranteed. This means that the external party may in no way influence the outcomes of research, and the UvA always decides autonomously on the (time of) publication of research results.

In the case of endowed chairs, competition by internal candidates is the more obvious procedure, as the sponsor will be attracted by the available expertise within the university. However, external recruitment is also possible. Incumbent professors can also be considered for an endowed chair: for them the availability of external funding may present attractive advantages. If an assistant professor or associate professor is appointed to an endowed chair part-time, the external funding must first be used to supplement the salary required for a full-time professorial appointment. The appointment criteria that apply to an endowed chair are at least equivalent to those applicable to the position of Professor 2.

An arrangement for an endowed chair is entered into for a period of five years or more. The sponsorship must at least cover the appointment's costs as well as additional expenses (accommodation, secretarial support, travel costs, conference costs, etc.) during the entire period of appointment. The faculty will evaluate whether the sponsorship is sufficient to cover these costs and additional expenses.

4.1.1. Named chair

An even more specific form of endowed chair is the named chair. In this case, a sum of several million euros is made available by a sponsor at once, so that from the accrued interest or investment yield a chair can be maintained for an indefinite period. The Executive Board has undertaken to appoint only internationally renowned academics to this type of chair. The name of the sponsor is permanently attached to the chair.

A named chair does not involve linking the name of someone with considerable achievements in a specific field. Rather than being a sponsorship by such a person or a company, the named chair constitutes an appreciation of a person's contributions to a given field. The requirements for a named chair do not apply to the naming of the chair on the basis of achievements in the field.

4.2. Rotating chair

Lastly, the UvA has the option of creating a rotating chair. This is a full chair to which a prominent academic is appointed as a visiting professor for a limited period. A rotating chair serves to enhance a faculty's academic or social image. The appointment period may vary, but is always relatively short. Whether *ius promovendi* is granted to the professor holding the rotating chair is decided on the basis of the UvA's rules as recorded in the Doctorate Regulations.

A rotating chair is created for a period of five years and requires the Executive Board's approval. Visiting professors are appointed by the dean of the faculty involved. A hospitality agreement is reached between the visiting professor and the university. Diversity, in a broad sense of the term, is one aspect to be weighed on establishing the rotating chair's remit.

The chair is evaluated after five years and may be extended, which requires an Executive Board decision. At a minimum, the nomination file regarding a possible extension should discuss the chair's remit and its added value for the faculty and the university, the diversity of the appointed candidates and the appointment period.

5. Emeritus policy

By law, a professor's appointment ends when he or she reaches retirement age. In accordance with the Higher Education and Research Act,¹¹ emeritus professors retain *ius promovendi* for five years. A condition for this is that the emeritus professor, on retiring, must already have been appointed a supervisor by the Doctorate Board. The five-year period is intended to allow for the supervision of doctoral candidates who began their programme before their supervisor's retirement.

In addition to this, the UvA offers retired professors a standard package consisting of the right to use a number of facilities, such as the University Library, ICT services, an email address and printing and copying facilities. For many emeritus professors it is especially important to retain access to the digital library and other sources not accessible to outsiders. Lastly, the UvA invites its emeritus professors to university ceremonies such as inaugural lectures, Dies celebrations and the opening of the academic year.

5.1. Hospitality agreements for emeritus professors

If a faculty and emeritus professor wish to retain close ties and the emeritus professor wishes to fulfil occasional tasks without being paid to do so, a hospitality agreement can be concluded. For instance, an emeritus professor can remain affiliated with a research school in order to retain his or her academic network. Such emeritus professors would then have a number of facilities at their disposal, such as workspace and a PC. The available facilities, the period of their availability and the applying conditions will be recorded in the hospitality agreement.

5.2. Temporary employment of emeritus professors

In special cases the dean can reach agreements with an emeritus professor about more structural activities. This will involve a regular (paid) job of limited duration, with reappointment being a possibility. The level of remuneration depends on the activities performed by the emeritus professor, but must correspond to the salary scales indicated in the UFO system. The UvA's policy is that appointments and employment are not possible after the age of seventy. Reappointment after a professor has reached retirement age requires a separate decision by the Executive Board and may not exceed a two-year period. In *highly* exceptional cases the two-year period may be extended, but never beyond the age of seventy.

¹¹ Also see Section 9.19, paragraph 3, Higher Education and Research Act

6. Academic integrity, ancillary activities and intellectual property

6.1. Academic integrity

The UvA subscribes to the general principles of professional academic activity. Professors, too, must contribute to the safeguarding of academic integrity. By accepting a professorship, professors declare that they are familiar with the Dutch Code of Conduct for Scientific Practice issued by Universities of The Netherlands (UNL) and the European Code of Conduct for Research Integrity issued by the All European Academies (the ALLEA Code), and that they will act accordingly. The Dutch Code of Conduct for Scientific Practice, the ALLEA Code and the UvA's Academic Integrity Complaints Regulations can be found on the UvA website.

6.2. Ancillary activities and conflicts of interest

Ancillary activities are paid or unpaid activities carried out by professors in addition to their UvA professorship.¹² In principle the UvA takes a positive attitude to ancillary activities. They can benefit an employee's performance and can lead to valuable contacts and interactions for the university and the academic world. Sometimes, ancillary activities are at odds with UvA interests, for example when there is a conflict of interest, or there is a risk of damage to the UvA's reputation. Professors are required to register any ancillary activities themselves. The UvA will then publish an overview on its website. Ancillary activities by professors of medicine are published on the website of Amsterdam UMC.

The nomination file for a full professor should always include an overview of ancillary activities. The dean assesses whether there is any conflict of interest and includes a statement in the nomination file to the effect that there is none. Professors by special appointment are always employed elsewhere and do not form part of UvA staff. In this sense, from the UvA's perspective such professorships always involve ancillary activities. It is up to the dean, on creating a chair and nominating a candidate, to assess whether there may be any conflict of interest. The nomination file for professors by special appointment submitted to the Executive Board not only declares the candidate's principal employment elsewhere but also includes an overview of (other) ancillary activities. Before submitting the file, the dean assesses whether there is any conflict of interest and, where needed, makes agreements to minimise the risk of such conflict.

6.3. Intellectual property

With respect to intellectual property, the UvA adheres to applicable legislation and the Collective Labour Agreement Dutch Universities (CAO NU 2021-2022, Sections 1.20-1.23).

¹² See the Combined sectoral regulations governing ancillary activities of July 2017 and the supplementary regulations governing ancillary activities at the UvA 2018, as well as the document Frequently asked questions on ancillary activities (UvA, 2018).

Appendix

Universities of The Netherlands (UNL), UFO job profile for Professor 1 and Professor 2 (August 2021)

Professor/ Full Professor (A-E)

Goal

To ensure the development, cohesion and implementation of allotted academic course components within the chair's faculty curriculum, tailored in part to meet societal demand and the needs of students, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude. To ensure the acquisition, implementation and valorisation of scientific research within the institute's research programme, so that recognised scientific knowledge and understanding may be developed and valorised for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world, applied within the remit of a particular chair.

Context

Reports to/receives hierarchical guidelines from one of the following officials:

- Executive Board
- Dean
- Chair of the Capacity Group

Supervises:

- Senior Lecturer/ Associate Professor (A-E)
- Lecturer/ Assistant Professor (A-E)
- Researcher
- Teacher
- PhD Candidate
- Support Staff

This translation of the job profile description *Onderwijs-/Onderzoekmedewerker* is meant as a service to non-Dutch speaking employees. However, in case of a difference of interpretation, this translation cannot be used for legal purposes. In those cases the Dutch text of the job profile is binding.

Resultareas

Main activity	Frame	Result	Activity
1. Faculty Plan/Department Plan			
To provide input from the chair and to collect and record ideas and priorities	research programme and curriculum	Contribution to an institute's research programme and curriculum and department plan	<ul style="list-style-type: none"> - Formulate the long-term policy for the chair, both in terms of professional content (research, education) and in light of its social significance and added value (valorisation) - Analyse the resources, available both within and outside the institution, for research and education in terms of FTE for the coming academic year - Keep abreast of developments in the specialist field by reading professional journals, attending conferences and maintaining contact with fellow researchers/teachers
2. Education and Research Board			
To provide leadership and direction to education and research relevant to the chair	The institute's curriculum and research programme	Contribution to the accomplishment of these programmes	<ul style="list-style-type: none"> - Maintain and develop contacts within the academic networks - Promote national and international co-operation with other faculties, universities and other partners in society - Hold discussions with the Chairman of the Department with regard to the progress of education and research within the scope of the chair and make adjustments based on these - Lead processes in the area of quality care for the education and the accreditation of the programme
3. HRM Policy			
To implement the HRM policy laid down by the Dean within the scope of the chair	<ul style="list-style-type: none"> - Department Plan - Collective Labour Agreement (CAO) - The Institute's central guidelines 	Quantitative and qualitative staffing to implement the curriculum and research programmes	<ul style="list-style-type: none"> - Contribute to the recruitment and selection of staff - Conduct performance and appraisal reviews with own staff - Develop employee's talents and professionalism - Coach and guide own staff - Pass on information from the various consultative bodies to own staff and organise joint work consultations - Ensure an open, safe and inclusive working environment
4. Educational Development			
To bear responsibility for developing academic study programmes tailored to meet societal demand and the needs of students	<ul style="list-style-type: none"> - Aims of the faculty's curriculum - Relationship with other course components in the curriculum 	Content, teaching, testing method(s) and composition of course components assigned to the chair	<ul style="list-style-type: none"> - Keep up to date with relevant national and international developments in one's own educational field - Perform or delegate analyses of societal demand in terms of education and the learning needs of students - Maintain and further develop one's own network with internal and external national and international influential education experts, teachers, professional educational organisations and third parties - Share knowledge with national and international fellow teachers and experts in the relevant subject area - Bear responsibility for selecting relevant literature and educational methods - Bear responsibility for translating relevant developments into one or a number of course components and submitting these to the Departmental Committee for adoption - Bear responsibility for formulating teaching material, assignments, questions for interim exams and reviews of academic achievements - Develop new inclusive teaching methods that fit the learning and development profiles of a diverse group of students

5. Acquisition of Contract Teaching and Research			
To acquire and develop contract teaching and research and represent the chair	<ul style="list-style-type: none"> - Faculty and Department Plan - In consultation with the directors 	Contracts with potential national and international partners and financiers for substantive and financial participation	<ul style="list-style-type: none"> - Initiate the development of non-initial degree programmes - Explore the external market for funding and the requirements of potential external partners or financiers of research and education - Negotiate with external parties about the requirements placed on contract research and teaching and write and submit proposals to external parties - Develop and maintain contacts with influential teachers/influential researchers and financiers of education and research - Encourage staff to apply for external funding - Negotiate with external parties on the requirements of contract research and education and draw up and submit proposals to external parties
6. Implementation of Curriculum			
To bear responsibility for the implementation and quality of the course components assigned to the chair	Faculty's curriculum	Achievement of the course objectives with regard to knowledge, understanding, competence, skills and attitudes, as a contribution to the position of the chair	<ul style="list-style-type: none"> - Bear responsibility for preparing and implementing the allotted course components - Bear responsibility for evaluating and, if necessary, adjusting the allotted course components - Bear responsibility for integrating research results into the curriculum - Bear responsibility for peer review and feedback by colleagues during study modules - Bear responsibility for applying the quality system - Discuss the staffing required to teach the allotted course components with the Director of the Educational Institute
7. Supervising Students			
To bear responsibility for supervising students, including assessing students' work and progress on their assignments		Enabling students to complete the course within the set time	<ul style="list-style-type: none"> - Discuss possible assignments with students - Discuss the plan, work and progress on the assignment with the students - Assess the students' assignments and submit the assessment to the Examining Board
8. Policy regarding Promovendi			
To appoint, supervise and assess Promovendi in their work and progress on their doctoral research in the role of doctoral thesis supervisor		Contribution to high quality research and the PhD Candidate' ability to complete the doctoral thesis in good time, including maintaining research potential for the chair	<ul style="list-style-type: none"> - Inform Promovendi of possible subjects for doctoral research - Select Promovendi for doctoral research - Ensure that daily supervision is of sufficient quality and intensity - Supervise and discuss progress of the research or parts of it with the Promovendi - Assess the PhD Candidate' doctoral thesis - Test the training programme set up by the Promovendi against the requirements of the PhD Candidate policy and, if relevant, the requirements of the national school of research - Encourage and ensure the professional development of the Promovendi and their careers

9. Development of Research			
To initiate and develop academic research programmes based on developments in one's own discipline, tailored to societal demand and with the possibility of valorising the knowledge to be developed		Content and methodology of a research programme	<ul style="list-style-type: none"> - Keep up to date with relevant national and international academic developments in the chair's research field - Explore and assess societal demand in terms of research and the possibilities for valorisation - Initiate and set up a new research programme based on pertinent consideration of developments (in terms of academic content, social needs, possibilities for valorisation), in consultation with relevant national and international colleagues (and external parties) - Bear responsibility for translating a research programme into research projects
10. Research			
To bear responsibility for research being carried out and for its quality	Department plan	New insights and their dissemination in recognised scientific media and making colleagues partners in this	<ul style="list-style-type: none"> - Direct and guide scientific and research support staff - Bear responsibility for applying the quality system with regard to the research - Bear responsibility for the management of research data and encourage possibilities for data re-use - Publish open access and other articles and give lectures at national and international conferences - Have discussions with the Chairman of the Department with regard to the progress of research and, based on these discussions, take action to make adjustments - Discuss the staffing required to conduct research with the Director of the Educational Institute
11. Responsibility for Contract Teaching and Research			
To test and guide the way contract teaching and research is done	The requirements of the contract	Research and teaching in line with agreements made with commissioning bodies	<ul style="list-style-type: none"> - Adjust contract research and teaching if there are discrepancies as regards contract requirements in terms of funding, duration, planning and objectives - Give account to the commissioning body regarding work and results - Discuss progress and progress reports with contract Teacheren and Researchers
12. Patient Care			
Bear responsibility for setting up and implementing a treatment plan (specialist dental care, specialist veterinary care)	Following referral by an external practitioner (dentist, veterinary surgeon)	Development of treatment skills and/or benefits to patients' health	<ul style="list-style-type: none"> - Supervise specialists/trainee dentists/veterinary physicians with regard to their skills in patient care in the relevant research field - Take care of implementing and evaluating the methods considered suitable for diagnostics and/or treatment - Provide care - Take part in or lead patient discussions - Keep medical reports up to date

13. Dissemination of academic knowledge and insights			
To represent and encourage the dissemination of knowledge in one's own field in various media and insights in one's own field for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world	- Institutional policy - Faculty policy	Scientific knowledge that is transparent, understandable and applicable for a broad audience, as a contribution to the social position of the institute	- Initiate and promote networks for the dissemination of knowledge and insights - Encourage and give lectures - Encourage and give interviews to various media - Actively contribute to topical social role and discussions through various media, including social media, and aimed at various target groups (business community, government, educational institutions, general public) - Encourage and contribute by means of consultancy - Encourage designing of prototypes - Encourage patent applications - Initiate national and international opportunities for co-operation with other faculties, universities and other partners in society
14. Working Groups and Committees			
To take part in and/or chair committees or working groups, both internally and externally, including carrying out the assigned administrative and managerial tasks as a representative of the chair		Contribution to the development and/or positioning of the faculty	- Prepare the topics to be discussed in the working groups or committees - Take part in or chair committee meetings and working group meetings - Work out the details of certain topics in preparation for a subsequent meeting - Keep staff informed on matters discussed in the working groups

Ranking criteria Professor/ Full Professor (A-E)

Function level	Professor/ Full Professor (A-E) 1	Professor/ Full Professor (A-E) 2
Ranking criteria		
Teaching	<p>Propagates a clear and appealing vision of teaching and educational development, focused on the renewal of the faculty's curriculum and on making the best of the educational achievement rate.</p> <p>National and international authority serving to position the institution, demonstrated by:</p> <ul style="list-style-type: none"> - Faculty and cross-faculty programme in the area of educational reform or innovation - Major role in national committee of the discipline - Acting as invited speaker during national and international conferences - In the field of the discipline's teaching methods - Acting as curriculum reviewer at other universities, including internationally 	<p>Responsible for the quality of teaching under own professorship.</p> <p>Makes strategic proposals and implements the faculty's educational policy.</p>

Research	<p>Translates developments in the research field into international research programmes.</p> <p>National and international authority in one's own research field, which gives the institute its position, demonstrated by:</p> <ul style="list-style-type: none"> - relevance and visibility of one's own research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world; - academic publications in authoritative scientific journals, which are - regularly quoted by prominent scientists; - member of the editorial board of one of the ten most authoritative scientific journals; - pioneering research results in connection with prominent research; - acting as keynote speaker at seminars where the state of the art in the research field is established. 	<p>Translates developments in the research field into national research programmes.</p> <p>Authority in own field of research, with which the faculty positions itself, demonstrated by:</p> <ul style="list-style-type: none"> - relevance and visibility of one's own research for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world; - academic publications in authoritative scientific journals; - member of the editorial board of scientific journals; - research results in connection with prominent research; - acting as speaker at seminars.
Organisation	<ul style="list-style-type: none"> - Manages a professorial chair, department or institute with > 10 FTE academic staff. - Chairs national or international committees or working groups, with which the institution positions itself. 	<ul style="list-style-type: none"> - Manages a professorial chair, department or institute with < 10 FTE academic staff. - Chairs or takes part in committees or working groups, focussing on the management of the faculty or institute.

Ranking Rules Professor/ Full Professor (A-E)

Professor/ Full Professor (A-E) 2 applies if all criteria described for Professor/ Full Professor (A-E) 2 are met

Professor/ Full Professor (A-E) 1 applies if the criterion 'Research' is met or if the criteria 'Teaching' and 'Organisation' as described for Professor/ Full Professor (A-E) 1 are met.