

Development and Careers Framework for employees at Utrecht University (FLOW)



Inhoudsopgave

About this framework	4
1. Good employment practices: principles	4
2. Development framework.....	5
2.1. Continuous development	6
2.2. Team development	7
2.3. Leadership development.....	8
2.4. Time for development	9
2.5. Development budget	10
2.6. Development opportunities.....	10
2.7. A&D cycle.....	10
3. Career policy framework	11
3.1. Job profiles s and job grading	11
Reservations	11
3.2. Recognition and Rewards: TRIPLE.....	11
Faculty-level TRIPLE elaborations	13
3.3. Diversification and dynamisation of careers	14
Diversification	14
Making careers more dynamic	14
Combined positions	14
3.4. Staff planning.....	15
Gaining insight into employee qualities: staffing assessment	15
Strategic staff planning	15
3.5. Recruitment and selection.....	15
3.6 Promotions and appointment	16
4. Additional arrangements for academic positions	16
4.1. Dual teaching and research role	16
Singular positions.....	17
4.2. Career and Staffing principle	17
Career principle for Assistant Professor 1 and Associate Professor 2	17
Staffing principle for Associate Professor 1 and Professor	17
4.3. Appointments to the position of Professor	18
4.4. Managerial responsibilities.....	18
4.5. Qualification requirements.....	19
Teaching qualifications.....	20

Research qualifications	20
Run-up period.....	20
Externally attained qualifications	21
Supplementary regulations	21
4.6. Agreements on specific positions	22
PhD candidate	22
Combination of teaching and research: Junior Assistant Professor	24
Teacher	25
Researcher	26
Specialist in Training (SIO) and Clinician	26
5. Appendices	27

About this framework

A solid foundation with room for different contexts around it

This framework concerns the preconditions for the development and careers of all employees of Utrecht University (UU)¹. It forms the basis of UU's human resources policy, which is based on good employment practices (Chapter 1). The name 'FLOW' builds on the predecessor of this framework and stands for Positions, Careers, Development and Rewards (*Functies, Loopbanen, Ontwikkeling en Waardering*). By applying a UU framework for development (chapter 2) and careers (chapters 3 & 4), we ensure clarity and equal conditions for all UU staff members. Within this framework, faculties and departments have the opportunity to develop their own policies that are tailored to their context. The main points of *career policy* developments require the approval of the Executive Board.

Work in Progress

The predecessor to this Development and Careers Framework (the WP FLOW scheme) only applied to employees in academic positions. There was no comparable scheme for employees in other positions. As UU is committed to equal recognition and rewards for all employees, we are taking steps to treat all our employees primarily as one community, as university staff, regardless of their position. Accordingly, the Development and Careers Framework applies to all UU employees since 2023. This means that some aspects have already been worked out for academic positions, whereas this is not (yet) the case for other positions. This will gradually change.

In 2024-25, an initial light evaluation of this framework took place and a few minor additions and updates (see [appendix](#)) were made. In 2026, a second, more extensive evaluation will take place, which will also include the faculty-level elaborations.

General terms and conditions

The framework is based on the Collective Labour Agreement for Dutch Universities ([CAO NU](#)), which sets out many of the terms of employment for UU employees. In addition, UU has various internal agreements and [regulations](#). These concern aspects that are either ancillary to the CAO NU or are not covered by the CAO NU; they include this framework.

**This framework was amended by the Executive Board on 30 September 2025 and replaces all previous versions. The [updates](#) have no implications for the employment law agreements agreed with the LO on 11 July 2023.*

1. Good employment practices: principles

UU strives to be a place where people want to work, where all employees are recognised for their contribution and where there is room for everyone's talent. Building on the strategic plan and the Recognition and Rewards vision, UU has formulated a number of principles for good employment practices.

Principles for good employment practices at UU

- One single UU community
- Recognising and rewarding everyone's contributions
- Based on collaboration and team spirit
- Leadership at all levels
- Open, safe and inspiring working environment
- Room for diversity

¹ In principle, this framework does not apply to UMCU employees. However, TRIPLE does apply to GNK professors.

- Room for development
- Room for diverse and dynamic career paths
- Transparency about preconditions and expectations

All employees together form **one single UU community**. They work together on the university's mission and objectives, as laid down in the [Strategic Plan](#). At UU, we therefore regard all employees as employees of the university (university staff) and avoid distinguishing between the categories of academic staff (WP) and support and administrative staff (OBP) wherever possible. We emphasise the importance of *everyone's* contribution and want **everyone** to **feel recognised and appreciated**, regardless of their position.

At UU, we see **cooperation and team spirit** as the starting point for all our work. This means that the roles and tasks of each employee must be described, shaped and evaluated in relation to both the collective and the individual.² It also means that we recognise and reward active commitment to collective interests, such as involvement in participatory bodies. Team spirit is everyone's responsibility and is actively encouraged and inspired by **leadership at all levels**.

At UU, we see leadership as an important key to creating an **open, safe and inspiring working environment**. It contributes to motivated employees, the achievement of objectives, cross-border cooperation and UU's contribution to a better world. Leadership is not just about leading people. It is also about competences we expect from every employee: giving and taking trust and responsibility, self-reflection and giving room to diversity. We call this personal leadership, which applies to all employees and managers. See section 2.3 on [Leadership Development](#) and [3.2 Recognition and Rewards: TRIPLE](#).

As an employer, we want to take good care of our people and invest in the well-being of all students and employees. A [safe social climate](#) is the basis for this. We treat each other with respect. Our actions are aimed at creating an open and inspiring community where everyone can feel at home, with opportunities for all and **room for diversity** in background, thinking, learning, working and development. Every team pays attention to this. This is also about the inclusion of, for example, employees with disabilities and neurodiversity.

UU regards fostering **employee development** as a key aspect of being a good employer. It helps us to achieve our organisational goals and ensure that our employees stay employable in a changing professional environment and world. Development is necessary to achieve **diverse and dynamic careers**.

This means we must offer room for a diverse range of individuals and contexts and provide clarity and **transparency about the preconditions and expectations**. UU employees and managers are open to feedback and change and want to keep developing. The university encourages everyone to develop personal leadership competences and to learn from each other in their work.

2. Development framework

The development of employees, teams and managers is one of the key elements of good employment practices. In this chapter, we set out UU-wide agreements.

² This concerns the (strategic) goals and needs of the team, the faculty or department, and the university on the one hand, and personal development on the other.

2.1. Continuous development

The university values a development-oriented attitude and encourages and facilitates its employees and teams in this respect wherever possible. In addition to professional knowledge and skills, development also relates to personal competences and leadership. Continuous development contributes to the long-term employability of our employees.

Development goals can be small or large, and may focus on either deepening or broadening knowledge and skills. Working on your development may mean working towards a more senior position, but more often involves acquiring broader or more in-depth knowledge and skills at the level of your current position. A vertical career step always requires that tasks at that (higher) level are also available. See further promotion and appointment in [chapter 3](#). Development efforts may be focused on a future position within our outside of UU. Employees make choices appropriate to their career phase and personal circumstances. In addition, everyone is free to stay where they are or to take a step back. See also the section on [diversification and making careers more dynamic](#) in chapter 3.

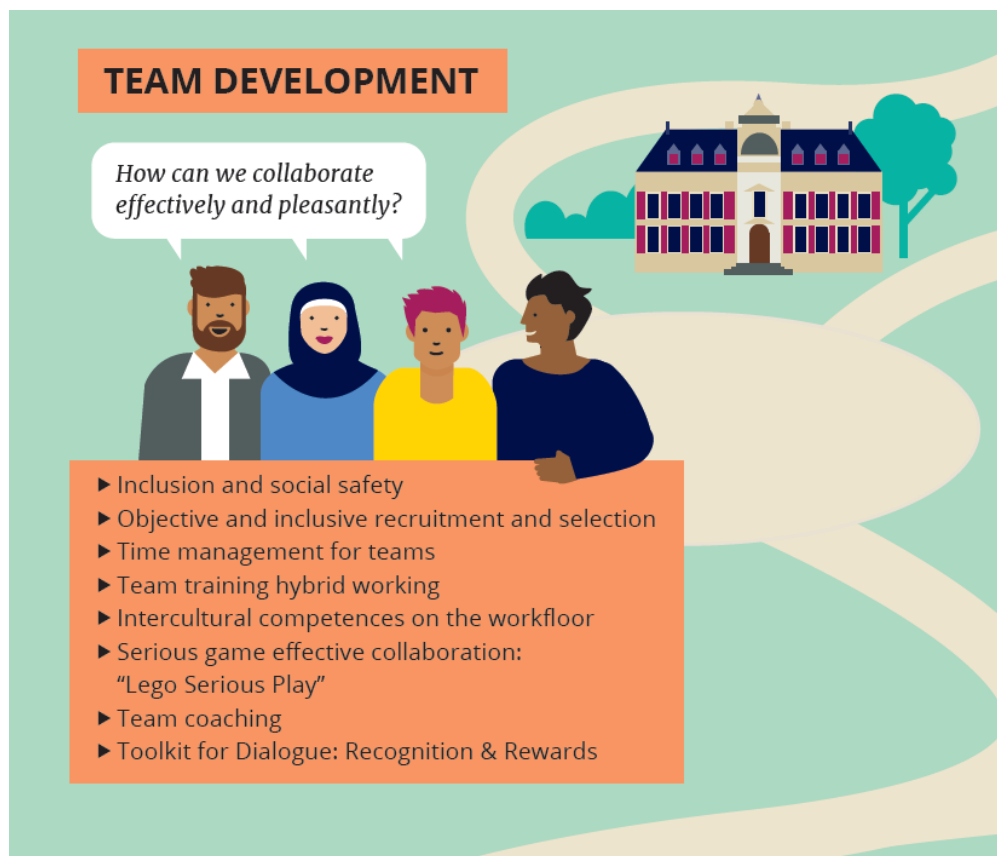
Employees can work on their development in various ways. One option would be to attend training courses. Employees can take the initiative to attend training courses or education programmes. UU (i.e. managers) may also oblige employees to take part in training or education programmes if this is necessary in order to perform their current job effectively. In these cases, the costs - like the costs of many UU development opportunities - are borne by the university (see our [development opportunities](#)). The conditions for reimbursement of study costs and/or eligibility for training-related leave are laid down in our [Training and Education Scheme](#). Other forms of development include, *for example*, undertaking a project, initiating or actively participating in relevant development activities (e.g. a conference or lectures), reading literature, a work visit, participation in decision-making, or engaging the services of a coach or mentor. Informal learning in the workplace and learning from colleagues is also an important part of development.



As a rule, employees are personally responsible for their own development (no one else can do it for you). The responsibility of managers lies in helping, encouraging and facilitating employees. They ensure that development is a regular topic of conversation. What goals and wishes does someone have? How do these fit into the set of objectives of the team, department, faculty and university? [HR departments](#) can inform, advise and support managers and employees where needed.

2.2. Team development

Individual development goes hand in hand with team development. Team development is about shared goals, collaboration and creating synergy. What are the shared goals and how does everyone contribute to them? How do we ensure diverse teams, knowing that variety in team composition leads to better performance?



What is a team?

A team is a group of employees who work together to achieve a common goal. This can take various forms, e.g. ad hoc teams that work together temporarily on projects, permanent teams, committees, research groups or entire departments. Employees are often part of multiple teams, but it is important that everyone has at least one 'home base' to which they belong.

Team development is also about learning from each other and creating a safe, inclusive working environment for everyone. By investing in team collaboration, we ensure better results and a more pleasant way of working. UU offers various [training courses](#) in which collaboration and/or team development are central elements. Managers play a crucial role in developing their teams. A shared understanding of teams and team development helps to get started with this. As in the [UU leadership model](#), we distinguish three dimensions in the development of teams: strategic, organisational and personal.

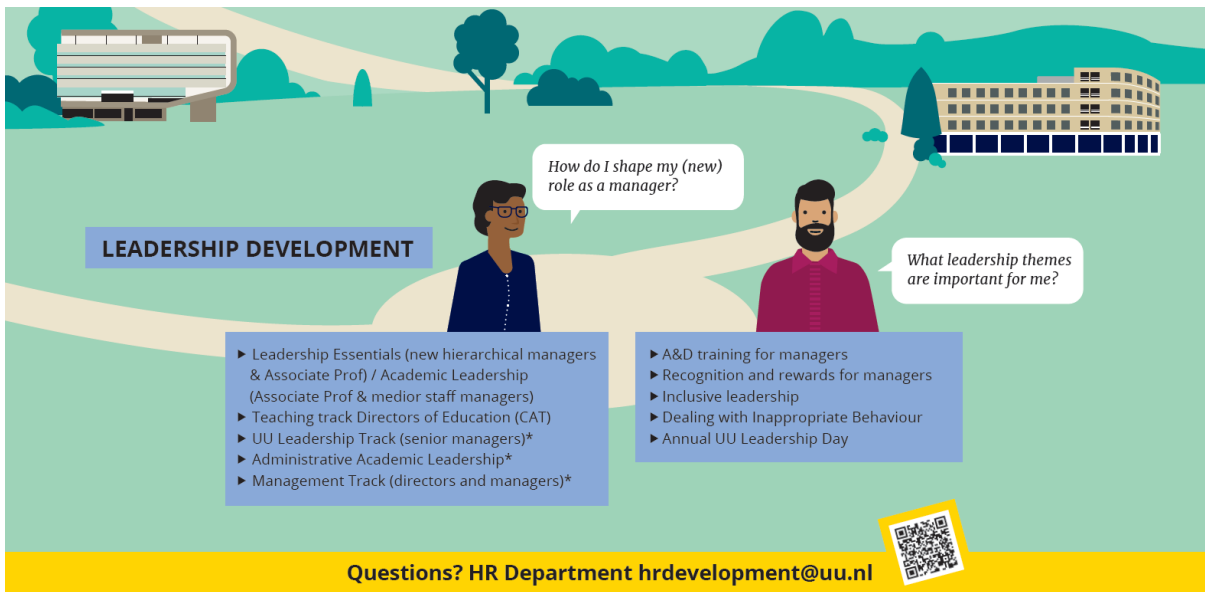
1. *Strategic*: The team works together towards clear objectives that are supported by all team members.
2. *Organisational*: What does collaboration within the team look like? Roles, tasks and procedures are clear to all team members.
3. *Personal*: The team pays attention to the atmosphere and manner of collaboration. Team members experience psychological safety.

The dimensions are different perspectives for analysing how a team functions. For each dimension, there are interventions to further develop team collaboration.

2.3. Leadership development

At UU, we see leadership as an important key to creating an open, safe and inspiring working environment. It boosts employee motivation, helps us achieve our goals, facilitates cross-border collaboration and enables UU to help make the world a better place.

Personal leadership is important for everyone. For anyone with managerial responsibilities, leadership is also about being a good leader. This includes facilitating the development of employees, actively working to create a safe and inclusive culture, and contributing to the healthy financial position of the chair/department, etc.



LEADERSHIP DEVELOPMENT

How do I shape my (new) role as a manager?

What leadership themes are important for me?

- Leadership Essentials (new hierarchical managers & Associate Prof) / Academic Leadership (Associate Prof & medior staff managers)
- Teaching track Directors of Education (CAT)
- UU Leadership Track (senior managers)*
- Administrative Academic Leadership*
- Management Track (directors and managers)*

- A&D training for managers
- Recognition and rewards for managers
- Inclusive leadership
- Dealing with Inappropriate Behaviour
- Annual UU Leadership Day

Questions? HR Department hrdevelopment@uu.nl

At UU, we expect all managers to keep developing in their leadership role. To this end, the university offers a wide range of [leadership development opportunities](#). Besides, UU is gradually increasing the use of development assessments.

The UU Leadership Model

UU distinguishes three dimensions of leadership:

- personal leadership
- organisational leadership
- strategic leadership

See the next page for a description of these three dimensions and the associated competencies.



Read more about [leadership and competencies](#) on the intranet.

2.4. Time for development

The manager and employee make concrete agreements on the amount of time the employee spends on development. What are the needs of the individual, team and organisation? What actions will the employee take? How much time will this take? How will this affect the employee's other activities? By offering time, managers emphasise the importance of development. Employees are then responsible for using this allocated time effectively. How did the employee use this time? How did this benefit them? What are the next steps and what will they involve?

All employees are given time within their employment contract to work on their development alongside their tasks. The amount of time depends on the development and organisational needs. The Collective Labour Agreement for Dutch Universities (CAO NU) stipulates that employees are entitled to at least three days per year to work on their development and 'long-term employability'. This also applies explicitly to employees with temporary contracts. See the [Training and Education Scheme](#) for more information on the costs of and allocated time for education and training.

According to the CAO NU, teachers, researchers and PhD candidates must be offered development opportunities to improve their job prospects. Temporary teachers with an employment contract for at least 4 years and at least 0.7 FTE may devote at least 10% of their contractual working hours at UU to their professional development, such as to attain a partial or full university teaching qualification (*Basiskwalificatie Onderwijs*, BKO/UTQ). All teachers will be allowed time within their duties to develop their teaching skills and, where applicable, to work on their BKO. At a minimum, this will include the time needed to attend the necessary training courses. For more information, see the [University Teaching Qualification Regulations](#).

2.5. Development budget

UU provides development budgets at various organisational levels. For example, university-wide budgets, e.g. at the HR service department, are used to facilitate training programmes at no cost to employees. Budgets are also available at individual faculties and other service departments, and often within departments, sections, schools, institutes or projects. Employees can apply for these funds in consultation with their manager. In most cases, this is not a fixed amount per person, but rather a general budget the employee can draw on in consultation with their manager.

2.6. Development opportunities

UU offers its employees a wide range of development opportunities. A large portion of these courses are free of charge for UU employees or made available for a limited fee paid by their own department. This offering includes online and live training courses, learning pathways, a [project marketplace](#), mentoring, coaching and career advice. Employees can combine different elements to create their own development plan.

Development Guide

UU has developed specific programmes for certain target groups, such as managers or teachers. All development programmes can be found in the [Development Guide](#).

Project2Match

[Project2Match](#) lists projects, interim jobs, reintegration work and other temporary work within Utrecht University.

'Ontwikkelwegwijzer'

A development menu ('[ontwikkelwegwijzer](#)') is available for the position of policy advisor. The menu consists of various building blocks for working on the different competencies required for this position. It is not intended as a fixed route or programme. The menu is currently only available in Dutch.

2.7. A&D cycle

In accordance with the CAO NU, UU has [Regulations governing Assessment and Development \(A&D\) Interviews](#). The A&D interview focuses on the employee's performance in the past period. It also offers managers and employees an opportunity to make agreements on employees' performance and development for the coming period. There is a clear relationship between the objectives of the organisation and the team and individual employees' contribution to these goals. The A&D interview covers the *entire* range of the duties performed by the employee. Employees prepare for the interview by reflecting on their own performance and development in the areas in which they are active and on their contribution to team objectives. Employees are encouraged to obtain feedback from colleagues in advance. To this end, a [feedback form](#) and a [feedback instrument](#) are available, as well as a [360 degree reflection tool](#) for managers.

While interviews are scheduled at least once a year in accordance with the CAO NU, UU encourages employees and managers to discuss job performance and development on a more frequent basis. UU is working to develop a new approach to assessment and development interviews. The future interview cycle will no longer be focused on a single annual interview, but will instead involve a continuous dialogue between managers and employees. The future A&D cycle will also focus more explicitly on everyone's contribution to team and organisational goals. The new A&D cycle will come into effect in 2026.

3. Career policy framework

This chapter outlines a career policy framework for UU employees. Chapter 4 contains additional agreements that apply exclusively to employees in academic positions. Faculties are free to formulate their own career policy within the scope of this framework (chapters 3 and 4); the main points of these faculty-level career policies will be subject to the approval of the Executive Board.

3.1. Job profiles and job grading

UU determines each employee's job profile, job level and salary scale on the basis of the University Job Classification (*Universitair Functie Ordenen*, UFO) system, in accordance with the CAO NU. The UFO system has been elaborated into a national tool that covers all positions available in the university sector. It contains descriptions of all positions and job levels, and describes the relationship between the positions. The UFO system establishes the salary scale for each position. These salary scales are set out in the CAO NU. A UFO classification tool is accessible to all employees online. See the intranet for more information on [the UFO system](#) and [salaries](#).

In 2021, the principles of the Recognition & Rewards system were incorporated in the UFO job profiles for academic positions.³ In addition, UU has developed the [TRIPLE model](#); this tool allows users to interpret the UFO profiles from a Recognition and Rewards perspective.

Performance agreements

The employee and the manager make individual performance agreements on the performance areas set out in the employee's job profile, which they record during the [A&D interview](#). [Diversification](#) is a key priority. Individual agreements are always made within the broader context of the team and organisation. As a result, individual performance agreements may differ between employees, even between employees with the same type of job. Employees regularly discuss the actual work activities they have been assigned.

Reservations

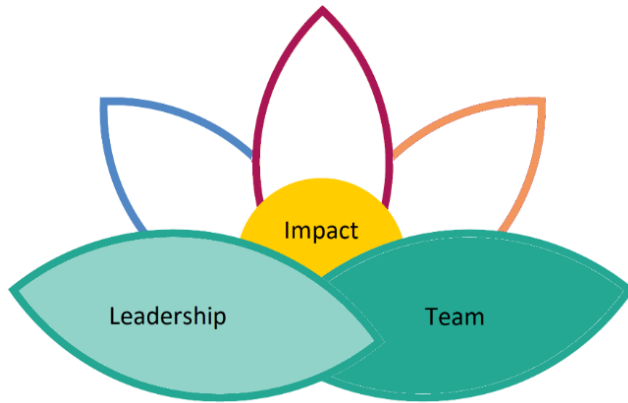
Employees who object to their job profile and/or job level classification may submit a motivated written request to reconsider this classification through their manager within four weeks of receiving the relevant decision. If they disagree with the outcome of this reassessment, they may request the Executive Board to have their petition heard by the [National Advisory Committee on Job Classifications at Dutch Universities \(pdf in Dutch\)](#). This national committee refers to the UFO classification tool, based on which it issues a written recommendation to the university on the accuracy of the classification. The Executive Board will then take a decision on the petition. Employees and managers can contact their [HR department](#) if they have any questions.

3.2. Recognition and Rewards: TRIPLE

UU applies the principles of [Recognition and Rewards](#) (R&R). The TRIPLE model is a tool to bring Recognition and Rewards into practice at UU. It helps to apply a broader perspective on the various aspects of our work and to relate them to each other.

The TRIPLE model applies to all UU staff, at both individual and team level. Teams can use it to discuss everyone's contributions to their objectives. It can also be useful in conversations about individual development or when drawing up texts of job adverts. Above all, TRIPLE is an

³ This concerns an initial minor revision. Job profiles for academic positions have been supplemented to include descriptions of activities in the areas of societal impact, Open Science, academic teaching, team contributions and academic leadership.



invitation to every employee and every team to look at the different activities from a broad perspective and discuss them.

The TRIPLE lotus is made up of three types of elements: the base (Team and Leadership), the core (Impact) and the flower petals (the domains in which we carry out our activities). Team spirit and (personal) leadership are the foundation supporting every employee and team: they are prerequisites for effective performance, collaboration and personal development.

Team spirit refers to the connection between the individual and common goals. It is about collegiality, collaboration, trust, sharing ideas, mutual engagement and contributing to the organisation.

Leadership refers to the personal leadership we expect from all our employees. Leadership is not just about leading people. It is also about competences we expect from every employee: giving and taking trust and responsibility, self-reflection and giving room to diversity. We call this personal leadership, which applies to all employees and managers. For everyone with managerial tasks, this is also about being a good leader. Find out more about [leadership at UU](#).

The focus is on **impact**: *Why* do we do the things we do? What sort of values, drives and expectations does that involve? How do our efforts affect our colleagues, the discipline, the organisation or society? Impact cannot always be determined in advance, and it is not always possible to make target agreements. That is why we prefer to refer to the outcomes of our work rather than specific quantifiable outputs.

The domains in which we work are the 'flower petals' of the lotus. If you zoom out all the way and look at UU as a whole, this is where you will see the domains of **education, research and professional performance/organisation**. When you apply the TRIPLE model as a team or as an individual employee, the three domains can also be made more specific. The goal is always to map the full spectrum of the work, to enable a dialogue about this. The extent to which employees are active in the various domains depends on their position, the context and any agreements made about this. Employees can focus on different aspects and may shift their focus over time.

For the positions of assistant professor, associate professor and full professor, the domains of **education and research** apply in any case, although the scope of both may be subject to variation within teams and can shift over time. These domains may likewise be relevant for other positions and teams, such as for an education coordinator who provides an essential contribution to teaching or a technician who ensures that research can be conducted robustly and safely.

If the work cannot directly be linked to education or research, it falls under the domain of **professional performance/organisation**. As this is a very broad domain, it can be useful to **apply a further breakdown** of this domain. For example, 'advising' can be a domain for a policy adviser or study adviser, and 'project support' can be a domain for a management and office assistant. Employees choose the domains that are relevant to their team or their position.

Assistant professors, associate professors and full professors are often also involved in the domain of professional performance/organisation. In the medical domain, **patient care** naturally plays an important role. In veterinary medicine, the third domain has been translated to 'animal Health care'. In other contexts, this may involve, *for example*, (science) communication or another service for the benefit of academia, society or the local UU community.

Faculty-level TRIPLE elaborations

Faculties and service departments can further elaborate the TRIPLE model and incorporate it into their career policies. These elaborations can be useful during recruitment and selection, development interviews, performance assessments and promotions. All TRIPLE elaborations must meet the conditions set out below, and the main points of these elaborations are subject to the approval of the Executive Board.

Detailing of UFO profiles

All academic positions at UU are based on the job profiles in the [UFO system](#). Further elaborations by the faculties or service departments provide a useful guideline (tool) when interpreting the UFO profiles from a Recognition and Rewards / TRIPLE perspective in each specific context. As regards the distinction between positions and levels within a position, the classification criteria laid down in the UFO profile are leading.

Format

For each job and for each [TRIPLE component](#), a brief description is given of the essence of this job, along with examples of the possible detailing of the corresponding duties. These examples should be *indicative*. They should provide guidance and clarification, without giving the impression that employees are expected to tick off all the examples. In other words, we should avoid creating rigid 'checklists' that are the same for everyone. Accordingly, we do not describe *fixed* profiles (e.g. an 'impact profile' for academic positions). Each elaboration leaves room for focusing on different aspects and for individual contexts.

In 2026, a UU-wide evaluation of all TRIPLE elaborations will take place.

TRIPLE elaborations

- ✓ tool for interpreting the UFO profile from an R&R perspective
- ✓ examples to provide guidance and clarity
- ✓ room for focusing on specific aspects and for different contexts
- ✗ no checklists
- ✗ no fixed profiles

Faculty TRIPLE elaborations are available on the intranet:

Link	Explanation
Science	Part of R&R page Science
Veterinary Medicine	Part of UU FLOW page, visible if Veterinary Medicine is chosen as faculty under settings
Humanities	Page about Career and Promotion Policy Humanities
Geosciences	Page about promotion policy GEO
REBO (LEG)	Part of R&R page REBO (LEG)
Social Sciences	Page about career policy Social Sciences

3.3. Diversification and dynamisation of careers

Diversification

UU encourages diversification within teams. This means that employees can follow different career paths and can make individual choices on the aspects they focus on in their job. Employees with the same function can focus on different aspects (focal points).

Diversification is crucial to both the employee's development and that of the team and organisation. The scope of activities in each (TRIPLE) domain may vary greatly between employees. We make [strategic choices](#) in this area on the basis of team objectives, organisational needs and the needs of individual employees. No one has to be able to know or do everything.

Employees are encouraged to make individual choices on the aspects they focus on, provided that each employee and each team does so on the basis of team spirit and (personal) leadership. By making individual choices on the aspects we focus on, we create room for individual development, different talents and ambitions. This can also take the form of a temporary project or a role someone takes up in addition to their regular duties. For more information, see the above description of [TRIPLE](#). In addition, employees in the position of Assistant Professor, Associate Professor or Professor are also expected to adopt a [dual role and divide their time between teaching and research](#), which may involve shifts in scope and over time.

In order to leave room for differences, UU does *not* have fixed career paths, tenure tracks or fixed profiles.⁴ Employees and managers make agreements that reflect both personal development goals and team objectives.

Making careers more dynamic

In addition to diversification, UU also strives for dynamic careers (dynamisation). This means that the aspects which employees choose to focus in their job may change over time. It is also possible to make changes to these focal points within one and the same position, e.g. by adjusting duties or by taking up different roles. Employees may step back from a particular (TRIPLE) domain (either temporarily or for a longer period of time) and subsequently invest more time in this domain at a later stage. They may also transfer to other positions. This can also be a position with the same salary scale. UU encourages and facilitates this kind of horizontal mobility. Employees make choices appropriate to their career phase and personal circumstances. See the section on [continuous development](#) in chapter 2 for more details.

Temporarily or permanently switching from an academic position to another kind of position, or vice versa, should also become easier and more common at UU in the future. We will further explore the preconditions for this change in the coming period.

Combined positions

Combined positions are positions in which (parts of) two job profiles are combined. In the spirit of Recognition and Rewards for all employees, and the diversification and dynamisation of careers, UU wants to make combined positions more feasible, including combinations of academic and other job profiles. A manual for combined positions has been developed. It describes how we deal with situations in which a single employee performs tasks in two job

⁴ At present, UU does *not* have an active tenure track policy. This is partly due to the collective labour agreement, which stipulates that every assistant professor or associate professor will be offered a permanent contract after 12 or 18 months. Besides, we want to leave room for differences: employees and managers make agreements that reflect both personal development goals and team objectives / organisational needs. We also want to provide equal opportunities for all. It is not predetermined who can and cannot advance to a more senior position. The preconditions for further development are the same for all employees.

profiles. The aim of this manual is to provide more clarity about the possibilities and practical tools.

At present, there is one combined position at UU that has been further developed: the [Junior Assistant Professor](#). The agreements regarding this position are set out in Chapter 4.

3.4. Staff planning

Staff planning is a methodology for periodical reflection on the capacity and quality of employees and/or teams. The aim is to reflect on existing qualities and development opportunities and subsequently act on them so that the team is optimally suited to the tasks at hand. Staff planning comprises two core elements: assessing the current situation (gaining insight into the capabilities of employees and expected personnel developments, e.g. retirements, etc.), as well as anticipating future qualitative and quantitative needs (strategic staff planning). HR departments can advise and support managers in this process.

UU has developed various [helping tools](#) for managers from a Recognition and Rewards perspective. These resources emphasise the importance of team development and the diversification of profiles and careers.

Gaining insight into employee qualities: staffing assessment

The [staffing assessment](#) is an integral part of the staff planning process. In a staffing assessment, managers consult with each other to identify the qualities, results and development opportunities of their teams. It involves assessing the performance and potential of all employees, which creates a comprehensive picture of overall staff performance within a team or organisational unit. Managers can then make agreements with their employees on targeted actions to encourage the desired development (also in relation to team objectives), as well as on potential future career steps. Regularly conducting staffing assessments at team level makes it easier to manage the development and professionalisation of individual employees. It also helps to prevent any knowledge and skill deficiencies within a team or department.

Strategic staff planning

In order to be able to achieve UU's ambitions, we need to have diverse teams that collectively possess the necessary competences. This requires looking ahead and anticipating future needs through strategic staff planning. Based on the objectives and future developments, managers determine the future requirements of expertise and competences in terms and to what extent these differs from the current situation. These insights enable decision-making in relation to the development of people and teams. Strategic staff planning plays an important role at all levels of the organisation.

3.5. Recruitment and selection

As a university, we attach great importance to creating a workforce that reflects the diversity of society. All agreements relating to the [recruitment, selection and hiring of new employees](#) can be found on the intranet. In principle, internal candidates are always invited for an interview if they meet the qualification requirements.

Additional agreements apply to the [recruitment of assistant professors](#) in accordance with the collective labour agreement (Article 6.5, paragraphs 5 and 6). Employees involved in recruitment and selection processes, for example as committee members, are expected to follow training on [inclusive recruitment and selection](#) of candidates. For professor appointments, at least two members of the PAC must have followed such training. It is also important to make TRIPLE part of recruitment and selection.

3.6 Promotions and appointment

Employees are never automatically promoted to the next level in their current job profile or to a successive job profile. Several aspects are weighed up for all promotions. These include strategic objectives at both team and organisational level, available work activities, and available financial resources. But they also include the development goals, competences and performance of individual employees. These aspects are all important. Some may weigh more heavily than others depending on the relevant position and career stage. The powers in relation to promotions and appointments are set out in the [mandate regulations](#) of the service departments and faculties.

Additional agreements have been made for academic positions; see chapter 4 for the [Career and Staffing principle](#) and for [appointments to the position of Professor](#).

4. Additional arrangements for academic positions

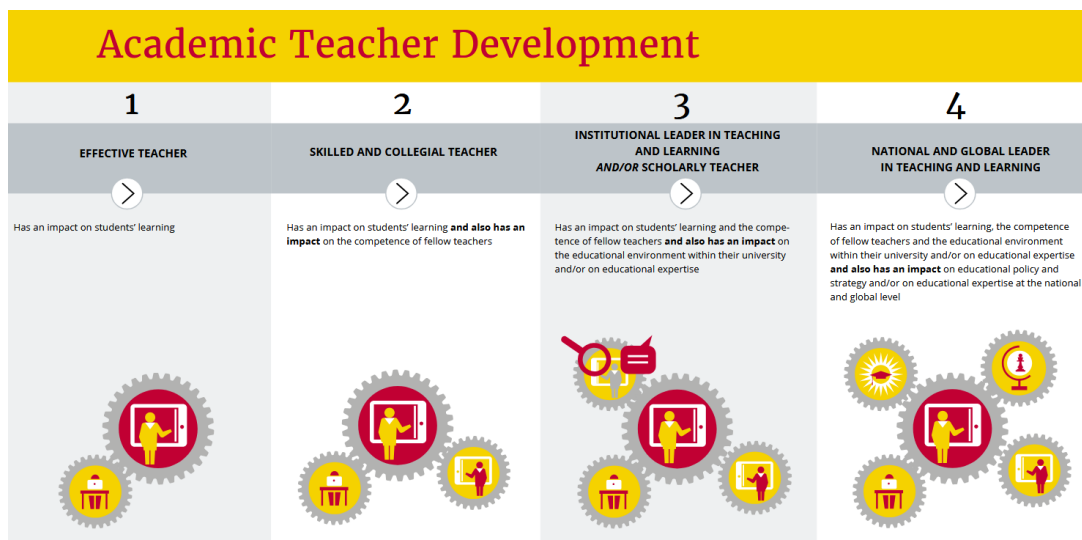
Chapters 1, 2 and 3 of this framework apply to all UU employees. Chapter 4 contains additional arrangements for employees in academic positions.

4.1. Dual teaching and research role

Academic careers at UU are based on the principle that jobs involve a combination of teaching and research duties, where applicable supplemented by duties relating to [professional performance](#) or patient care. UU reserves permanent academic positions for employees who combine teaching and research and, where applicable, activities in the professional field, and who meet the relevant [qualification requirements](#) for these positions.

The scope of teaching, research and professional performance / patient care duties may [vary](#) within a job profile and over the course of an employee's career. Administrative / managerial academic positions not always require a full combination of teaching and research duties. The leadership domain weighs more heavily in these positions.

Duties in the areas of teaching, research and, where applicable, professional performance / patient care have equal weight. Ensuring that teaching performance is equally rewarded relative to research performance is a key priority. To this end, UU has developed a tool, the [Indicators for the Evaluation of Educational Achievements](#). These indicators help managers and employees to determine the standard of teaching activities and discuss educational development opportunities.



Singular positions

UFO distinguishes three academic job profiles in which teaching and research are not or only to a limited extent combined: PhD candidate, teacher and researcher. In view of UU's commitment to good employment practices, employees in these positions require extra attention. Because their positions do not or only to a limited extent combine teaching and research, and because their activities are in principle performed for a fixed period, these employees have fixed-term employment contracts. This makes it all the more important to provide them with room for development. The development opportunities available for employees in these positions are listed in the [Development Guide](#).

The university strives to offer robust, long-term temporary employment contracts with room for development wherever possible. Upon commencement of employment, the manager explicitly discusses the type of engagement, development opportunities, mutual expectations and the preconditions for permanent employment. Towards the end of their employment, employees receive [guidance and support](#) to help them advance their careers outside UU.

The final section of this chapter outlines some specific agreements that apply to [PhD candidates](#), [teachers](#) and [researchers](#).

4.2. Career and Staffing principle

Career principle for Assistant Professor 1 and Associate Professor 2

When promoting from Assistant Professor 2 to 1 and from Assistant Professor 1 to Associate Professor 2, individual factors (development goals, competencies and performance) carry the most weight, in line with the organisational and team goals, as determined by Strategic Staff planning (SPP)⁵ and within the university frameworks. The suitability of an individual candidate is taken into account (career principle). We first look at individual factors. Does an employee demonstrably possess competencies at the higher level? If so, we always investigate whether there are tasks at the desired level and resources available to realise a promotion. A promotion request does not always have to be the result of an open vacancy. By applying the career principle for assistant professor 1 and associate professor 2, UU encourages the development of employees in these positions.

Staffing principle for Associate Professor 1 and Professor

For promotions to a higher academic position or level, namely Associate Professor 1 and Professor 1 and 2, the strategic objectives of the team, department/faculty/university take precedence and there must be a vacancy available (Staffing principle). There must be an (internal) vacancy/ permanent staff position before a procedure can be started to assess the suitability of potential candidates.

Assigned tasks

For all promotions (career and staffing principle), tasks at the level of the higher position (within financial frameworks) must be available. In the positions of Associate Professor and Professor, tasks and responsibilities in the field of leadership are an essential part. Faculties draw up their own principles for establishing a chair and a staffing budget. Read more about [promotion and appointment](#) in Chapter 3.

Why a distinction within the position of Associate Professor?

The career principle applies up to promotions to Associate Professor 2. UU wants to give Assistant Professors the opportunity to keep developing to the level of Associate Professor 2. This creates additional development opportunities, for example because they can perform

⁵ See also section 3.4. It is about long-term staffing in relation to the organisational goals.

certain roles. Associate Professors may also be eligible for the *ius promovendi*. They can call themselves an Associate Professor, which offers more opportunities in an international context. At the same time, the position of Associate Professor is fundamentally different from that of Assistant Professor. The positions of Associate Professor and Professor are managerial positions. Therefore, a staffing structure with too many positions of (Associate) Professor is undesirable and not feasible in practice. After all, the number of managerial tasks is limited. In addition, there are, of course, financial constraints. The distinction between Associate Professor 2 and 1 is a consideration of all these factors.

4.3. Appointments to the position of Professor

At UU, appointments to the position of Professor are subject to the performance requirements and classification criteria in the UFO profile as well as specific [qualification requirements](#).

- UU has set a number of [minimum requirements for appointments to Professor 2](#). These are set out in the Professor Policy in brief, and based on the TRIPLE model. In addition, [faculty-specific elaborations of the TRIPLE model](#) may apply.
- For Professor 1, a UU-wide Promotion Profile 1 (see [Appendix](#)) has been developed, based on the same principles that apply to faculty-level TRIPLE elaborations.

Professors are appointed by the Executive Board, on the recommendation of the dean. The Board for the Conferral of Doctoral Degrees (*College van Promoties*) advises on appointments to the position of Professor 2. A university promotion committee advises on appointments to the position of Professor 1. A full professor is first appointed for five years. If their job performance is evaluated favourably during the period of temporary appointment, they will be appointed for an indefinite period following a nomination to and confirmation by the Executive Board.

The relevant procedures and detailed arrangements set out in the UU's [Professor Policy in brief](#). The Promotion Profile and Procedure for the position of Professor 1 (see [Appendix](#)) was adopted in 2021 as a supplement to the Professor Policy.

4.4. Managerial responsibilities

The positions of Associate Professor and Professor are managerial positions.⁶ In addition to their responsibilities in education and research, employees in these positions also have managerial responsibilities. On the one hand, this involves being a good leader and manager. (Read more about [leadership development](#) in Chapter 2.) On the other hand, it involves responsibilities in the area of business operations (management, finance). This means that the distribution of tasks across the various (TRIPLE) domains will shift.

(Potential) candidates for positions of Associate Professor or Professor must be aware that leadership and management tasks are an important part of these positions and that this requires competencies at all three levels of the leadership profile. In practice, this means that new tasks will be added to their set of tasks, some of which being closely intertwined with education and research. These include facilitating employee development, contributing to the healthy financial position of the chair/department, actively working to create a safe and inclusive culture, and so on. At UU, we attach great importance to these leadership tasks. That is why Team and Leadership form the foundation for every position in the [TRIPLE model](#). Agreements

⁶ According to the UFO profile, the Associate Professor supervises Assistant Professors, researchers, teachers, PhD candidates and support staff. For Associate Professor 1, one of the classification criteria is 'managing a part of the capacity group or performing mandated management tasks of the Professor (...)'. However, this is less explicit in the result areas. The Professor also supervises Associate Professors and one of the classification criteria is 'supervising a chair, capacity group or institute'. HRM policy is one of the result areas.

are made with every associate professor and professor about their responsibilities as managers. If new tasks are added, other tasks may have to be dropped.

4.5. Qualification requirements

The job profiles and classification criteria in UFO and CAO NU provide a framework for all positions at UU. UU has made additional arrangements for academic positions, in the form of a qualification system.

Candidates must attain these qualifications in order to fulfil a job profile. However, attaining the necessary qualifications is no guarantee for promotion. In addition to the individual suitability of the candidate, several [other aspects](#) are always considered in decisions on promotions.

UU distinguishes between:

- basic university qualifications: university teaching qualification (BKO/UTQ) and university research qualification (BKOz/URQ/PhD) and
- senior qualifications: senior teaching qualification (STQ/SKO) and senior research qualification (SKOz/SRQ).

The university teaching qualification constitutes an initial benchmark and concerns the minimum skills an employee must possess in order to adequately perform their duties at the level of Assistant Professor. The senior qualification builds on the basic university qualification. This represents the second benchmark in the development process. The senior qualifications cover the qualities that every leader and every manager working in education or research must possess, i.e. the minimum skills a staff member must have in order to adequately perform their duties in positions above the level of Assistant Professor.

Qualification requirements per job profile⁷

- **PhD candidate:** university Master's degree or Master's examination (*doctoraal examen*).⁸
- **Teacher:** university Master's degree or Master's examination; from Teacher 3 upwards candidates must also have a (basic) university teaching qualification (BKO).
- **Researcher:** (basic) university research qualification (BKOz/PhD).
- **Junior Assistant Professor (Junior UD):** university Master's degree or Master's examination (*doctoraal examen*).
- **Assistant Professor:** (basic) university teaching qualification (BKO) and (basic) university research qualification (BKOz/PhD).
- **Associate Professor:** (basic) university teaching qualification (BKO) and (basic) university research qualification (BKOz/PhD), plus a senior teaching qualification (SKO) or senior research qualification (SKOz).
- **Professor:** both senior qualifications.
- **Clinician:** (basic) university teaching qualification (BKO) and specialist examination.

The qualifications are categorised by performance area (teaching and research). The university emphasises the importance of combining research and teaching. Accordingly, academic staff must be able to demonstrate that they meet the required minimum standard in both these areas. The qualification system thus contributes to quality assurance, equal rewarding of

⁷ Under Run-up period' and 'Supplementary regulations' below, a number of exceptions are described.

⁸ In exceptional cases, persons with other prior education may also work as PhD candidates, provided that this is requested in accordance with Article 7.18 of the Higher Education and Research Act (WHW) and the provisions of UU's [PhD Regulations](#) and the [Minimal requirements of the quality assurance system for PhD programmes](#). Please consult the juridical department during the candidate selection process.

teaching and research, and leadership development. UU will explore opportunities to further align the senior qualifications with the principles of Recognition and Rewards in a subsequent stage.

Teaching qualifications

Criteria and procedures for teaching qualifications can be found in the [University Teaching Qualification Regulations](#) and the related faculty supplements.

Research qualifications

The procedure for university research qualifications is laid down in the Doctoral Degree Regulations. With regard to the senior research qualification, each faculty establishes regulations governing the application process, assessment and awarding of the senior research qualification under the responsibility of the dean. The drafting and amendment of faculty regulations is on main points subject to the approval of the Executive Board.

At a minimum, the senior research qualification (SKOz) encompasses:

- PhD or equivalent research achievement (basic university research qualification);
- in-depth knowledge of the discipline;
- demonstrable high-level recognition of their academic publications;
- the development of research programmes;
- the ability to train researchers;
- the management of research alliances;
- in-depth insight into research quality assurance;
- knowledge of the interrelationship between disciplines.

Run-up period

As a rule, employees who are unable to meet all the qualification requirements for a job profile will not be approved for that job profile. In the event that a candidate lacks some of the required qualifications and if other circumstances warrant such a decision, the mandated official may decide to nevertheless assign them to the relevant job profile. This must be subject to a clear agreement on attainment of the required qualifications and the deadline for their attainment. The agreement must then specifically describe the actions to be taken during this period.

A 'run-up period' (deadline for attaining a qualification)⁹ may be agreed for both temporary and permanent appointments. In many cases, the deadline for attaining a qualification will not coincide with the deadline for converting temporary appointments to permanent ones in accordance with the CAO NU. Failure to attain a qualification by a specific date does not constitute grounds for withholding permanent employment. Assessments of a candidate's suitability will factor in the extent to which the employee is progressing towards the required qualification in accordance with agreements made. This means it is important to make clear individual agreements at the start of employment, and monitor their progress.

The possibilities for a probationary period vary depending on the job profile:

- **Assistant Professor:** The university research qualification (BKOz/PhD) is the minimum entry requirement for the position of Assistant Professor 2. Candidates *cannot* be granted a run-up period in order to attain their BKOz. A run-up period of up to two years may be agreed in order to attain the university teaching qualification (BKO) if the candidate could not attain a BKO in their previous position.
- With regard to promotion to Assistant Professor 1, there is *no* option of a run-up period in order to attain a basic qualification.

⁹ This does not refer to assignment to a preliminary scale in accordance with Article 3.7 of the CAO NU.

- **Associate Professor:** The entry requirement for the position of Associate Professor (UHD) is one senior qualification. If a vacancy is filled by an external candidate, a run-up period for attaining the senior qualification may be agreed upon if necessary. Such agreements are based on a maximum period of two years. The same applies to internal candidates filling the position of clinician (see below for details). This option is not available for other internal candidates.
- **Professor:** The entry requirement for Professor is two senior qualifications. If a vacancy is filled by an external candidate, a run-up period for attaining the senior qualifications may be agreed upon if necessary. Such agreements are based on a maximum period of two years. This option is not available for other internal candidates.

Externally attained qualifications

- In the case of the university research qualification (BKOz/PhD), externally attained PhDs are deemed equivalent to UU PhDs.
- The university teaching qualification (BKO) can be attained at any Dutch university. Within the UNL, universities have agreed to [mutually recognise the university teaching qualification \(website in Dutch\)](#).
- Other UU or external qualifications are no substitute for the basic university qualifications (BKO or BKOz) or senior qualifications (SKO or SKOz) for teaching and research. Deans may decide on possible exemptions following a recommendation by the assessment committee. Basic university qualifications or senior qualifications are always awarded on the basis of a portfolio. The administrative burden on the candidate and the committee is to be minimised as far as possible. For more information, see the [University Teaching Qualification Regulations](#) and the Faculty Research Qualifications Regulations.

Supplementary regulations

If the position is designed to bring in specific expertise from the professional field, faculties may establish further rules regarding qualification requirements by way of exception. These additional regulations concern groups of employees and require the approval of the Executive Board. Once approved, they will be added below.

Employment contracts ≤ 0.2 FTE

Qualification requirements only apply to employment contracts of *more than* 0.2 FTE. Employees with an employment contract of 0.2 FTE or less are not required to meet the qualification requirements. This exception applies to the basic university *teaching* qualification (BKO) and both senior qualifications. If the position requires a PhD (BKOz), this always applies, also for employment contracts of 0.2 FTE or less. Employees with an employment contract of 0.2 FTE or less who teach are still expected to develop as teachers in other ways, for example by following the Start to Teach programme or obtaining a partial teaching qualification. See the [University Teaching Qualifications Regulations](#) for further details.

Clinical Teaching Qualification (KKO)

The clinical teaching qualification (KKO) offers healthcare professionals the opportunity to receive (additional) clinical teaching instruction. UU considers the KKO to be equivalent to the BKO. The KKO pathway is comparable to the regular university teaching qualification in terms of difficulty and expected time investment. At present, the KKO is only applied by UMC Utrecht. The criteria for the KKO were formulated by UMC Utrecht and adopted by the vice-dean of Medical Sciences. They are derived from the criteria for the BKO and adjusted to reflect the context of workplace training in a clinical setting.

Specialist examination

The qualification requirements for [clinicians](#) at the Faculty of Veterinary Medicine have been partially adjusted to reflect the competences and skills required for the position: clinicians being promoted to the position of Associate Professor will initially only be required to hold both basic university qualifications and to have completed the specialist examination. The clinician completes the portfolio amassed through the specialist examination into an SKO within a maximum of two years. Other than that, clinicians are subject to the regular qualification requirements for Professor appointments.

Teachers in professional practice

Teachers in professional practice contribute important specialist knowledge to the education system. Teachers in professional practice with a limited tenure at UU who are working in this capacity alongside their main position elsewhere do not need to attain a university teaching qualification. However, they are encouraged to develop their skills as teachers at an appropriate level, for example by attending a Start to teach training course, or attaining a partial certificate of the basic teaching qualification. See the [University Teaching Qualifications Regulations](#) for further details.

4.6. Agreements on specific positions

This final section contains agreements that have been made for a number of specific positions:

- [PhD candidate](#)
- [Junior assistant professor \(Junior UD\)](#)
- [Teacher](#)
- [Researcher](#)
- [Specialist in Training \(SIO\) and Clinician](#)

All job profiles are described in the [UFO system](#).

PhD candidate

The agreements regarding PhD programmes are set out in the UU [PhD regulations](#) and the [Minimal requirements of the quality assurance system for PhD programmes](#). In addition, UU has compiled a [PhD Manual](#) containing all the information for prospective and current PhD candidates.

Variant

In addition to the regular PhD programme, Utrecht University offers another variant (programme option) in which teaching plays a greater role: a five-year PhD Programme. With this programme, Utrecht University offers PhD candidates who choose for it the opportunity to develop their teaching skills alongside their research skills. This is good preparation for PhD candidates who aspire to an academic career after obtaining their PhD. It is also a concrete implementation of the UU vision '[Room for every PhD candidate](#)', which is about diversification within PhD programmes in the context of Recognition and Rewards.

Five-year PhD Programme

The Five-year PhD programme with a larger teaching component is a variant that UU offers in addition to the regular four-year PhD programme.

In this variant, PhD candidates are given an extra year for their PhD programme, of which they spend an average of 12 months (20% of five years) on teaching. The extra year is financed from the faculty's teaching resources. The faculty indicates whether this option is available for a vacancy.

PhD candidates who opt for the Five-year PhD Programme are preferably offered a five-year contract as a PhD candidate on the basis of Article 2.3(8) of the collective labour agreement¹⁰. In consultation with the supervision team, the director of education and, if applicable, the funding body, they include 12 months in their planning for teaching. These 12 months also include training for teaching and acquiring a (partial certificate of) basic teaching qualification.

In addition, these PhD candidates have room for personal development within the remaining 48 months of their programme, such as taking courses that are not related to teaching. This is in accordance with UU's [Minimal requirements of the quality assurance system for PhD programmes](#)¹¹. This states that agreements must be made in the Training and Supervision Plan about the training and courses to be followed, including compulsory training in scientific integrity and specific activities in the field of career development (section D).

The Minimal requirements of the quality assurance system for PhD programmes also stipulate that PhD candidates in principle spend at least 80% of their time within the PhD programme on research (section D).¹¹ This provision is based on a *four-year* programme (section H). 80% therefore amounts to a minimum of 38.4 months of research and a maximum of 9.8 months for teaching, development or other tasks. In the Five-year PhD Programme, doctoral candidates are also allowed to spend a minimum of 38.4 months entirely on research, in addition to 12 months of teaching. Agreements about how the remaining 9.8 months are spent are made in consultation with the supervision team. In addition to time for personal development, this can be used for extra time for research, teaching or another focus, such as social impact. This is a concrete implementation of the UU vision '[Room for every PhD candidate](#)', which is about diversification within PhD programmes in the context of Recognition and Rewards. See the table below for clarification.

Structure of the Five-year PhD Programme

Domain	Duration	Explanation
Teaching	12 months	- Additional year funded from faculty education budget - Includes space for training for the purpose of teaching
Research	Min. 38.4 months	80% of the regular four-year PhD programme - In accordance with UU Minimum Requirements for Quality Assurance Systems in Postgraduate Education (minimum 80% for research) and in line with the collective labour agreement (maximum 20% for teaching), both based on a four-year period.
Other	Max. 9.8 months	- Maximum 20% of the regular four-year doctoral programme - For personal development and other tasks. - Option to focus on specific areas: for example, social impact or extra time for teaching or research.
Total	60 months	

¹⁰ CAO NU 2024-25

¹¹ From 2025/26, the CAO NU stipulates that PhD candidates in a regular programme may spend a maximum of 20% of their time on teaching. Here too, a *four-year* programme is assumed. This means that they have at least 38.4 months for their research *and personal development*. At Utrecht University, all PhD candidates are given at least 38.4 months for their research. Personal development is included in the remaining 9.8 months.

The Five-year PhD Programme offers PhD candidates the opportunity to develop as teachers, for example with a view to a future position as an assistant professor. The teaching tasks are more substantial than in a regular PhD programme, which often involves a smaller percentage of teaching, for example in the form of thesis supervision or teaching a tutorial.

The Five-year PhD Programme can be chosen at the start of the PhD programme. It is also possible to opt for this variant during the go/no-go moment, in agreement with the supervisor. Conditions are: interest on the part of the PhD candidate, vacant teaching duties (organisational need), available financial resources and, where applicable, agreement within the research project and/or the funder.

PhD candidates receive training and guidance on both the teaching and research parts of their work. Supervisors have an additional responsibility to regularly check whether the work can still be completed within the available time. If necessary, they adjust the schedule in consultation with the PhD candidate.

Combination of teaching and research: Junior Assistant Professor

The CAO NU allows for a combined teacher/researcher or teacher/PhD candidate profile. For the time being, this profile can be applied under the UU job title of 'Junior Assistant Professor' (Junior UD), which is based on the UFO profiles of teacher and PhD candidate. It was introduced before the collective labour agreement introduced the combined profile of teacher/PhD candidate. A schematic overview according to the UFO classification is attached as [an appendix](#). The UU job title Junior UD will be phased out in the period 2026-28. From 2028, it will be possible to register full combined profiles at UU. For situations in which the combined teacher/PhD candidate profile does not provide a solution, we will look at alternatives during the next revision of this Development and Careers Framework (planned for the end of 2026).

The Junior Assistant Professor position is intended for employees at the start of their academic careers who have teaching and research duties and have not yet attained a PhD. This position centres on the development of both teaching and research skills, and the attainment of basic qualifications (PhD and BKO).

UU applies the following guidelines for the application of the position of Junior Assistant Professor:

- The employee is offered the opportunity to attain both their PhD and BKO within the framework of their position.
- Prior to the start of the track, clear agreements will be made with the employee on the balance between teaching and research duties. The research component and teaching component may be funded from different sources.
- The employee will be offered a one-off temporary employment for a period of 6 years assuming full-time employment pursuant to Article 6.12/2.2a¹². If this type of employment contract is not possible due to prior employment at UU, a tailor-made solution will be sought. This could include offering permanent employment combined with clear agreements on the attainment of qualifications. Temporary termination of employment to avoid a permanent employment contract is not in line with our principles for good employment practices.
- The employee will be classified in salary scale 10.

¹² CAO NU 2024-25

- Employees with a permanent position as Junior Assistant Professor will be upgraded to Assistant Professor once they have attained both basic university qualifications (BKO and PhD).
- However, employees with temporary contracts will *not* automatically advance to the position of Assistant Professor. If it is already known that the employee will be offered an Assistant Professor position, the faculty may choose to offer the prospect of an Assistant Professor position at the start of the track, provided that both basic university qualifications have been attained.
- The one-off temporary employment contract may continue until the end of the term, even if the employee has since attained both basic university qualifications.

The Junior Assistant Professor position is *not* applicable to employees who:

- have attained their PhD but are yet to attain a BKO. Agreements will then be made with that employee as part of the Assistant Professor position, whereby they must attain the BKO within two years.
- are doing PhD research and in addition spend 20% or less of their total working hours on teaching duties. In these cases, the job profile of [PhD candidate](#) will apply.
- largely has teaching duties, and only spends 20% or less of their total working hours on research duties. In these cases, the job profile of [Teacher](#) will apply.
- has attained their PhD, mainly has research duties, and only spends 20% or less of their total working hours on teaching duties. In these cases, the job profile of [Researcher](#) will apply.

Teacher

Since this position does not combine teaching and research, or only does so to a limited extent, and the work is basically temporary, employees under this profile are employed on fixed-term contracts.¹³ (Read more about [singular positions](#).) As a rule, UU prefers to use job profiles that do combine teaching and research, such as the position of Assistant Professor. The Teacher job profile is based on the principle that Teacher 3 and 4 are offered a one-off contract of at least 0.7 FTE and a minimum of four years on the basis of Article 2.2a of the CAO NU¹⁴. This tenure includes a minimum of 10% development time geared towards professionalisation and career advancement, including attainment of the University Teaching Qualification. If four year appointment is not possible for valid reasons, e.g. in cases where the candidate is replacing a (sick) colleague, a 12-month employment contract will initially be offered. This contract may then be extended to a maximum of 36 months. A maximum of two extensions may be offered within this period.

Qualification requirements

Employees in this job profile have attained a university Master's degree or Master's examination at minimum. From the level of Teacher 3 upwards, candidates must also have a university teaching qualification.

Career prospects

Before starting employment, employees are informed that there is no prospect of permanent employment in this job profile at the end of their temporary employment. Employees will be given time to work on their professional development during their tenure.

¹³ Non-specialist veterinarians with structural teaching duties at the Faculty of Veterinary Medicine form an exception. Since there is no suitable UFO profile for them, they are given permanent employment contracts under the Teacher profile, which best reflects their duties. Teachers in professional practice with a limited tenure at UU who are working in this capacity alongside their main position elsewhere form a second exception to this rule. They contribute important knowledge from professional practice and can also be affiliated with UU for a longer period of time.

¹⁴ CAO NU 2024-25

Attaining the University Teaching Qualification

Employees classified in the position of Teacher will start the process of attaining a university teaching qualification from the very beginning of their employment; as a rule, this qualification must be attained within two years.

Research tasks

As a rule, employees in the position of Teacher do not have any research duties. However, they may be offered scope to carry out a limited number of teaching-related research tasks if this is desirable in the context of their personal development. This refers to educational research (research on education), for instance in the field of didactics. Development/research time may account for no more than 20% of the total working hours and should be focused on personal development.

Researcher

Since this position does not combine teaching and research, or only does so to a limited extent, employees in this profile are offered fixed-term contracts.¹⁵ (Read more about [singular positions](#).) Accordingly, UU generally prefers to apply the Assistant Professor job profile with its combination of teaching and research tasks. The Researcher job profile is mainly applied for postdocs (Researcher 3 and 4). All employees in this job profile must:

- have a basic research qualification (PhD);
- Before starting employment, employees are informed that there is no prospect of permanent employment in this job profile at the end of their temporary employment;
- be given time to work on their professional development during their tenure.

As a rule, employees in the position of Researcher do not have any teaching duties. However, they may be offered scope to carry out teaching tasks - preferably related to their research - to a limited extent if this is desirable in the context of their personal development.

Development/teaching time may on average account for no more than 20% of the total working hours and should be focused on personal development. If this percentage is higher, employees will be classified in the position of Assistant Professor provided they meet the qualification requirements.

Specialist in Training (SIO) and Clinician

The job profiles of Clinician and Specialist in Training (SIO) have been included in UFO system since 2020 as part of the education and research job family, and are listed under Rare Jon Profiles. Veterinary health care, education and research are inextricably linked at the Faculty of Veterinary Medicine. Achieving faculty goals in the areas of both animal health care, teaching and research thus requires specialists in addition to other academic staff. Becoming a specialist involves the completion of a three- to four-year accredited degree programme and final examination. The Specialist in Training (*Specialist in Opleiding*, SIO) teaches and publishes for the professional field in preparation for this examination. SIOs are employed on a temporary basis throughout the programme. Clinicians are specialised veterinarians who have completed a specialist programme. This is elaborated in further detail in the Faculty of Veterinary Medicine's career policy for veterinary science specialists. The [qualification requirements](#) for Clinicians are described above¹⁶.

¹⁵ Researchers whose temporary contract can no longer be extended while their temporary externally-funded research is still ongoing may be offered a permanent contract that ends as soon as the project is completed or the funding is discontinued (a so-called 'conditional permanent contract').

¹⁶ Other faculties (in particular the faculties of Science and Social Sciences) also employ staff with clinical duties but, at the moment, they use other job profiles for this purpose.

5. Appendices

The appendices are available on the [intranet](#).

- a. Profile of Junior Assistant Professor (Junior UD)
- b. Promotion profile Professor 1
- c. Overview Updates FLOW after evaluation 2024-25