

PROFESSORS' BROCHURE UNIVERSITY OF TWENTE

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FOREWORD

Social impact is a key objective at the University of Twente. As an entrepreneurial technical university, we combine our inherent curiosity with a focus on finding practical solutions to tomorrow's challenges. The work we do is centred around four domains: health, climate, safety and chip technology. Our education and research are becoming more sustainable and flexible, promoting lifelong development and cooperation through local, European and global networks.

Professors play a key role in this. They shape education and research, explore new fields of knowledge and inspire future generations. Moreover, they promote academic values, encourage interdisciplinarity and create a safe, inclusive environment for their students and colleagues. They are not just academic role models but also lead by example when it comes to integrity, responsibility and collaboration.

The Professors' Brochure outlines the framework for this role, discussing the various types of professorships, career paths and development, as well as topics such as integrity and ancillary activities.

Prof.dr.ir. A. Veldkamp

Rector Magnificus of the University of Twente

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1. INTRODUCTION

The career path for the position of professor is different from the career paths for other academic positions, such as teacher, lecturer and senior lecturer. As the Higher Education and Research Act (*WHW; Wet op hoger onderwijs en wetenschappelijk onderzoek*) includes a number of articles specifically relating to professors, this brochure was created to meet the formal requirements set out in these articles, and to clarify the various procedures around the appointment of professors. The brochure should thus be seen as an overview of our working methods as well as an explanation of our current policy.

It should also be noted that the same basic career development criteria apply to all academic staff at the University of Twente, regardless of rank. All our researchers are expected to achieve excellence and shape their careers in line with the principles of the [Talent Map](#). Using their own talents and strengths, they should contribute to high-quality education and research, creating a strong social impact. In doing so, they make a difference by connecting academic excellence with social relevance and individual talents and contribute to solutions that actually move society forward.

Professors bear particular responsibility for the development of the scientific discipline assigned to them, as well as for the content of the education to be provided in that discipline, without prejudice to the authority of programme administrators¹. Professors are also tasked with maintaining or establishing the highest possible level of academic quality in the field assigned to them and motivating their colleagues to contribute to this aim².

The basis for an appointment as professor is a scientific discipline that aligns with the university's profile and strategic objectives, as well as the individual's academic qualities and ability to develop and strengthen this field.

2. TYPES OF APPOINTMENTS

The WHW makes a distinction between professors (Article 9.19.) and endowed professors (Articles 9.53.-9.58.).

A professor is appointed to a chair that is structurally embedded in the profile and organisational structure of a faculty or of the university. The chair refers to the scientific discipline in which education is offered and research is carried out under the direction of a professor (Article 1, under (i), of the BBR). This chair is the starting point for shaping professorships at the University of Twente.

An appointment as endowed professor is legally possible if the Executive Board authorises an external legal entity to establish an endowed chair at the university.

The University of Twente has chosen not to authorise the creation of endowed chairs, instead focusing solely on fields of research that fall directly under the permanent structure of the university.

¹ Article 9.19.(2) of the WHW.

² Article 27(4) of the Administrative and Management Regulations University of Twente (*BBR; Bestuurs- en beheersreglement Universiteit Twente*)

The University of Twente can appoint the following types of professors:

- A. Professor
- B. External professor
- C. Adjunct professor (scheme being phased out)

A. Professor

The Executive Board appoints professors to specific chairs and, consequently, to scientific disciplines that align with the faculty's existing profile. A professor holds a permanent position within their faculty and is in principle appointed for an indefinite period.

Professors bear substantive responsibility for the development of their scientific discipline. Depending on the organisational context, a professor's supervisor is either a department head or a dean. This ensures that substantive academic responsibility is organisationally embedded in a way that strengthens cooperation and cohesion within the faculty.

The University of Twente has two appointment routes for filling vacant chairs: open recruitment and closed recruitment. In the case of open recruitment, the vacancy is shared publicly following approval by the Rector Magnificus and the Doctorate Board based on a structure report and advice from the faculty council. In the case of closed recruitment, the dean nominates a specific candidate, after which the approval of the Rector Magnificus and the Doctorate Board is also required based on a structure report and advice from the faculty council. The nomination of a specific candidate must be substantiated by the dean. In both cases, an appointment advisory committee conducts a selection interview and issues a recommendation. An appointment will only be made after a terms of employment interview has taken place, and any ancillary activities or interests have been approved and recorded in writing.

B. External professor

Based on our ambition to contribute to social impact, the University of Twente aims to partner with representatives from other knowledge institutions, companies and healthcare facilities, including at professorial level. These partnerships can also be formed through the appointment of a professor, in which case the chair in question is either fully or partially funded by an external party. The appointment procedure for external professors is the same as the one outlined under A. Naturally, it can only be completed if the appointment requirements are met.

External professors are appointed by the Executive Board for a maximum of five years. After four years, an evaluation takes place, on the basis of which the Executive Board, on the recommendation of the dean and Doctorate Board, may decide to reappoint the individual in question for another term of no more than five years. If the relationship between the professor and the external party changes, the professor's appointment must be reconsidered.

In cases where funding is provided by an external party, an agreement between the university and the external funder specifies the amount of funding, how the funding is structured and that the professor operates independently of the funder. The faculty board must carefully assess proposed appointments for possible conflicts of interest. Any external funding sources must also be listed on the [UT website](#).

C. Adjunct professor

Adjunct professors are appointed through a Tenure Track agreement with one of the faculties. The adjunct professor scheme is being phased out. The maximum appointment period is five years. This is followed by an assessment, which may result in an appointment as Professor 2. With regard to the substance of their work, adjunct professors are equivalent to associate professor.

Types of professor at the University of Twente	Appointed by	Term of appointment
A. Professor	Executive Board	The duration of employment
B. External professor		No more than five years <i>Evaluation after term of appointment, after which reappointment is possible for no more than five years</i>
C. Adjunct professor (scheme being phased out)		No more than five years

3. THE POSITION OF PROFESSOR

3.1 THE POSITION OF PROFESSOR – WHW AND UFO

The duties and responsibilities of professors are set out in Article 9.19. of the WHW.

Article 9.19. of the WHW: Duties and responsibilities of professors

1. *The staff of the university includes at least its professors. The appointment decision must specify the scientific discipline in which the professor's education and research duties are to be performed.*
2. *Professors bear particular responsibility for the development of the scientific discipline assigned to them, as well as for the content of the education to be provided in that discipline, without prejudice to the authority of programme administrators, as referred to in Article 9.17. of the WHW.*
3. *Professors who have been honourably discharged from their duties will retain the right to act as thesis supervisor for a period of five years following their discharge.*
4. *Professors are entitled to use the title of professor. Former professors who have been honourably discharged from their position for health reasons, through voluntary early retirement or upon reaching the statutory retirement age applicable to public service, are also entitled to use this title.*

The role of professor is described in more detail in the University Job Classification System (UFO)³.

The purpose of the position of professor is defined as follows in the UFO profile:

Purpose of the position of professor

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.

The UFO profile for the position of professor lists three core activities: education, research and organisation. Professors are expected to engage in all three of these core activities. The position of professor is divided into two job levels: Professor 2 and Professor 1.

3.2 THE POSITION OF PROFESSOR – RECOGNITION AND REWARDS

The University of Twente recognises the importance of diverse career paths when it comes to fostering talent at all levels, including within professorships. This is why we use the [Talent Map](#) as a framework for defining these positions, and to support the career development of professors. This map informs discussions on career plans, development and job content, based on the strategies of the faculty and university.

To this end, the Talent Map identifies two core elements, leadership and teamwork, that are fundamental for everyone, as well as three core activities: impact-driven education, research and academic citizenship. These align with the UFO's core activities: education, research and organisation.

³ Dutch universities use the University Job Classification System (UFO). Based on the UFO, every employee of a Dutch university receives a brief job description, also known as a job profile. Each job profile corresponds to a specific job level.

Recognising and rewarding academic talent – across its full scope – are key components of this framework. This is always done based on the following fundamental question: *who or what has demonstrably improved as a result of this academic achievement?*

As with other academic positions, the University of Twente also offers professors the freedom to chart their own course. Professors can shape their careers based on the principle of broad academic leadership ('all-round career') and strive to strike a balance between education, research and social impact. Alternatively, they can opt for a more specialised pathway ('focused career'), for instance by centring their work around educational innovation, research leadership or strengthening the links between science and society. This creates space for a diversity of talents and career paths that are both personally and socially meaningful.

Depending on their areas of expertise, context and strategic roles, professors may choose to emphasise different aspects of their work. At the same time, they must be able to demonstrate that their education and research activities meet senior-level quality standards. These core activities form the foundation of the position and require quality, vision and long-term strategic insight.

For each core element and core activity, the Talent Map contains sample questions that can be used for self-reflection and in career discussions.

3.3 THE POSITION OF PROFESSOR – PROMOTION

The Talent Map framework is also used for the assessment of promotions to (or within) the position of professor. It serves as the substantive assessment framework against which performance, role perception and impact are weighed.

Promotion to Professor 1 is subject to stricter requirements regarding the core elements and core activities than promotion to Professor 2. At Professor 1 level, professors are expected to assume broader strategic responsibility, for example at faculty or university level. They are also expected to contribute to organisational development, and to provide direction to research and/or study units. The differences between Professor 2 and 1 are explained in more detail in the appendix.

Promotion to Professor 1 only occurs in exceptional cases and is not automatically granted based on excellent performance assessments or the fulfilment of administrative duties⁴. The dean may submit a formal promotion request to the Rector Magnificus based on the core elements and core activities from the Talent Map. After a promotion request has been approved by the Rector Magnificus, it is submitted to the Doctorate Board. The Doctorate Board assesses promotion requests in plenary sessions held twice a year. For a request to receive a positive recommendation, the candidate must have a proven track record of sustained and above-average performance, as well as a clearly expressed vision of all core elements and core activities. Positively evaluated requests are then submitted, along with the Doctorate Board's advice, to the Executive Board, which takes the final decision.

⁴ About 15% to 20% of all professors will be eligible for promotion to Professor 1 during their careers.

4. INTEGRITY, ANCILLARY ACTIVITIES AND INTELLECTUAL PROPERTY

4.1 INTEGRITY

The University of Twente attaches great importance to the overall integrity of all its staff and students. Professors serve as role models for a healthy organisation where integrity is paramount.

Scientific integrity

At the University of Twente, everyone involved in education and research is responsible for upholding the standards of scientific integrity. Each and every member of staff is required to adhere to the guidelines laid down in the [Netherlands Code of Conduct for Research Integrity](#) and the [European Code of Conduct for Research Integrity](#). The University of Twente encourages a work environment that promotes and guarantees responsible research practices. To this end, it offers facilities such as integrity education for PhD students, ethical review and research data management (see also the webpage on [scientific integrity](#)).

To protect and safeguard scientific integrity, the Executive Board has adopted the [Scientific Integrity Complaints Procedure](#). This procedure can be used to report and process potential breaches of scientific integrity. Complaints are dealt with by the Scientific Integrity Committee.

4.2 ANCILLARY ACTIVITIES

Engaging in ancillary activities, such as external consultancy or board work, usually benefits a researcher's ability to connect with society. Such activities are thus well aligned with the entrepreneurial attitude that the University of Twente wants to encourage among its academic staff. At the same time, all ancillary activities must be registered to ensure integrity and transparency. The [Sectoral Scheme on Ancillary Activities for Dutch Universities](#) stipulates that professors are obliged to report their ancillary activities to the university and request permission to carry them out. This also applies to prospective professors prior to their appointment.

At the University of Twente, the process of reporting and requesting permission to engage in ancillary activities is facilitated through MyHR. Permission is usually granted for ancillary activities that do not adversely affect the fulfilment of the individual's role at the University of Twente, and that cannot harm the university's interests. All ancillary activities that have been reported by professors and for which permission has been granted are automatically displayed on the professor's public profile page in the [people pages](#) and in the public [overview of ancillary activities of UT professors](#). Externally funded professors and professors with a small appointment at the University of Twente must report any other positions they hold as ancillary activities. Once a year, professors must confirm that their overview of ancillary activities is still up to date and accurate, or declare that they do not have any ancillary activities.

4.3 INTELLECTUAL PROPERTY

Scientific research often produces new knowledge, which then forms the basis for future research and education. According to Dutch law, intellectual property rights for new knowledge and inventions belong to the employer of the person who created the knowledge or made the inventions. Moreover, employees have an obligation to report potential inventions to their employer at the earliest possible stage. When knowledge is translated into images or writings, such as books and publications, under university tradition

the copyright of these publications normally lies with the creator; this does not affect ownership, however. To learn more about this, please refer to the [Implementing Rules on Intellectual Property](#). In addition, Articles 1.20 to 1.23 of the Collective Labour Agreement of Dutch Universities apply.

5. PROCEDURE FOR EMERITI

The University of Twente greatly values the tremendous engagement, knowledge and experience of its professors, and we consider it our duty to help prepare those who will become emeriti by explicitly informing them of what this entails, and of the various ways in which emeriti can stay involved with the university. This is why the [University of Twente Procedure for Emeriti: Emeritus and preparation](#) was created.

6. APPENDIX

CORE ELEMENTS AND CORE ACTIVITIES: PROFESSOR 2 AND PROFESSOR 1

Based on the Talent Map, the core elements (*Leadership, Teamwork*) and core activities (*Impact-driven Education, Research and Academic Citizenship*) as they pertain to the positions of Professor 2 and Professor 1 have been further interpreted (see the table below). The table combines the frameworks offered by the Talent Map, the Leadership Framework, the Teaching Framework and the UFO.

This overview is intended to provide guidance on how to interpret the differences between the positions of Professor 2 and Professor 1. It offers a harmonised reference framework to support recruitment, assessment and career development within the professorial structure. The framework recognises that some activities and contributions, such as those relating to leadership or collaboration, may be relevant to more than one core activity.

Core element – Leadership	
<i>A set of behaviors used to reflect and take action on various topics and levels to develop yourself. Mentoring colleagues as needed, with leaders being responsible for creating a safe and inspiring working environment. In doing so, ensuring the well-being, talent development and performance of team members so that they can (continue to) contribute optimally to the achievement of team and organisational objectives.</i>	
Professor 2	Professor 1 – Professor 2 plus additional
<p>Is an inspiring leader who fosters internal cohesion. Moreover, they have multi-year, demonstrably successful administrative and managerial experience, as evidenced by:</p> <ul style="list-style-type: none"> – A track record of encouraging and facilitating employee development and interaction, and of creating a socially safe working environment; – A clear leadership vision and the ability to reflect on their own development; – A track record of managing a chair (research group) in a financially responsible, sustainable and results-oriented manner. <p>Is visible as a leader, stays connected with internal and external networks, and has up-to-date knowledge of developments within their own field and the wider academic domain.</p>	<p>Bears administrative responsibility within or outside UT, demonstrably contributing to the achievement of faculty and UT organisational goals.</p> <p>Is internationally visible as a leader and maintains active connections within the international academic and societal playing fields while fulfilling their leadership role.</p>

Core element – Teamwork	
<i>Collaborative work towards a shared goal, understanding the personal and interpersonal dynamics of how individuals influence each other towards collective goals. In the UT context a team is not limited to an official organizational unit where you are registered in AFAS. There are multiple flex teams where you are engaged, too.</i>	
Professor 2	Professor 1 – Professor 2 plus additional
<p>Creates strong teams and networks while promoting cooperation both within and outside UT.</p> <p>Values team results over individual performance and encourages multidisciplinary cooperation, aimed at achieving faculty and UT organisational goals.</p> <p>Strikes the right balance in dividing the team’s workload among its members by making clear and transparent choices.</p> <p>Makes an active contribution to the functioning of the department and faculty by participating in meetings, working groups and faculty projects, often in a leadership role.</p>	<p>Uses their leadership role to create strong teams and networks while promoting cooperation in both national and international contexts.</p> <p>Initiates, structures and facilitates cooperation within national and international networks, with an explicit focus on sustainable partnerships with civil society, academic and institutional actors.</p> <p>Facilitates and shapes sustainable and diverse partnerships, including with civil society and international partners.</p> <p>Furthers the institution’s strategic objectives through</p>

	external collaborations, playing a leading role in setting up interfaculty or interdisciplinary consortia with long-term impact.
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Core activity – Education	
<i>Impact-driven education has a clear and recognized scope on teaching and educational activities based on your function. You engage learners to collaborate on multidisciplinary solutions for, real-world problems alongside societal stakeholders. By developing and delivering educational components tailored to the needs of society, students acquire knowledge, insights, skills, competencies, and attitudes that are important. Every employee contributes to this, directly or indirectly.</i>	
Professor 2	Professor 1 – Professor 2 plus additional
<p>Is responsible for the quality of education within the field covered by their chair and, within this context, implements faculty educational policy.</p> <p>Instils in students a holistic view of their education and discipline by:</p> <ul style="list-style-type: none"> – Explaining the importance of topics in relation to their relevant social or scientific contexts; – Being aware of their own position as a role model and actively using this to positively influence students’ attitudes, behaviour and motivation; – Making connections between learning objectives, content, teaching materials, methods and assessments. <p>Demonstrates skill in applying evidence-based approaches to improve student learning.</p> <p>Employs a wide range of educational methods, drawing on the evidence-based teaching experiences of colleagues and the wider field.</p> <p>Makes strategic improvement proposals based on teaching evaluations and implements them within their own chair or research group.</p> <p>Demonstrates skill, experience and creativity in applying different pedagogical approaches:</p> <ul style="list-style-type: none"> – Knowledge of general and subject-specific teaching methodology; – Didactic application tailored to own subject area; – Differentiation based on students’ prior education, cultural backgrounds and learning styles. <p>Successfully innovates course design, delivery and/or content.</p> <p>Identifies opportunities for educational innovation and is open to implementing innovations in their own field; makes improvement proposals and actively works on adopting state-of-the-art methodology, both in didactics and educational content.</p> <p>Teaches PhD/postgraduate courses, summer schools or seminars.</p> <p>Is able to submit grant applications for educational development independently or in collaboration with others (applicable to educational focus profile).</p>	<p>Promotes a clear and appealing vision of teaching and educational development, aimed at renewing faculty, interfaculty and/or university-wide educational programmes and optimising educational efficiency both within and outside their own institution.</p> <p>Is a nationally and internationally recognised authority on educational development and actively promotes the institution’s position, as evidenced by their:</p> <ul style="list-style-type: none"> – Initiating or managing faculty or cross-faculty programmes on educational revision or innovation; – Key roles in national and international bodies within their discipline; – Participation in national and international meetings on educational innovation or the content of their discipline; – Involvement in curriculum reviews at other universities, including at international level. <p>Provides education at PhD, bachelor’s and/or master’s level.</p>

Core activity – Research	
<i>A clear and recognized scope on research and research activities based on your function. By acquiring, conducting, and valorising scientific research, you contribute to the development and application of scientific knowledge and insights within a research field. Bringing this together adds value to (open) science, society, and, where possible, government and industry. Every employee contributes to this, directly or indirectly.</i>	
Professor 2	Professor 1 – Professor 2 plus additional
<p>Uses developments within their field of study to contribute to national research programmes.</p> <p>Is a recognised authority in their research area and promotes their faculty's position, as evidenced by:</p> <ul style="list-style-type: none"> - The relevance and visibility of their own research for science, society, government and industry; - Publications in leading scientific journals; - Editorial positions at scientific journals; - Research results produced as part of leading research teams; - Appearances as a speaker at seminars. <p>Has guided a substantial number of PhD candidates to successful defence.</p> <p>Possesses a high earning capacity, as evidenced by the successful acquisition of indirect government funding and commercial funding over an extended period of time.</p> <p>Contributes to the further development of the strategic plan and the development of the faculty's research domains (or the institutes or impact domains).</p> <p>Sits on or chairs leading national committees.</p>	<p>Uses and leads developments within their field of study to contribute to national and international research programmes.</p> <p>Is an internationally recognised scientific authority in their field of research, enhancing the institution's reputation, as evidenced by:</p> <ul style="list-style-type: none"> - Publications in leading scientific journals, which are regularly cited by leading academics; - An editorial position at one of the top ten scientific journals; - Pioneering research results produced as part of leading research teams; - A large number of appearances as a keynote speaker at international seminars on the state of the art in the research area in question. <p>Chairs leading national or international scientific committees.</p>

Core activity – Academic citizenship	
<i>Behaviours that contribute to group, unit, faculty, UT performance, including contributions not typically recognized by the formal appraisal systems. Academic citizenship includes the benefits and responsibilities of belonging to the academic community. The principles of academic citizenship extend to community engagement, research and education activities, university-affiliated activities, and all other activities where you contribute to and represent the University of Twente on group, unit or faculty level.</i>	
Professor 2	Professor 1 – Professor 2 plus additional
<p>Manages a chair or various teams within their own department/organisational unit, capacity group or institute with fewer than 10 FTEs permanent academic staff. These activities mainly relate to:</p> <ul style="list-style-type: none"> - The recruitment, selection and onboarding of talented new staff; - The promotion of optimal team composition through internal progression and outflow; - Fostering optimal performance, including by conducting development interviews, encouraging team interaction and ensuring a socially safe working environment. <p>Leads or participates in committees or working groups involved in the governance of the faculty or institution.</p> <p>Actively participates in national and international committees and networks, such as the Dutch Research Council, the Royal Netherlands Academy of Arts and Sciences or government organisations.</p>	<p>Leads national or international committees or working groups, promoting the institution's position.</p> <p>Manages a chair or various teams within their own department/organisational unit, capacity group or institute with more than 10 FTEs permanent academic staff, and is demonstrably successful at this.</p> <p>Acts as an authoritative and confidence-building leader, as evidenced in part by a substantial contribution to faculty-level leadership and/or demonstrable achievements in key roles within the faculty.</p> <p>Acts as the initiator or scientific director/chair of national initiatives, strengthening the institution's position.</p> <p>Holds positions or roles in societal bodies related to their discipline, such as policy and advisory boards, consortia including non-academic partners, or national and international scientific or societal advisory boards.</p>

Actively contributes to the administration of the faculty and the UT community.	
Actively seeks interaction with civil society organisations or external partners.	
Leads profiling efforts for research and education within the faculty, for example through the identification of strategic themes or focus areas.	

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