

Staff Member ('WP') Tasks: Parameters for Definition and Division

Faculty of Archaeology, Leiden University

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1. Objectives

At the Faculty of Archaeology, staff members execute their work following a collectively agreed-upon distribution of tasks. This set distribution, established in 2018 following Faculty-wide round-table discussions, serves to provide a clear framework and prevent variable or inconsistent yearly work assignment. Informally referred to as the 'parametermodel', this framework secures the following:

- a. *Sufficient time and room for staff members to optimally develop their research and teaching.* This can only be achieved if lecturing and research time are distributed fairly and transparently, and by ensuring fair workload balance across all staff members.
- b. *A conscious, collective interest in the Faculty.* A precondition for this is an even-handed distribution of management duties and committee work. The performance of the Faculty reflects on individual staff members, and vice versa. This implies that administrative and committee tasks are performed by all staff members, both junior (including PhD students) and senior. This safeguards equity in administrative tasks and is grounded in a sense of collective responsibility.
- c. *Clear commissioning and contracting.* The parametermodel serves as an assessment tool to allocate expected work as well as safeguard against excessive workloads. It is an independent guideline that stands outside of direct line-management relations among the staff members such as, for example, between Professors and more junior staff members.

The text below contains the guidelines, including parameters and key quantities, for the division of tasks between teaching, research (including public engagement), and committee work & administration, within the appointment of staff members. This framework establishes a balanced and fair distribution of tasks while considering the framework provided by the Collective Labour Agreement of Dutch universities.

2. The UFO matrix

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

- Education
- Research (including Public engagement)

- Organization, administration & management

The classification criteria for these positions are the same: each of the three tasks, each with two levels, covers the entire course of an academic career.

The Dutch universities job matrix does not translate the result areas (and activities within these) into concrete and measurable work agreements, as these differ for each employee. The supervisor makes agreements about this with the employee during the annual Result and Development Interview (ROG), when expectations for the coming year are set. The parameters, described below, provide guidelines for the conversation.

Within the Faculty of Archaeology, we link the three job profiles to corresponding classification criteria. The Faculty's BA and (R)MA degree programmes are explicitly oriented towards research and the development of research skills, both in an academic and professional environment. Future generations of archaeologists are thereby trained within the Faculty researchers' frameworks.

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

3. Implementation

- This guideline is effective for all newly-appointed staff members and is implemented by the Career Committee when it prepares advice to the Faculty Board on appointments and promotions.
- This guideline took effect on 1 September 2019 for all staff members employed at Faculty of Archaeology. Except for established legally-binding agreements, all previous informal agreements were dissolved.
- Comparative research has been conducted at the other Faculties of Leiden University, and at comparable faculties at other universities, to identify accountable parameters and norms. The teaching component at almost all other Leiden University Faculties and related institutes at other universities (Groningen and Amsterdam) is weighted ranging from 60 to 90%. At the Faculty of Archaeology, we have decided that the time investment for teaching and lecturing should be set lower, namely 50 to 60%, as our Faculty is a research-intensive environment, comparable to the Faculty of Science.
- The distribution of duties applies to *all* job profiles mentioned under section 4.1 and involves both fixed-term and permanent contracted staff members. An exception are contracts less than or equal to 0.50 fte. In such cases, bespoke arrangements (increasing up to 100% educational tasks) are agreed upon between the Education Director ("OD") and the line manager.

- Individual annual agreements and assessments come about by means of the annual Result and Development Interview (ROG) between employee and manager. (Re)calibration of the distribution of tasks within research groups is addressed during the annual Departmental Staff Review (“Vlootshouwgesprek”).
- There may be exceptional circumstances when the proposed distribution of duties within the appointment can be (temporarily) suspended (e.g., on medical grounds, and if the interests of business operations make this necessary). Agreements on this are made in advance with line manager, Department Head, and the Education Director.

4. Parameters for Teaching and Lecturing

4.1 Task Allocation of Teaching by Job Profile or Role

Lecturer	90%
UD	60%
UHD	55%
HGL	50%
Dean	10-20%
Portfolio Education on FB / Vice Dean	10%
Portfolio Research on FB / Graduate School Director	25%
Department Head (‘DV’)	10%
Education Director	30%
Graduate School Director	40%

4.2 Education Indicators (standard on an annual basis)

	EC	FTE	Hours/year
Research Seminar RMA	10 (incl. admin.)	0.05	90
Course < 35 course students in block education	5 (incl. admin.)	0.10	180
Course > 35 students in block education	5 (incl. admin.)	0.15	270

Laboratory Course ¹	5 (incl. admin.)	0.15	270
Field School Course		0.15	270
(max. 5 weeks incl. prep. & admin.)			

			Hours/thesis
BA thesis supervision		0.01	18
MA thesis supervision		0.015	27
RMA thesis supervision		0.02	36

4.3 Additional Provisions for Teaching Staff

1. The figures presented include preparation (one-off development; periodic adjustment) and completion (grading, feedback, administration) of the course.
2. When allocating courses to staff, a balanced distribution between general and specialized education should be considered. This applies to all levels of seniority. Professors are expected to teach in the BA1 (receiving new students), MA (as “business cards”), and RMA (to meet the expectations of the RMA student). Assistant Professors contribute *mainly* to BA education (unless the Education Director and Department Head decide otherwise), and Associate Professors to both BA and MA education.
3. The lecturer is the formal examiner for the course(s) to which (s)he is assigned. The examiner is also the person who provides the most substantial component of the actual teaching. This implies that the *de facto* teaching of courses and seminars should not largely come down to other staff members, guest speakers, PhD students, and postdocs. The examiner remains responsible for contributions by invited colleagues. Guest speakers may be recruited among colleagues at the Faculty of Archaeology, or from outside the Faculty, but should demonstrably provide added value for the course and student. Inviting guest speakers to partake in the regular teaching programme and the participation of PhD students and postdocs must be confirmed with the Education Director *when the academic year is being planned*, between December and March. If costs are involved, a request must *first* be submitted to the Faculty Executive Director, to secure financing.
4. Fieldwork is only fully counted as a teaching course if it concerns projects that are officially designated as part of the Field School and therefore form part of the relevant learning line. Other fieldwork projects are recognized as education for a maximum of one week per academic year, provided that at least five Faculty students are involved and are demonstrably supervised on skills. For the remainder, however, these projects fall under research.
5. Fieldwork is to be scheduled during lecture-free periods.

¹ In case of repeated courses for subgroups: actual spend time on top of normal hours

6. The Faculty's share in the Honours Academy of Leiden University is seen as a regular task. All Faculties are required to fulfill this task and to participate in the programme offered by the Honours Academy. The Faculty receives the necessary budget that is based on this share, and EC profits are for the benefit of Faculty. The Honours Courses will therefore be divided amongst staff.

7. The supervision of BA and MA theses will be equally divided, based on the approximate total number of expected theses and the total staff fte per year. MA and RMA thesis supervision take precedence, potentially limiting a staff member's supervision of BA theses. The Education Director and Department Heads are mandated to limit the number of theses per staff member when needed, and to arrange alternative solutions for the students involved, so that each staff member will be enabled to give sufficient courses and develop her/his teaching interests. BA, MA, and RMA theses are weighted differently.

8. The role of Internship Coordination is seen as a regular task.

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

10. PhD supervision is not identified as *teaching* but as *research* (research management) and thus falls under research time. Critical consideration of the number of PhD students that are taken on is therefore advised. Professors spend slightly less time on teaching (50%) and more time on research (35%) than Associate and Assistant Professors as PhD supervision is calculated as research time and our professors are expected to act as the Faculty's ambassadors outside academia, also within their research time.

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

5. Research Parameters

5.1 Division of Research Tasks by Job Profile or Role

Lecturer	0%
Assistant Professor	30%
Associate Professor	30%
Professor	35%

Dean	10-20%
Portfolio Education on FB / Vice Dean	40%
Portfolio Research on FB / Graduate School Director	30%
Department Head ('DV')	40%
Education Director	30%

5.2 Additional Provisions for Research Staff

1. For staff members with permanent contracts, or on a tenure-track, it is no longer possible to grant complete exemption from teaching based on participation in a research project. Nor will replacement be arranged for teaching duties. For 2nd/3rd stream funded projects, the commitment to research, and to research management within the framework of the project, is established through written agreements with the Faculty of Archaeology at the time of submission of the proposal. Staff should contribute to regular teaching duties and, where possible, participate in committees.

A correction will be made when a staff member is awarded a substantially-sized research project.

The term “substantial” is understood as:

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

In these cases, the model is adapted as follows:

Assistant Professor:	40% education / 60% research / 0% management & committee work
Associate Professor:	40% education / 60% research / 0% management & committee work
Professor:	40% education / 50% research / 10% management & committee work

The underlying reasons for this are that substantial research projects will by default include management tasks, and the focus on education remains in principle unchanged. Exceptions would be where there are compelling arguments (from both a personal career perspective and a Faculty perspective) to continue existing management tasks.

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

2. Fieldwork is only defined as teaching if it concerns projects that are officially designated as part of the Field School and therefore form part of the relevant learning line. Other fieldwork projects can be entered as education for a maximum of 1 week per academic year if our own students are involved and are demonstrably supervised on specific skills. For the remainder, however, these projects fall under research.
3. Management participation in research projects (cf. consortium agreements) counts as research and not as management.

6. Parameters for Organization, Administration & Management

6.1 Tasks for Management and Administration per Job Profile for Staff Members

Lecturer	10%
Assistant Professor	10%
Associate Professor	15%
Professor	15%

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

Dean	70% (minimum)
Portfolio Education on FB / Vice Dean	50%
Portfolio Research on FB / Graduate School Director	45%
Department Head ('DV')	50%
Education Director	40%
Coordinator Honours Course	20-40%
Exam Committee Chair	0.20 fte (= 8 hours / week)
Exam Committee member	0.10 fte (= 4 hours / week)
Education Committee Chair	0.075 fte
Education Committee member	0.05 fte
Research Committee Chair	0.05 fte
Research Committee member	0.025 fte
Faculty Council Chair	0.10 fte
Faculty Council member	0.05 fte
Ethics Committee Chair	0.10 fte
Ethics Committee member	0.05 fte
Career Development Committee Chair	0.05 fte
Admission Committee member	0.05 fte

Library Committee member	0.05 fte
Diversity Committee member	0.05 fte

6.3 Additional Conditions

1. Where teaching requires some administrative work, this is not counted as management, but is ascribed to the time available for teaching.
2. The supervision of PhD students is not counted as management but is ascribed to the time available for research.
3. All staff members play a representative role for the Faculty, both inside and outside Leiden University. Administrative functions for staff members outside the Faculty of Archaeology are generally valued but will be selected and monitored to avoid compromising internal roles. In addition, and comparable to internal and external teaching commitments (see 4.3.11), external administrative duties do not take precedence over internal administrative needs, and allocating such work happens in conversation with the line manager (e.g., Department Head).

7. Overview for each Job Profile

	Lecturer	Assistant Professor	Associate Professor	Professor
Teaching	90%	60%	55%	50%
Research	0%	30%	30%	35%
Management & Administration	10%	10%	15%	15%

In case of a research project (see 5.2)

	Lecturer	Assistant Professor	Associate Professor	Professor
Teaching	90%	40%	40%	40%
Research	0%	60%	60%	50%
Management & Administration	10%	0%	0%	10%

8. Cooperation, Collegiality and Attendance

As already mentioned, the Faculty Board aims to encourage cooperation and collegiality by, amongst other things, creating fair frameworks when it comes to the distribution of work. An important condition for cooperation and collegiality is a good working environment with good working facilities. The van Steenis building, with its high-quality workspaces is generally positively assessed. With the spacious work rooms, consultation- and study rooms (also for individual research groups); practical rooms for teaching with research material; and its labs, the Faculty facilitates its employees as much as possible. In return, employees are expected to be consistently present in the building to benefit from these facilities to the amount to 40% of working hours. In addition, attendance contributes to collegiality, intellectual exchange, and maximizes opportunities to interact with students.

Conversely, a lack of attendance of staff members in the building is regarded by colleagues and students as a shortcoming, and as an impediment to education, research, and community-building. To improve this, the below guidelines frame the ambitions regarding physical presence of staff:

- Staff members should, in principle, be present and available for students throughout the working day in the building on the days allocated to the teaching appointment;
- staff members are preferably present the entire working day, or at least part of the day, on meeting days (committee work);
- the research component contains a performance obligation; staff members do not necessarily have to be present in the building on those days, unless it is deemed necessary for cooperation and supervision (projects);
- everyone is encouraged to set an "office hour" at which students and colleagues can walk in for questions, appointments etc. This is also communicated on the profile page of the employee (website) and the sign next to the door of the office.

It is important for both staff and students to have transparency regarding the distribution of tasks within the Faculty. Staff members' personal webpage plays an important role in sharing this information, as well as highlighting the valuable work that people do for the Faculty, for students and for archaeology.

The personal web pages can be expanded to serve these purposes. It is understandable that staff members prelude their web content with an overview of their research interests and expertise; that is ultimately also the most important "capital" for research and education, but this may be augmented with fields of interest, projects, publications, and prizes.

Personal webpages should include information about:

- The supervision of PhD students (completed and "ongoing");
- the courses that are provided for the teaching programmes;
- committee membership;
- ancillary activities;
- office hours.