Explanation of renewed Hay profiles for education and research positions

25 February 2016

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

Table of Contents:

Introduction

Effective 1 March 2016, the Hay profiles for education and research (E&R) positions as featured in the 2004-2008 job classification system will be replaced with new versions. The Education/Research Officer, Lecturer, Senior Lecturer-researcher and Research network professor positions have been updated to reflect the AUAS' mission and the evolving educational practice typical of a modern knowledge institution. These explanatory notes offer further details on the rationale, context and basic principles underlying the renewal of the job profile descriptions, the changes to each individual profile and the implementation procedure.

Rationale for the renewal

Over the past few years, research has gradually evolved to become the AUAS' second primary process. The faculties were in need of job profiles that clearly described the tasks and responsibilities of both teaching and research staff. Cases in point include job profiles for teaching staff with an emphasis on research tasks, and the need to clearly define the linkage between teaching and research activities as a part of the Senior Lecturer-researcher position. Other areas for attention included: professors' contribution to teaching activities, the educational yields of research activities and the introduction of renewed policy frameworks in relation to testing & assessment of students and student counselling.

These developments and requirements at both faculty and institutional level prompted various projects over the past few years, resulting in the adoption of multiple temporary and permanent measures and policy adjustments. The 2004-2008 profiles for education and research positions have been definitively renewed as a part of the *2015-2020 Strategic research policy implementation programme*.
The renewal was implemented in consultation with a broad advisory group composed of experiential experts from all faculties and various AUAS subject matter experts. The new job profiles were also weighted and validated with the Hay Group's methodology for job evaluation and classification - in accordance with the provisions of the Employment Agreement for the Higher Professional Education Sector (cao-hbo). Following a positive recommendation by the Central Representative Advisory Council (CMR) on 23 December 2015, the

Executive Board (CvB) definitively adopted the renewed job profiles. The renewed profiles will come to replace the current job profiles effective 1 March 2016.

The new E&R profiles provide insight into the career development paths for employees in teaching and research positions and offer a basis for enhanced career development. The profiles can be downloaded from the AUAS job matrix.

Key changes to the job profiles

In response to the policy amendment designating research activities as a second primary process, research has been solidly embedded in descriptions of the four job profiles' objectives ('Goal'), performance areas ('Result areas') and classification criteria. All four renewed job profiles feature clear criteria for the distinctions between each position; see the explanation in Appendix 2.

In order to ensure the effective integration of research and teaching, the *Lecturer* job profile has been changed to *Lecturer/Researcher.* Lecturer/Researchers whose main focus is research will also be entrusted with at least one of performance areas in education, in accordance with the classification criteria of the profile. Lecturer/Researchers whose main focus is teaching are not required to spend time on research activities. However, they will be expected to contribute to the elaboration of evidence based learning in the curriculum to a greater or lesser extent, and may take part in applied research on a periodic basis.

In the most crucial change to the Senior Lecturer-researcher (SLR) profile, the core aspect of this position - namely the integration of research and teaching - has been explicitly included in the description of its objective and elaborated in the performance areas. *Knowledge development and valorisation* has also been included as a mandatory classification criterion.

The SLR position has also been supplemented with a new job level 1 in scale 14. Senior Lecturer-researchers in scale 14 must meet at least 5 of the 6 classification criteria (this threshold is set at 4 out of 6 for Senior Lecturer-researchers in scale 13).

The professor position has been elaborated and expanded to three job levels by introducing a new level 3 'Associate professor' (for a more detailed explanation of the context and purpose of 'associate professor' appointments as a part of tenure tracks, see the *Strategic Research Policy for 2015-2020*, as adopted by the Executive Board on 20 January 2015.

In addition to the embedment of research, the job profiles have been renewed to incorporate the following policy developments:

- a responsibilities for testing and assessment of students in accordance with new policy frameworks and legislation;
- incorporation of 'new style' Student counselling performance area in the Lecturer/Researcher profile (in line with the *Strategy for the implementation of design criteria for robust and academically feasible education* ('Programma Slim'), adopted by the Executive Board on 10 December 2014);

The table on the next page outlines the main differences between the previous and new job profiles. For a more detailed description of the changes to each job profile, see Appendix 1.

Old E&R job profiles → adopted on basis of 2004-2008 situation	Renewed E&R job profiles → renewed to reflect 2015-2020 situation
• Research conducted as a part of the Lecturer and Senior Lecturer-researcher (SLR) positions has been included as a minor job component.	➢ Research, conducted alongside teaching activities, has been included as primary process and further elaborated in four teaching staff profiles.
• Education provided as a part of the Professor position has been included as a minor job component.	➢ Education has been more thoroughly integrated into the Professor position.
• Testing and assessment summarily included in Lecturer and Senior Lecturer-researcher positions	➢ Testing and assessment is now included more explicitly, in accordance with AUAS and nationwide higher professional education sector agreements.
• Performance area: 'old style' academic career counselling	➢ Performance area: 'new style' student counselling
• Professor position comprises two levels	➢ Professor position now comprises three levels, with new level 3 'Associate professor'
• Senior Lecturer-researcher position comprises one level	➢ Senior Lecturer-researcher position now comprises two levels

Table 1: Main differences between previous and new job profiles

Key principles underlying the renewal

The renewal is based on a number of key principles:

- The introduction of these renewed job profiles will **not impact terms of employment**. The renewal is not supposed to result in more strenuous job requirements, and the new job profiles will not require employees to take on greater responsibilities.
- The Lecturer/Researcher and Senior Lecturer-researcher positions may have an emphasis on education or research at each job level. The different variants at each job level are all **equally weighted** in terms of the Hay system.
- There will be no need for **reclassification**. As a result, employees will not be reclassified upon introduction of the new profiles, and supervisors will not conduct assessments to determine whether the new job profiles are well-suited to each individual employee. This will not be necessary, as the current and new job profiles are identical in terms of the demands of each job level[1]. Example: in terms of the Hay system classification, the tasks and responsibilities of the current Lecturer 2 position are just as demanding as those of the new Lecturer/Researcher 2 position, regardless of the specific job variant.
- The new job level for Professor 3 (in scale 14) may be applied as soon as policies and procedures with regard to the AUAS **associate professor tenure track** have been adopted.
- Researchers have been classified under teaching staff positions with research-related performance areas and at least one teaching-related performance area in accordance with the classification criteria for the relevant job profile. Researchers classified under the Education/Research Officer profile (scales 6 - 10) and **temporary researchers** appointed on the basis of the 'borrowed' academic Researcher job profile (scales 10 - 13) form the only exception to this rule. The Researcher profile may only be applied at AUAS in exceptional cases and **is exclusively limited to temporary employment contracts**. Researchers entering into

---

[1] The new job profiles have been weighted and validated by the Hay Group in accordance with the Hay method, in accordance with the job classification system for universities of applied sciences outlined in the Employment Agreement for the Higher Professional Education Sector (cao-hbo).

employment contracts for an indefinite period must be classified under one of the AUAS-specific teaching staff job profiles, such as Lecturer/Researcher in accordance with the agreements outlined in Appendix 3. This reflects the policy of the AUAS that research should always be interrelated to education.

Basis for E&R staff career paths

The four renewed job profiles for E&R staff serve as a basis for various career paths. Staff members in E&R positions are generally assigned a mix of teaching, research and management tasks. The below overview outlines the various career paths with an emphasis on teaching, research or management tasks.

Career paths E&R staff: Research - Education - Management						
Scale						
16	Professor 1					
15	Professor 2					
14	Professor 3 (Assistent professor)			Senior Lecturer-researcher 1		Programme Manager 1
13				Senior Lecturer-researcher 2		Programme Manager 2
12				Lecturer/Researcher 1		Programme Manager 3
11				Lecturer/Researcher 2		
10	Education/Research Officer 1			Lecturer/Researcher 3		
9	Education/Research Officer 2	Career path Research	Career path Education	Instructor practical education 1		
8	Education/Research Officer 3			Instructor practical education 2		
7	Education/Research Officer 4			Instructor practical education 3		
6	Education/Research Officer 5		Career path Management			
				Gray: positions outside the scope of this renewal		

Table 2: Overview of potential E&R staff career paths based on the renewed job profiles

Staff can take a number of different career paths, based on either vertical, horizontal or diagonal advancement.
- **Vertical advancement**: position in higher scale within one of the teaching staff career paths: teaching, research or management.
- **Horizontal advancement**: position in the same scale within a different career path: from teaching, research or management or from management to a different career path.
- **Diagonal advancement**: position in a higher scale, and within a different career path.

The coming period will see efforts to identify necessary and useful measures in the effort to stimulate and facilitate career development within the faculty practice. The HR policy department will develop a number of frameworks to this end in consultation with the faculty HR teams. These efforts will be aligned with institutional policies in other relevant areas such as performance, assessment and professional development. As part of the Strategic research policy implementation programme, frameworks and preconditions will be developed for:

- the 8 associate professors (Professor position at level 3) to be appointed by 2018. These staff members will participate in a tenure track. They will receive tailor-made supervision and further deepen expertise and skills as a professor over a period of several years, after which successful candidates can be appointed as Professors at job level 2. This advancement procedure is based on the 'up or else' principle.
- the strengthening of career opportunities/career development, with an additional focus on trainee researchers, PhD candidates and Postdocs, lecturers/researchers, senior lecturer-researchers and professors.

Procedure for implementation of the renewed job profiles

The new job profiles will be implemented in accordance with the following procedure:

1. All employees appointed on the basis of the current Research network professor, Senior Lecturer-researcher, Lecturer or Education/Research Officer profiles will be **automatically transferred** to the new profile (horizontally; see overview on next page), **without any changes to their current job level** or employee benefits.

Old classification:	scale		New classification:	scale
Research network professor 1	16	→	Professor 1	16
Research network professor 2	15	→	Professor 2	15
N/A			Professor 3 (new)	14
N/A			Senior Lecturer-researcher 1 (new)	14
Senior Lecturer-researcher	13	→	Senior Lecturer-researcher 2	13
Lecturer 1	12	→	Lecturer/Researcher 1	12
Lecturer 2	11	→	Lecturer/Researcher 2	11
Lecturer 3	10	→	Lecturer/Researcher 3	10
Education/Research Officer 1	10	→	Education/Research Officer 1	10
Education/Research Officer 2	9	→	Education/Research Officer 2	9
Education/Research Officer 3	8	→	Education/Research Officer 3	8
Education/Research Officer 4	7	→	Education/Research Officer 4	7
Education/Research Officer 5	6	→	Education/Research Officer 5	6

Table 3: Overview of procedure for automatic transition from old job profiles to renewed E&R staff job profiles

2. All employees affected by these changes will receive a written notification. This letter will also mention the extensive information available through MijnHvA (intranet of AUAS).

3. Those in need of further explanation may contact their supervisors. Supervisors may seek the support of the relevant faculty's HR team when addressing any questions on the new job profiles.

4. As of the implementation date, the renewed job profile will serve as a frame of reference during scheduled appraisal interviews. Employees will reach performance and development agreements with their supervisors on the basis of the renewed profile in their annual consultation. Agreements regarding the employee's professional development, and the alignment between their individual ambitions and career perspectives and expected performance levels must be in accordance with the new profile. Where necessary, the employee and supervisor will reach additional agreements in order to ensure that all agreements optimally reflect the renewed job profile. For example, arrangements may be made for the transition period.
   In 2016, employee performance will be assessed on the basis of previous agreements reflecting the current/non-renewed job profile. As of 2017, performance will be assessed on the basis of the result and development agreements derived from the renewed job profile.

5. Employees that feel their classification is no longer appropriate may make this known. The annual consultation with their supervisor is the ideal opportunity to discuss such matters. The supervisor must take the employee's arguments into consideration. Employees that feel the outcome is unsatisfactory may then invoke the AUAS' *Internal objection procedure for job classification* Regulations.

Appendix 1: More detailed description of changes to each job profile

The below section describes the various changes since the previous version for each of the renewed job profiles for education and research staff. These changes have been incorporated into the relevant profiles.

Professor

➢ The descriptions of education tasks have been integrated to multiple performance areas in the profile, in response to the need to safeguard the interrelationship between applied research, higher professional education and professional practice.
➢ A separate 'Supervision of PhD candidates' performance area has been added.
➢ The functional supervision of research groups now features more prominently within the profile. (Use of the term 'functional' supervision in job profiles may also be taken to mean 'operational' management. In order to ensure readability and compliance with the Hay method, the two forms of supervision are not mentioned or elaborated separately.)
➢ The scope of research projects in relation to the research programme and acquisition of external funding is now mentioned more explicitly in the classification criteria.
➢ The profile has been supplemented with a new job level 3 in scale 14. This level is intended for assisting professors who participate in a tenure track to deepen their expertise and skills in several years, to become professionally mature professors (Professor 2). The policy and procedures of this tenure track is under preparation. Adoption of the policy is expected before September 2016.
➢ Professors (at all job levels) may only be appointed with permission from the Executive Board.

Senior Lecturer-researcher

➢ The core aim of this position - the integration of higher professional education and research - has been explicitly mentioned in the 'purpose of the position' section and elaborated in the relevant performance area. The supervision of research groups and acquisition of external funding is now mentioned more explicitly in the classification criteria.
➢ The position has been supplemented with a new job level 1 in scale 14. Scale 13 is linked to job level 2. Differentiated classification criteria have been developed for both levels, including two job variants at level 2 and three job variants at level 1. Senior Lecturer-researchers in scale 14 must meet at least 5 of the 6 classification criteria (this threshold is set at 4 out of 6 for Senior Lecturer-researchers in scale 13).
➢ Job level 1 is unique in the sense that Senior Lecturer-researchers at this level may only be appointed with permission from the Executive Board.

Lecturer/Researcher

➢ The position's 'context' has been defined in greater detail through the inclusion of three potential career paths: Education, Research and Management.
➢ At all three job levels, two variants have been described in the level-specific classification criteria: one with an emphasis on education and one with an emphasis on research.
➢ The classification criteria for applied research have been renewed to reflect research duties at the relevant levels. These renewed criteria were based on the academic Researcher job profile.
➢ The development of assessment and testing programmes has been deleted from the Programme development and knowledge integration criterion, which is now a separate, optional classification criterion. This change was made in view of the fact some lecturers are not obliged to contribute to the development of tests. As a result, this activity cannot be integrated into a mandatory criterion for this variant.
➢ The supervision and assessment of students has been designated a mandatory criterion for job level 2 in the regular variant. Every Lecturer 2 will be expected to supervise (or have the ability to supervise) students, as specified in the classification criterion.

Education/Research Officer

➢ Job level 1 in scale 10 remains part of the profile. The recommendation to eliminate this level was not adopted. If this level were to be eliminated - assuming that the Lecturer 3 position involves education and research activities at this level - all research staff would have to obtain a basic teaching qualification. Basic teaching qualifications are mandatory for the Lecturer 3 position.
The education tasks associated with the Education/Research Officer position involve a lesser degree of responsibility than those associated with Lecturer 3. For example, staff in this category will be expected to formulate recommendations on student assessments, but will not hold final responsibility for the actual assessment. This will be 'offset' by other tasks and responsibilities not included in the job profile for Lecturer 3. Scale 10 of the Hay system will thus remain appropriate for both positions, although this distinction is based on different arguments in each case. The two positions are comparable in terms of difficulty/workload.

Please note:
The demands of each job level are identical for both old and renewed job profiles. Example: in terms of the Hay system classification, the tasks and responsibilities of the current Lecturer 2 position are just as demanding as those of the new Lecturer/Researcher 2 position, regardless of the specific job variant. More text and/or a greater number of compulsory classification criteria do not necessarily equate to a higher job level. Although the new texts for the classification criteria are generally formulated in broader and more detailed terms, this has not resulted in more demanding job levels. This aspect has been thoroughly assessed on the basis of the Hay criteria and validated by the Hay Group.

Appendix 2: Job profile reading guide

The AUAS applies generic job profiles prepared in accordance with the job classification and valuation system developed by the Hay Group; these profiles are thus referred to as Hay profiles.

Generic description

The renewed profiles have been described as generic positions, whereby positions involving tasks of a similar nature and purpose are based on a single global description. The term generic should be taken to mean that the various characteristics of actual positions within the organisation have been agglomerated into a general job description. The emphasis is on shared performance areas common to specific job groups. The individual tasks carried out as part of specific positions are derived from these performance areas. The generic description of the job profile thus serves to explain how the position contributes to organisational results, and does not offer a detailed overview of the employee's actual activities.

Goal and Context

For example: a generic profile has been developed for the AUAS position of Lecturer/Researcher. The purpose has been defined: this is a teaching position. The section on context describes the various potential focal points for this position, outlining career prospects/emphases in the area of education, research and management. These emphases are then translated into specific variants in the classification criteria.
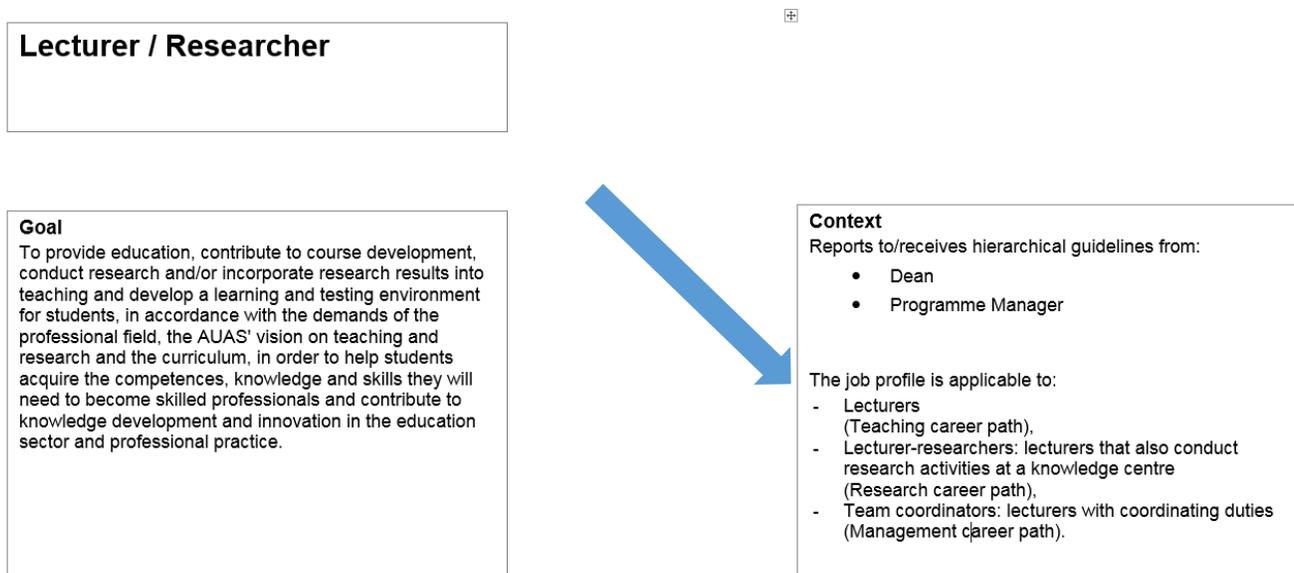
Lecturer / Researcher

Goal
To provide education, contribute to course development, conduct research and/or incorporate research results into teaching and develop a learning and testing environment for students, in accordance with the demands of the professional field, the AUAS' vision on teaching and research and the curriculum, in order to help students acquire the competences, knowledge and skills they will need to become skilled professionals and contribute to knowledge development and innovation in the education sector and professional practice.

Context
Reports to/receives hierarchical guidelines from:
- Dean
- Programme Manager

The job profile is applicable to:
- Lecturers
  (Teaching career path),
- Lecturer-researchers: lecturers that also conduct research activities at a knowledge centre
  (Research career path),
- Team coordinators: lecturers with coordinating duties
  (Management career path).

Figure 1 Description of purpose (Goal) and context of the Lecturer/Researcher job profile, with explanation of various potential emphases

Result areas

The job profiles for all variants of this position feature identical descriptions of performance areas -called 'Result areas'- and example activities. However, some performance areas do not necessarily apply to all Lecturer/Researchers. The same goes for the example activities. These descriptions are not comprehensive or exhaustive, and merely serve to outline the broad strokes. The employee and supervisor will reach agreements on the exact nature of the relevant tasks and responsibilities. The emphases and specific details of each position may vary somewhat for each employee, depending on their agreements with supervisors as to their role within the team, the division of tasks, expected results and personal ambitions with regard to professional and career development.

RESULT AREAS			
Main activity	**Scope**	**Result**	**Example activities**
1 Course development			
To contribute to further innovation of the structure and teaching of course components and the didactic and substantive aspects of course component development, including testing and assessment.	Educational policy Teaching and research programme Accreditation frameworks Common ground with other course components Policy on didactic qualifications Demands of the professional field Competences to be acquired by students	Programme course components that are elaborated in terms of both content and didactic methods or fully elaborated curricula that help the student develop into a novice professional	• Identify relevant developments in terms of both the professional field and teaching and research, and incorporate these developments into proposals for educational innovation • Develop, redevelop or update starting points, exit qualifications, learning objectives and competences for a degree programme or components thereof • Contribute to the design, redesign and optimisation of education; conduct targeted meetings with colleagues to discuss the quality of education and testing and consequences to the degree programme; apply student evaluations and anchor best practices • Develop formative tests and summative examinations, in constructive alignment with the programme learning objectives • Provide an explicit description of the functional requirements for the teaching plan and (digital/blended) learning environment, and coordinate these with other aspects of the teaching and research programme • Prepare teaching materials and elaborate evidence-based improvements to course components within the framework of a suitable blended learning environment • Embed the further development of students' evidence-based working methods and research abilities in course components.

Figure 2 Example of a result area description for the Lecturer/Researcher job profile

Classification criteria

Detailed classification criteria have been formulated in order to determine the job level best suited to each employee's actual tasks and responsibilities. These criteria must be stringently applied: they have been formulated with a high degree of precision, and should not be regarded as broad guidelines.

Classification criteria for Lecturer/Researcher

Job level Classification criteria	Lecturer/Researcher 1 (scale 12)	Lecturer/Researcher 2 (scale 11)	Lecturer/Researcher 3 (scale 10)
Course development and knowledge integration	Oversees the development and innovation of major cohesive components of the curriculum (such as the first year of a degree programme, part-time/dual programme, minor, Master's). Integrates internal and external developments into major cohesive curricular components, ensuring continued alignment with the professional practice and institution-wide developments. Develops a suitable teaching organisation.	Develops multiple course components, taking into consideration their relationship to other disciplines within the curriculum.	Develops one or more course components taking into consideration their relationship to other courses within one's own discipline.

Figure 3 Example of classification criteria for the three job levels, in the areas of Course development and knowledge integration

These criteria should be viewed within the specific organisational context in which the job is performed. For example 'far-reaching' educational innovations may take on different forms depending on the relevant degree programme. Job classifications must thus be based on careful considerations and clearly-worded substantiations. This will require a high level of 'classification skills' amongst both the supervisors who use the Hay profiles and the HR consultants who advise them. This aspect will require targeted attention during introduction of the new job profiles.

Ranking rules

The ranking rules must also be stringently applied.

Ranking rules Lecturer/Researcher

- Lecturer/Researcher 3 will apply if the criteria for **Course development & knowledge integration**, **Teaching**, **Supervision and assessment of students** have been met, as well as <u>at least</u> two of the other four applicable criteria as described under Lecturer/Researcher 3.
- Lecturer/Researcher 2 will apply if the criteria for **Course development & knowledge integration**, **Teaching, Supervision and assessment of students** have been met, as well as <u>at least</u> one of the other four applicable criteria as described under Lecturer/Researcher 2.
- Lecturer/Researcher 1 will apply if the criteria for **Course development & knowledge integration**, **Teaching, Supervision and assessment of students** have been met, as well as <u>at least</u> two of the other four applicable criteria as described under Lecturer/Researcher 1.

Figure 4 Stringent ranking rules for the Lecturer/Researcher job profile

Visual representation of ranking rules per job level for each variant

A visual representation of each job variant has been added (below the Lecturer/Researcher and Senior Lecturer-researcher profiles) in order to clarify the procedure for application of classification criteria and ranking rules.

Classification criteria	Lecturer/Researcher 1	Lecturer/Researcher 2	Lecturer/Researcher 3
Course development and knowledge integration	**Mandatory, in combination with <u>at least</u> two of the four variants**	**Mandatory, in combination with <u>at least</u> one of the four variants**	**Mandatory, in combination with <u>at least</u> two of the four variants**
Teaching			
Supervision and assessment of students			
Development of assessment programme	Variant *(Teaching career path)*	Variant *(Teaching career path)*	Variant *(Teaching career path)*
Applied research	Variant *(Research career path)*	Variant *(Research career path)*	Variant *(Research career path)*
Knowledge partner in the field	Variant *(Research career path and Teaching career path)*	Variant *(Research career path and Teaching career path)*	Variant *(Research career path and Teaching career path)*
Project coordination and team cooperation	Variant *(Management career path)*	Variant *(Management career path)*	Variant *(Management career path)*
Functional supervision	Variant *(Management career path)*	Not applicable	Not applicable

Figure 5 Example overview of ranking rules for variant with main emphasis on Education in the Lecturer/Researcher job profile

Appendix 3: Measure regarding temporary AUAS researchers without education tasks

Background

The AUAS job classification system does not feature a separate Researcher job profile other than the Lecturer/Researcher job profile, which designates applied research as one of the possible performance area. A Researcher position without education tasks would not reflect the AUAS' vision on interrelatedness of higher professional education, applied research and professional practice, and is not compatible with the AUAS' standard career development paths.

Despite this principle, a practical solution must be found for situations in which faculties require temporary researchers for specific projects. As we have learned from practical experience, external researchers are currently hired on the basis of temporary research assignments without being required to carry out teaching activities. The Lecturer/Researcher job profile is not always suitable in such cases. The tasks and responsibilities assigned to the researcher do not meet the classification criteria for the relevant profile, making it impossible to determine the associated job level and evaluation.

Temporary solution

The following practical measure was introduced in 2012 in order to do justice to the job classification system and allow for the deployment of temporary researchers without teaching tasks to be accurately registered, monitored and managed:

1. Temporary researchers without teaching tasks will be appointed for a maximum of 2 years, and classified under the academic Researcher profile. The classification criteria used to determine the job level for the profile will serve as a guiding principle (scales 10 through 13).
    This solution reflects the job classification policy applied by the AUAS, which largely adheres to the University Job Classification System and generally applies academic job profiles. However, the AUAS job classification system does not include the Researcher profile of the Association of Universities in the Netherlands (VSNU).

2. The HR teams will be assigned to disregard any personnel changes relating to the permanent appointment of a Researcher. The Personnel and Salary Administration Department will be responsible for identifying such cases and notifying the HR teams.

3. In the event that a faculty decides to offer a temporary researcher a permanent appointment, the relevant employee must be appointed on the basis of the standard AUAS Lecturer/Researcher position, and assigned teaching tasks in addition to their research duties, in accordance with the classification criteria and ranking rules.

4. In exceptional cases or in the event of ambiguities, the HR policy department will be contacted through the decentralised HR advisor and requested to issue a (classification) recommendation.

Source: *Measure on temporary researchers without teaching tasks at the AUAS memorandum,* as adopted by the AUAS Rector on 5 April 2012.