

Scholarly Qualification Matrix

Department of Business and Sustainability, SDU, September 2024

1. Purpose

The purpose of this document is to clarify the criteria for appointment and promotion and provide a job description for academic positions at the Department of Business and Sustainability. This includes positions as PhD Student, Postdoc, Assistant Professor, Associate Professor, and Full Professor.

The document is intended as a guide for applicants for open positions, external assessment committees, and current employees. It complements the general rules and governmental regulations for job advertisements and external evaluation procedures in Denmark. It is aligned with the staff structure of scientific staff at Danish universities (of January 2020), which assigns equal value to research and research-based teaching.

Appendices 1 and 2 present the entry and post-promotion requirement and expectations. The entry expectations are intended to guide potential applicants and will be used as evaluation criteria in assessment committees. The post-promotion guidelines outline what is expected from employees and will serve as a reference point for the annual Employee Development Dialogue (MUS) between the individual employee and management.

Appendices 1 and 2 are aligned with the 'REEAD' concept of the Faculty of Business and Social Science. Thus, it operates with five dimensions (Research, Education, External funding, Academic Citizenship & Leadership, and Dissemination) and two types of qualifications ('Expected Qualifications' and 'Additional Qualifications'). To be qualified for an open position, an applicant is expected to fulfill all "Expected Qualifications". Over-achievement in one or more dimensions cannot replace "Expected Qualifications" not met in another dimension. Fulfilment of "Additional qualifications" is not necessary for a qualified assessment, but it increases the likelihood of appointment.

The criteria in Appendices 1 and 2 are cumulative across all levels, meaning that to attain e.g. an appointment as Full Professor, the applicant should meet the criteria at that level of appointment as well as all criteria listed at lower levels.

It is important to note that the described criteria do not represent the absolute minimum requirements (unless otherwise specified), but rather serve as guiding criteria that preferred applicants should fulfil. Furthermore, fulfilling the criteria in the qualification matrix does not entitle an applicant to be hired or promoted. Applicants are assessed by an assessment committee, and it is a management prerogative to choose between qualified applicants as described below.

2. Procedure for appointment

The procedure for appointment begins with an official and public announcement of the position as regulated by Danish Law and supplementary regulations defined by SDU. All applicants should meet the requirements for documentation stated in the official job announcement. Applicants for postdoc and assistant professor positions will be assessed by an internal committee consisting of at least two recognized researchers within the relevant research field. Applicants for associate and full professor positions are assessed by a committee of at least three recognized researchers within the relevant field, two of whom are external to SDU. The composition of the assessment committee adheres to the guidelines of SDU and the Faculty of Business and Social Sciences. External committee members are selected from among nationally and internationally established researchers in the relevant field. The chairman is typically an internal researcher at the level of the advertised position or higher. The Dean and the Faculty's Academic Council approve the Head of Department's proposed committee composition, which is then sent to the applicants for potential comments.

Following a positive assessment and a review by an internal appointment committee, applicants may be invited for a primary interview at DBS. To support the evaluation of teaching merits and experiences, the interview may be supplemented with a paper presentation and/or a trial lecture (if applicable, this will be stated in the job advertisement). The applicant may also be asked to draft and discuss a course description and a course plan. The primary interview is typically conducted by the Head of Department, the local Vice Head of Department, the relevant research cluster leader, the education responsible Vice Head of Department (or another person with managerial responsibilities within teaching), and a representative of the staff. At the full professor level, the Dean also participates. For externally funded PhD and Postdoc positions, the appointment committee typically consists of the project PI, the local Vice Head of Department and the relevant research cluster leader. The purpose of the primary interview is to provide the basis for an assessment of the applicant's overall qualifications and the fit with the research cluster, teaching obligations, and the strategic ambitions at the cluster level, as well as at the department and faculty level. Information from the primary interview and the assessment from the assessment committee will form the basis for the final decision on employment, and the Head of Department will make the final recommendation to the Dean.

3. Important notes on what should and could be included in an application

Unpublished manuscripts/working papers may be relevant for the assessment, as they demonstrate the applicant's current research. If such manuscripts are submitted, the applicant is expected to provide the status of the manuscripts. If the manuscripts are referred to as papers under 'revise and resubmit' or 'reject and resubmit', revision letters from the target journal must be included. However, the assessment committee will conduct their own evaluation of all papers included in the application.

Co-authorships are encouraged and are viewed as a positive display of research collaboration.

However, applicants are evaluated based on their individual research contribution, and co-authorship declarations for the publications submitted for assessment should be included.

Applicants for postdoc, assistant and associate professorships are expected to document increasing independence in their scholarly contributions. Specifically, applicants must clearly mark which works on the publication list are included in their PhD dissertation (or clearly state if the dissertation was a monograph).

Applicants for associate and full professorships must provide a research plan including a presentation of their pipeline of working papers and an outline of their plans for future research projects, collaborations, and applications for external funding. The research plan should demonstrate that applicants are willing to aim for the most recognized academic outlets within their research area and have a realistic plan to achieve this level of performance within the next few years.

To assess pedagogical qualifications, we require an updated teaching portfolio from applicants at the assistant professor level and above. The teaching portfolio serves as the basis of the assessment committee's evaluation of the applicant's qualification regarding research-based teaching. It must include a complete list of the applicant's previous teaching activities, clearly specifying the applicant's role in these activities. We also expect applicants to include student evaluations from all courses within the last three years, and we encourage them to provide references as to study management contacts at previous employers. Furthermore, the teaching portfolio should include descriptions of the applicant's teaching philosophy, experience with course development and/or study programme management, as well as their teaching experience at different educational levels (bachelor, master, PhD, professional programmes). Applicants are also encouraged to document their general contribution to teaching programmes, including their experience and/or ability to engage in student life through, for example, participation in extra-curricular activities, events, fairs, high school presentations, or study trips.

4. Qualification criteria

To be assessed as qualified, applicants must show evidence of contributions within their fields that align with the level of seniority. Positions are awarded based on the cumulative contributions made to the profession and to the institution, along with realistic expectations of future contributions. Successful applicants must have achieved a record of research, teaching, and services to their institutions and the profession that appropriately reflect their experience in the field and the position for which they have applied (see Appendix 1).

In addition to the five REEAD dimensions, the following general criteria are considered in the final

decision regarding employment:

- A fit between the applicant's qualifications and the department's current needs.
- A fit between the applicant's qualifications and the expectations defined in the job ad.
- A fit between the applicant's academic profile and the research cluster's strategy.
- The applicant's current and/or expected interest and commitment to developing the department in a broad sense.

It is expected that applicants, once appointed, demonstrate the ability to continuously develop and contribute to all five dimensions of the REEAD (see Appendix 2).

5. General expectations to all scientific staff

It is expected that all applicants and employees can teach and supervise fluently in English or Danish. Additionally, we expect that non-native Danish speaking employees will be able to supervise and correct exams in Danish at a professional level after three years of employment at the department. Furthermore, they should be able to teach in Danish after five years of employment. This applies especially when promoting associate professors to full professors. The department provides resources for learning Danish.

It is also expected that all scientific employees, regardless of staff category, produce at least three peer reviewed publications within any given five-year period (above a PhD age of five years). At least two of these should be in outlets on the Cristin List (level 1 and above) and the AJG. The latter is a widely respected list of quality journals within business administration and management compiled by the Chartered Association of Business Schools. The former list is an encompassing pan-scientific and official Norwegian list of quality outlets in all disciplines. Our definition of quality outlets is defined by these two lists to align with the SDU Business School and the AACSB accreditation that use the same lists as face validation of quality.

6. Promotion programmes

The assistant professor tenure-track programme and the promotion programme for associate professors to full professors are supplements to the department's career and recruiting initiatives, as well as to the normal career paths. The programmes are not common practice and will only be used in extraordinary cases to support recruitment and retention in relation to strategically important initiatives at the department and/or to recruit or retain staff with extraordinary excellent performance within the REEAD criteria. The use of the promotion programmes is decided by the management team on a case-by-case basis.

Tenure-Track Assistant Professor

When employed in a tenure-track position, the assistant professor is guaranteed promotion to the associate professor level without competition, provided that he/she receives a positive associate professor assessment. Applicants for tenure-track positions must meet the entry criteria for ordinary

assistant professorships, however, they should expect more intense competition, as more supplementary qualifications will be required compared to standard assistant professor positions.

Applications for tenure-track positions must include a proposed tenure-track plan that specifies the goals the assistant professor will pursue during the tenure-track programme.

The duration and content of the tenure-track programme is determined individually, depending on the assistant professor's experience and need for competence acquisition before the assessment to associate professor. The duration must be at least two years and can be a maximum of six years. The tenure-track plan will be used as an evaluation and assessment tool during the programme. It is important that the plan ensures that the applicant will qualify on all entry criteria for an associate professor position.

Progress during the programme should be ensured and discussed annually by the assistant professor and the relevant manager in the MUS. After the annual status review and the MUS, the manager informs the head of department of the progress. The annual MUS will be supplemented by a mid-term evaluation of the tenure-track programme 2-3 years after its start. The evaluation is a preliminary assessment of the assistant professor's progress. The head of department sets up the evaluation committee with two internal members. The evaluation committee will assess the progress in the tenure-track plan presented by the assistant professor. It will conduct an interview with the assistant professor and prepare a written evaluation.

The final assessment must be called upon no later than 6 months before the scheduled end of the programme. By agreement with the Head of Department, the final assessment may take place earlier. The assessment will follow the standard rules for assessing associate professors at the department and will be conducted by a regular assessment committee. If the assistant professor is not deemed qualified for an associate professorship, his or her employment at the department will end. The university may, however, offer the assistant professor one additional attempt.

Promotion programme to full professor

Apart from the abovementioned conditions, the full professor promotion programme is only used when an applicant has a special and strategically important reason for not following the ordinary career track at the department. For example, the applicant may have taken on a special task or a long-term project (4-5 years) that demands his/her time, making it impossible to follow traditional career paths. Examples of such projects could be:

Research: An extraordinary ambitious publication plan with several publications in the absolute top

journals or a major book project with a top publisher, which takes time away from other tasks in a specified period.

Education: Taking the lead in developing a new educational programme, a larger educational innovation project (e.g. EU funded projects on vocational excellence), and/or continuously and excellent study programme management over several years.

External funding: Secured elite grants (e.g., an ERC Consolidator/Advanced grant or a Centre of Excellence) and a special effort to secure additional elite grants in the coming years.

Academic Citizenship: Building up a strong research environment including external networks within a specific field and/or taking on formal leadership positions at the department/Faculty.

Dissemination/Impact: A significant and measurable effort in shaping positive societal change through e.g. managerial or expert roles in societal bodies outside academia.

To qualify for the promotion programme, the candidate should be able to demonstrate general performance in relation to the REEAD entry criteria, in-between associate and full professor levels. The applicant is expected to demonstrate exceptional talent within at least two of the department's REEAD criteria and show a promising track record in relation to the others.

An application for the promotion programme must include all materials required for an associate and/or full professor at the department as well as a clear promotion plan including specified milestones during the promotion process. The promotion plan should be a part of the applicant's research plan and should specify which full professor-level competencies (following REEAD) the applicant aims to achieve during the promotion period.

The promotion plan will be finalized in a dialogue between the associate professor, the relevant vice head of department, and the head of department. The duration and content of the programme are determined individually, depending on the associate professor's experience and need for competence acquisition before the assessment to full professor. The duration should be at least 2 years and can be a maximum of 8 years.

The promotion plan will be used as an evaluation and assessment tool during the process. Thus, it is important that the plan ensures the applicant will meet all entry criteria in REEAD for a full professor position. Progress during the programme should be discussed and ensured in the annual employee development dialogue (MUS), after which the head of department is informed about the progress.

The annual employee development dialogue will be supplemented by a mid-term evaluation after 2-4 years. The evaluation is a preliminary assessment of the associate professor's progress. The head

of department sets up the evaluation committee, which include some internal member and 1-2 external members. The evaluation committee will assess the progress in the promotion plan and interview the associate professor. The committee prepares a written evaluation.

The call for the final assessment must be issued at least 8 months prior to the scheduled end of the programme. By agreement with the head of department, the final assessment may take place earlier. The final assessment will follow the standard rules and criteria for assessing full professors at the department and will be conducted made by a regular assessment committee. If the associate professor is not deemed qualified for a full professorship, the associate professor will continue his or her employment as an associate professor outside the promotion programme. The university can offer an additional attempt; however, the final assessment can only be conducted twice.

Appendix 1: Scholarly Qualification Matrix - Entry Guidelines

	PhD Student	Postdoc	Assistant Professor	Associate Professor	Full Professor
Research	<p>Expected qualifications: A relevant master's degree of a high quality.</p> <p>Ability to define a promising PhD project.</p> <p>Additional qualifications Experience with publication of scientific work.</p>	<p>Expected qualifications: A relevant doctoral degree.</p> <p>Promising research ideas and a research pipeline aligned with the department's/research Cluster's/project's research profile.</p> <p>Additional qualifications: Proven ability to publish research that was not part of the PhD dissertation.</p>	<p>Expected qualifications: A relevant doctoral degree</p> <p>A particular promising research potential and pipeline aligned with the department's and the research cluster's research profile.</p> <p>Proven ability to publish research in quality outlets.</p> <p>Additional qualifications: Proven ability to publish research that was not part of the PhD dissertation.</p>	<p>Expected qualifications: Proven ability to publish original research that was not part of the PhD dissertation.</p> <p>Acceptance of at least three publications in outlets on the Cristin List or the AJG.</p> <p>Proven ability to expand research area beyond the field of the PhD dissertation.</p> <p>An ambitious and credible research plan for the coming years.</p> <p>Ability and willingness to take part in collective and interdisciplinary research.</p> <p>Additional qualifications: Proven ability to expand the range of methodological abilities over time.</p>	<p>Expected qualifications: Proven ability to publish original research in the very best field, specific outlets and/or the top-10 general outlets (e.g. AJG level 4).</p> <p>Sustained publication over a longer period with the more recent publications among the best.</p> <p>A documented high-level reputation in the field by e.g. positions of trust in professional organizations.</p> <p>Proven ability to expand the range of methodological abilities over time.</p> <p>Additional qualifications: International research awards or other tokens of international recognition of academic impact.</p>
Education	<p>Expected qualifications: None.</p> <p>Additional qualifications: Teaching experience</p>	<p>Expected qualifications: None.</p> <p>Additional qualifications: Teaching experience.</p>	<p>Expected qualifications: Documented teaching/supervision experience, and reflections on own teaching practice.</p> <p>A strong teaching potential within the department's educational portfolio.</p> <p>A keen interest in developing teaching skills, new teaching formats and/or courses.</p> <p>Additional qualifications: Pedagogical training/courses.</p>	<p>Expected qualifications: Formal pedagogical training equivariant to the Danish Lecture Training Programme.</p> <p>A teaching portfolio documenting teaching experience <u>and</u> reflections on teaching methods and philosophy.</p> <p>Good student evaluations.</p> <p>Experience with different kinds of teaching/-supervision.</p> <p>Additional qualifications: Experience with course development/improvement.</p> <p>Experience with activities within in Lifelong Learning.</p>	<p>Expected qualifications: Excellent teaching qualifications at all levels (from bachelor to PhD), and sophisticated reflections on teaching methods and philosophy (documented in a teaching portfolio).</p> <p>Proven ability to successfully supervise PhD students.</p> <p>Experience with supportive activities to junior scholars.</p> <p>Demonstrated ability to develop course content and teaching methods as a course responsible.</p> <p>Documentation of continuous commitment to pedagogical and didactic training.</p> <p>Additional qualifications: Substantive contributions to the strategic development of the department's educational portfolio.</p> <p>Proven ability to contribute to and develop Lifelong Learning activities.</p> <p>Scientific publication on pedagogical issues.</p>

External funding	<p>Expected qualifications: None.</p>	<p>Expected qualifications: None.</p> <p>Additional qualifications: Experience in attracting external funding, e.g. travel grants or a minor role in a larger project.</p>	<p>Expected qualifications: None.</p> <p>Additional qualifications: Experience in attracting external funding, e.g. travel grants or a minor role in a larger project.</p>	<p>Expected qualifications: Experience in applying for external funding as a PI or co-PI.</p> <p>Additional qualifications: Successful application of external funding as PI or co-PI.</p>	<p>Expected qualifications: Documented ability to attract larger grants and act as PI/Coordinator in collective projects.</p> <p>Proven ability to attract funding for junior researchers.</p> <p>Additional qualifications: Proven ability to attract elite funding, e.g. an ERC grants including being selected as a runner-up candidate.</p>
Academic citizenship	<p>Expected qualifications: Good interpersonal skills that contribute to a good psychosocial work environment.</p>	<p>Expected qualifications: Experience with conference presentations and participation in workshops, seminars etc.</p> <p>Proven ability to engage in professional networks and research collectives.</p> <p>A proven willingness to contribute to the social and professional life of the department and/or the research group.</p> <p>Additional qualifications: Experience with reviewing papers, organizing scholarly activities, such as workshops, and experience with establishing networks in the relevant research community.</p>	<p>Expected qualifications: Experience with conference presentations and participation in workshops, seminars etc.</p> <p>Proven ability to engage in professional networks and research collectives.</p> <p>A proven willingness to contribute to the social and professional life of the department and/or the research group.</p> <p>Non-native speakers: Demonstrated interest in learning Danish.</p> <p>Additional qualifications: Experience with reviewing papers, organizing scholarly activities, such as workshops, and experience with establishing networks in the relevant research community.</p>	<p>Expected qualifications: Experience with reviewing papers, organizing scholarly activities, such as workshops and with establishing networks in the relevant national and international research community.</p> <p>Motivation for and ability to take leadership in scientific, educational, and departmental development.</p> <p>Contributions to strategic initiatives and administrative tasks at a departmental and faculty level.</p> <p>Additional qualifications: Experience as member of a study board, programme/profile management/coordination or other management responsibilities</p>	<p>Expected qualifications: Solid track-record of successful research management, e.g. being head of research units, leader of research programmes.</p> <p>Ample experience with strategic work and development of research units at the group level, the department and/or faculty level. This may include larger reforms of educational programmes or running accreditation processes.</p> <p>Demonstrated ability to provide scientific leadership, inspiration, and guidance for junior staff.</p> <p>Additional qualifications Board membership in professional associations.</p> <p>Editorship at journals or academic publishers.</p> <p>Honorary professorships, guest professorships and similar.</p>
Dissemination, Impact outside academia	<p>Expected qualifications: None.</p>	<p>Expected qualifications: None.</p> <p>Additional qualifications: Experience with outreach activities, e.g. contribution to mass or professional media outlets.</p>	<p>Expected qualifications: Experience with outreach activities, e.g. contribution to mass or professional media outlets.</p> <p>Additional qualifications: Ability to relate own research to a societal problem.</p>	<p>Expected qualifications: Ability to relate own research to a societal problem.</p> <p>Demonstrated ability to communicate scientific knowledge to relevant external audiences.</p> <p>Additional qualifications Membership of professional networks outside academia.</p> <p>Relevant professional experience from non-academic jobs.</p>	<p>Expected qualifications: Ability and motivation for planning and organizing knowledge exchange initiatives beyond own research, e.g. at a group or project level.</p> <p>Proven ability to engage with relevant societal actors.</p> <p>Additional qualifications Ability to identify key actors and a pathway for research to contribute to positive change in the world.</p> <p>Publication of textbooks or other teaching material</p> <p>Membership of expert committees, regulatory bodies, commissions etc. outside academia.</p>

Appendix 2: Scholarly Qualification Matrix – Performance Guidelines

	PhD Fellow	Postdoc	Assistant Professor	Associate Professor	Full Professor
Research	<p>Undertake research under the supervision of a supervisor (team) in accordance with the requirements of the PhD School, including:</p> <ul style="list-style-type: none"> - Carry out independent research - Carry out the writing of 3-4 manuscripts for publication in international academic journals – or a manuscript for a monograph. <p>Take PhD courses as specified by the PhD school.</p>	<p>Plan and carry out research in accordance with the contractual agreements.</p> <p>Present and publish the research in recognized journals/publishers.</p>	<p>Establish an individual research agenda and carry out independent research.</p> <p>Engage in the development and discussion of research in at least one research cluster.</p> <p>Publish original research in internationally recognized outlets.</p> <p>All scholars with a PhD age above 5 years should have at least 3 peer reviewed publications (hereof at least two in journals on the Crislist or the AJG) within any given 5-year period.</p>	<p>Maintain an international research agenda by carrying out research of high quality.</p> <p>Continuously engage in research networks outside the department by e.g. co-author work with new people.</p> <p>Development and completion of projects in collaboration with the research environment at the department and external stakeholders.</p> <p>Take on leadership in collective research activities in the research cluster.</p>	<p>Maintain a high-level reputation in the field and a significant research output, with continuing publications in the best field journals and occasionally in good general disciplinary journals.</p> <p>Develop research agendas and collectives feeding into the overall strategic development of the department.</p> <p>Initiate and lead collaborative research projects.</p> <p>Maintain and further develop the relevance of the research.</p> <p>Take part in interdisciplinary research.</p>
Education	<p>PhDs with contractual duties to teaching/supervision engage in these activities, preferably after the midterm evaluation.</p>	<p>No teaching is expected, but teaching activities can be agreed upon on an individual basis. The extent of the teaching related activities must be balanced with the other requirements, primarily the research delivery expected.</p>	<p>Teach and supervise at bachelor's and master's levels.</p> <p>Contribute to development of selected teaching areas.</p> <p>Actively contribute to meeting the teaching and learning strategy and objectives at the department, the SDU Business School and the faculty.</p> <p>Participate in SDU's Lecture Training Programme.</p>	<p>Supervision of PhD students.</p> <p>Ability to teach a range of courses – also courses outside one's narrow field of research.</p> <p>Design and develop courses including the alignment of content, methods, and examination forms.</p> <p>Contribution to non-lecturing activities of educational programmes.</p> <p>Contribute to ensuring that programme and subject design and delivery comply with quality standards and regulations.</p> <p>Actively contribute to meeting the teaching and learning strategy and objectives at the department.</p> <p>Engage with educational and teaching development issues with relevant committees and working groups within the department and across departments at the university, and engage with relevant stakeholders, such as businesses, associations, and alumni.</p>	<p>Act as a teaching mentor for colleagues, especially junior staff.</p> <p>Serve in relevant committees and working groups within the department and across departments at the university and engage with relevant stakeholders.</p> <p>Show strong pedagogical leadership, e.g., by organizing pedagogical conferences, engage in pedagogical research, study programme management, develop new teaching formats with external stakeholders, or attracting external funding for teaching-related development or initiatives.</p>

External funding	<p>Apply for funds in relation to the PhD when relevant, e.g. travel grants.</p> <p>Encouraged to partake in funding courses.</p>	<p>Can contribute to the generation of funding if it is part of the project</p> <p>Encouraged to partake in funding courses.</p>	<p>Participate in applications together with senior colleagues and assume co-PI status.</p> <p>Partake in funding courses.</p>	<p>Be active and sometimes leading in application processes for external fundings.</p> <p>Include juniors in application processes.</p> <p>Review applications and help colleagues in other ways to apply for funds</p>	<p>Take a leading and overall role in application processes for external fundings – i.e. apply for collective projects with multiple participants.</p> <p>Include and involve juniors in application processes.</p> <p>Contribute to the strategic development <u>and</u> implementation of department’s fundraising strategies – i.e. attract funding of strategic relevance to the department.</p>
Academic citizenship	<p>Commitment to the department as a workplace. This entails presence on a regular basis.</p> <p>Active participation in the department meetings, seminars, and events.</p> <p>Engage in professional collegial relations with fellow PhD Students and colleagues at the department.</p>	<p>Contribute to the environment in relation to the project the postdoc is part of.</p> <p>Engage in professional collegial relations with other junior scholars and colleagues at the department.</p>	<p>Contribute to collaborations within and across research clusters.</p> <p>Take on minor tasks in relation to the department’s study programmes.</p> <p>Establish a national/international research network and take on tasks in relation to conferences, seminar etc.</p> <p>Take on reviewer obligations.</p> <p>Non-native speakers: Be active in learning Danish. It is expected that one can read Danish exam papers and administrative documents and participate in meetings in Danish within a period of 3 years in Denmark.</p>	<p>Beia role model in departmental life by e.g. prioritizing department meetings and events, and by nursing good work relations with colleagues</p> <p>Support the development of junior scholars’ research and teaching skills, by e.g. publishing co-authored work and giving feedback on teaching development.</p> <p>Arrange seminars, workshops etc. at the department and in the professional community.</p> <p>Take on obligations to arrange panels/being track chair at international conferences.</p> <p>Taking part in PhD and other assessment committee work.</p>	<p>Conduct research management, e.g. as head of research units or leader of research programmes.</p> <p>Participate in strategy development and execution at the cluster, department, and/or faculty/university level.</p> <p>Contribute to administrative tasks on a regular basis.</p> <p>Engage in managerial work in professional associations/networks etc.</p>
Dissemination: Impact outside of academia	<p>Communicate own research plans and findings in relevant settings.</p>	<p>Disseminate own research and/or a wider project to practitioners and other relevant audiences.</p>	<p>Act as an ambassador for the department’s study programmes vis-à-vis potential students.</p> <p>Prioritize outreach activities and/or collaboration with external stakeholders when designing research projects.</p>	<p>Reflect on how own research may help solve societal problems and engage actively in (or through) agencies, clusters, foundations, business communities, policy makers and public organizations.</p> <p>Help inform the public, companies, business fields or decision makers by providing advice based on insights from an entire research field.</p>	<p>Develop impact plans for a research community to facilitate positive change.</p> <p>Take on a leadership role in the department’s/faculty’s efforts to make a positive impact in the world.</p>

