

Scholarly Qualification Guidelines and Job Descriptions

Department of Business and Sustainability, SDU October 2024

1. Purpose

The purpose of this document is to clarify the qualification criteria for appointment/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 is complementary to 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 requirements are expected to be used as a guide for potential applicants and will be used as evaluation criteria in assessment committees. The post promotion guidelines present what is expected from employees and will serve as a reference point for the annual Employee Development Dialogue (MUS) between the individual employee and the 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 are cumulative across all levels in appendixes 1 and 2, meaning that to attain e.g. 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 fulfilling the criteria in the qualification matrix does not provide an applicant with the right to claim to be hired or promoted. Still, 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 starts 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 Post Doc 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 – and hereof two external to SDU – recognized researchers within the relevant field. The composition of the assessment committee adheres to the guidelines of SDU and the Faculty of Business and Social Science. External committee members are selected from among nationally and internationally established researchers in the field. The chairman is typically internal with at the level of the advertised position or higher. The Dean and the Faculty's Academic Council approves the Head of Department's proposed committee composition, and the composition is subsequently sent for potential comments amongst the applicants.

Following a positive assessment and a review of an internal appointment committee, applicants may be invited for a primary interview at the department. 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 group leader, the education responsible Vice Head of Department (or another person with managerial responsibility within teaching), and a representative of the staff. At the full professor level, the Dean is also participating. 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 group 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 group, teaching obligations, and the strategic ambitions at the group, 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 could and should be included in an application

Unpublished manuscripts/working papers may be relevant for the assessment, as they demonstrate an 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 seen as a positive display of research collaboration. However,

applicants are evaluated 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 also expected to document progression in the degree of independence in their scholarly contributions. Specifically, applicants must clearly mark which works on the publication list that are included in the applicant's 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. In the description of the research plan, applicants should demonstrate a willingness to aim for the most recognized academic outlets within the 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 the assistant professor level and above). The teaching portfolio is the basis of the assessment committee's evaluation of whether the candidate is qualified regarding research-based teaching. The teaching portfolio must include a complete list of the applicants' 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 applicants to provide references on contact persons from the study management from previous employers. Furthermore, the teaching portfolio should include descriptions of the applicant's teaching philosophy, experience with course development and/or study program management as well as the applicant's experience with teaching within different educational levels (bachelor, master, PhD, professional programs). Applicants are also encouraged to document their general contribution to teaching program, including their experience and/or ability to play a role in student life by, for example, contributing to extra-curricular activities, events, fairs, high school presentations, or study trips.

4. Qualification criteria

To be assessed qualified, applicants must show evidence of contributions within their fields aligned with the level of seniority. Positions are awarded based on the cumulative contributions that have been made to the profession and to the institution, and 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 reflects length of their active academic career (as opposed to biological age) as well as the expectation of future contribution (see Appendix 1).

In addition to the five REEAD dimensions, the following general criteria are considered in the final decision about employment:

- A fit between the applicant's qualifications and the department's current needs.
- A fit between the applicant's qualifications and the expectations as defined in the job ad.
- A fit between the applicant's academic profile and the research group'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 for a position – 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. In addition to this, we expect that none-native Danish speaking employees can supervise and correct exams in Danish on a professional level after having been employed for three years at the department. Furthermore, they should be able to teach in Danish after having been employed for five years at the department. 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 at any given five-year period (above a PhD age of five years) produces at least three peer reviewed publications in quality outlets acknowledged by peers the field (e.g. the AJG or the Franch List).

6. Promotion programs

The assistant professor tenure-track program and the promotion program for associate professors to full professors are supplements to the department's career and recruiting initiatives and to the ordinary career progression. The programs 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. Usage of the promotion programs is decided by the management team on a case-by-case basis.

Tenure Track Assistant Professor

The position of assistant professor/researcher may be filled as part of a tenure-track programme under which the employee after a maximum of six years transfers to employment as an associate professor. Such transfer requires that the employee is assessed and found to be academically qualified for the level of associate professor. Applicants for tenure-track positions must fulfil the entry criteria to ordinary assistant professorships, but applicants should expect the competition to be harder than is the case for ordinary, fixed-term assistant professor positions.

Applications for tenure-track positions must include a suggestion for a tenure-track plan which specifies the goals, the assistant professor will work towards during the tenure-track program.

The length and content of the tenure-track program is determined individually, depending on the assistant professor's experience and need for competence acquisition before the assessment to associate professor. The length must be at least two years and can maximum be six years.

The tenure-track plan will be used as an evaluation and assessment tool during the program, and it is important that the plan ensures that the applicant will become qualified on all entry criteria for an associate professor position.

Progress during the program should be ensured and discussed by the assistant professor and the relevant manager annually in the MUS. After the annual status 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 program 2-3 years after the start. The evaluation is a preliminary assessment of how far the assistant professor has come. 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, have an interview with the assistant professor, and the committee prepares a written evaluation.

The final academic assessment will normally take place within the last six months of the assistant professor's period of employment. The employee may, however, request to have his or her qualifications assessed at an earlier time within the first four years of employment. Because a positive assessment ensures promotion without competition, we expect tenure track assistant professors to fulfill not only the "expected qualifications" in the qualification matrix, but also the "additional qualifications" (see appendix 1). The assessment is done by an assessment committee and the compilation and procedures hereof follow the standard rules at the department.

If the employee is not deemed academically qualified, he or she may request another assessment within the last six months of the period of employment. A maximum of two academic assessments may thus be carried out. If the employee fails to submit a request to have his or her qualifications assessed within the last year of employment, or if the employee is assessed and found not to be academically qualified, the university must immediately initiate dismissal proceedings in accordance with the collective agreement rules.

Promotion program to full professor

Apart from the abovementioned conditions, the professor promotion program is only used when an applicant has a special – and strategically important – reason for not being able to develop his or her CV to meet the ordinary entry expectations at the professor level. As such the promotion program is used to ensure that

talented associate professors are not significantly delayed in their career progression if they engage in special tasks or large projects (for at least a 4-5 year-period) that are important to the department but may not help the application to fulfill the ordinary qualification criteria. 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 may take a long time to realize and take time away from other tasks in a specified period.

Education: Taking the lead in developing a new educational program, a larger educational innovation project (e.g. EU funded projects on vocational excellence), and/or continuously and excellent study program 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 major and measurable impact shaping positive societal change via e.g. managerial or expert roles in societal bodies outside academia.

To qualify for the promotion program, the candidate should be able to demonstrate general performance in relation to the entry criteria in REEAD in-between associate and full professor. 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 rest.

An application for the promotion program must include the material required for an associate and/or full professor at the department and a clear promotion plan including specified milestones during the promotion process. The promotion plan should specify which competencies at full professor level (following REEAD) the applicant aim 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 length and content of the program is determined individually, depending on the associate professor's experience and need for competence acquisition before the assessment to full professor. The length should be at least two years and can be a maximum of eight years.

The promotion plan will be used as an evaluation and assessment tool during the process. Thus, it is important, that the plan ensures that the applicant will become qualified on all entry criteria in REEAD for a full professor position. Progress during the program 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 how far the associate professor has come. The head of department sets up the evaluation committee with an 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 prepare a written evaluation.

The call for the final assessment must be made no later than eight months before the scheduled end of the program. 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 assessment of full professor positions at the department and be made by an ordinary assessment committee. If the associate professor is not assessed qualified for a full professorship, the associate professor will continue his or her employment as an associate professor outside the promotion program. The university can offer an extra attempt, but the final assessment can only take place a maximum of two times.

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 aligned with the Department's/Research Group/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 research ideas aligned with the Department's and the research group's research profile.</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 quality outlets, e.g. in journals on the AJG, the Franch List, or similar.</p> <p>Proven ability to expand research area beyond the specific area 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/or interdisciplinary research</p> <p>Additional qualifications: Proven ability to expand the depth and/or range of methodological abilities over time.</p>	<p>Expected qualifications: Proven ability to publish original research at the highest international level (e.g. AJG level 4 and higher).</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 or bibliometric documentation of substantial academic impact.</p> <p>Proven ability to expand the depth and/or 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 and interest in and plan for developing teaching skills, new teaching formats and/or courses.</p> <p>Additional qualifications: Pedagogical training/courses.</p>	<p>Expected qualifications: Formal pedagogical training equivalent to the Danish Lecture Training Program.</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>Expected qualifications: Excellent teaching qualifications at all levels, and sophisticated reflections on teaching methods and philosophy (documented in a teaching portfolio).</p> <p>Significant experience with PhD supervision and/or other supportive activities to junior scholars. 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 og co-PI.</p> <p>Additional qualifications: Successful application of external funding as PI or co-PI.</p>	<p>Expected qualifications: Solid track-record in attracting external 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/or faculty level.</p> <p>Additional qualifications: Experience as member of a study board, program/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 programs.</p> <p>Experience with national and international assessments activities.</p> <p>Experience in being a driving force in the development of academic networks, workshops, conferences etc.</p> <p>Ample experience with strategic work and development of research units at the level group, department, and/or faculty level. This may include larger reforms of educational programs 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	Expected qualifications: None	Expected qualifications: None Additional qualifications: Experience with outreach activities, e.g. contribution to mass or professional media outlets.	Expected qualifications: Experience with outreach activities, e.g. contribution to mass or professional media outlets. Additional qualifications: Ability to relate own research to a societal problem. Relevant professional experience from non-academic jobs.	Expected qualifications: Ability to relate own research to a societal problem. Demonstrated ability communicate scientific knowledge to relevant external audiences. Additional qualifications Membership of professional networks outside academia.	Expected qualifications: Ability and motivation for planning and organizing knowledge exchange initiatives beyond own research, e.g. at a group or project level. Proven ability to engage and cooperate with relevant societal actors outside academia. Additional qualifications Ability to identify key actors and a pathway for research to contribute to positive change in the world. Publication of textbooks or other teaching material Membership of expert committees, regulatory bodies, commissions etc. outside academia.
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** It is important for the department to underline, that it is NOT a requirement to have served as a post doc to qualify for the assistant professor level. The expected qualifications differ slightly between the two job categories, because it is to different kinds of jobs.*

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 at least three 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>Publish original research in internationally recognized outlets.</p>	<p>Establish an individual research agenda and carry out independent research.</p> <p>Engaging in the development and discussion of research in at least one research group</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 publications in quality outlets recognized by peers (such as the AJG or the Franch List) 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/or external stakeholders.</p> <p>Take on leadership in collective research activities in the research group.</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 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 societal impact of the research.</p>
Education	<p>PhDs with contractual duties to teach/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 and master 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 Business School and the Faculty.</p> <p>Complete SDU's Lecture Training Program.</p>	<p>Supervision of PhD students.</p> <p>Teach on a wide range of courses – also courses outside one's narrow field of research – with satisfactory results.</p> <p>Design and develop courses including the alignment of content, methods, and examination forms.</p> <p>Contributing to non-lecturing activities of educational programs.</p> <p>Contribute to ensuring that program 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 program management, develop new teaching formats with external stakeholders, or attracting external funding for teaching-related development or initiatives.</p>

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