

Guide for the Assessment Committee

This is a guide for assessment committees at the Department of Political Science and Public Management. The guide follows the department's Scholarly Qualification Matrix (SQM), and we expect members of the assessment committee to read [the SQM](#) thoroughly before starting the work with the assessment. The chair of an assessment committee is responsible for making sure that all the assessments follow the REEAD criteria described within the SQM.

REEAD - expectations to the assessments

The assessment committee must make an overall assessment of whether the candidates are 'qualified'/'not qualified' for a given position. The overall assessment must explicitly relate to the applicant's proven abilities and potential in relation to the five REEAD dimensions in the SQM: 1) Research; 2) Education; 3) External funding; 4) Academic citizenship, management, and leadership; and 5) Dissemination and societal relevance.

Please note that the REEAD-criteria should not be used as a checklist in the assessment of candidates. Rather, the assessment committee should conduct a holistic evaluation of each candidate. While the criteria provide guiding standards, assessments should allow for flexibility to accommodate diverse career paths and contributions.

Entry criteria

The entry criteria for a given job category in the SQM should be met for an applicant to be assessed 'qualified' within each single REEAD dimension.

A successful fulfilment of the entry criteria for Research (dimension 1) and Education (dimension 2) is regarded as a necessary condition to be assessed 'qualified' in the overall assessment. These two dimensions should be treated as equally important in the overall assessment, and high quality is crucial within both dimensions. They cannot be substituted with other dimensions.

Excellence in Research and Education on its own, however, is not sufficient - satisfactory performance in the other three dimensions: (3) External funding, (4) Academic Citizenship, and (5) Dissemination, should also be demonstrated if the applicant is to be deemed 'qualified' in the overall assessment. However, fulfilment of one of these criteria at higher levels and/or extraordinary exceeding targets at the level applied for may in certain cases compensate for shortcomings in one of the other dimensions (3-5).

Job description

The job descriptions in the SQM reflects the department's expectations about responsibilities for a given job category. Proven ability within these expectations is advantageous and should add positively to the overall assessment. The criteria in the job description for the applied position should not necessarily be met by the applicant to be assessed 'qualified,' however, the applicant should have a potential to meet these criteria within 1-3 years.

The criteria are cumulative across all levels, meaning that to attain appointment to full professor, for example, the applicant should meet the necessary criteria at that level of appointment as well as the criteria listed at lower levels. The assessment committee must take into account any family- or work-related leave when assessing an applicant.

The criteria are described in the matrix (SQM), and in addition, further clarification on some of the entry criteria is listed below:

Research (additional clarifications)

A successful fulfilment of the overall entry criteria for research (dimension 1 in the SQM) is regarded as a necessary condition for an overall positive assessment and cannot be substituted with other dimensions.

Researchers at the department are expected to aim for publishing original research in the most prestigious and relevant journals and/or book publishers at an internationally recognized level within their fields. Other research output, such as publications in other notable outlets, editing books or special issues, best paper and/or reviewer awards etc. in the field, are also considered important. 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 (and include revision letters from the target journal). Co-authorship declarations should be included with the application.

The applicant should include a complete list of relevant research. The applicant must clearly mark which papers/articles on the publication list are included in the applicant's PhD dissertation (or state it clearly if the dissertation was a monography).

The assessment committee should acknowledge that there are different publication traditions in different fields. Often, writing a book or a monograph is a more time-consuming and comprehensive work than writing a journal article, and, therefore, the publication list should not only be assessed on the number of publications.

The assessment committee are expected to conduct their own evaluation of all the publications attached to the application.

We are keenly interested in candidates' research profiles and research potential. The applicants should present a research portfolio with an outline of the applicant's future research projects and collaborations, a presentation of their pipeline of working papers, and an overview of planned applications for external funding. The assessment committee must assess whether the plan is realistic and ambitious.

Education (additional clarifications)

Research-based teaching (dimension 2 in the SQM) is regarded as a necessary condition for an overall positive assessment and cannot be substituted with other dimensions.

The applicants teaching portfolio should be the basis for assessing the applicants' educational competencies.

The assessment committee must assess the proven track record in relation to the applicant's:

- Experience with teaching and supervision (the portfolio should include a complete list of the applicant's previous teaching activities, explicitly stating teaching within different educational levels (bachelor, master, PhD, executive) and demonstrate the breadth of the applicants teaching competencies).
- Student evaluations (the applicant's student evaluations from all courses within the last three years should be included)
- Experience with development of new teaching formats, courses, and entire educational concepts or programmes
- Pedagogical idea/basic view (Described in the portfolio. It is considered essential that the applicants provide careful reflections on their teaching philosophy)
- Having passed a pedagogical training course ("Lecturer Training Programme" or equivalent)
- Demonstration of a continuously development of their pedagogical and didactic skills during their academic career
- Experience with management of study programmes or other administrative duties related to teaching

External funding (additional clarifications)

It is essential that applicants for senior positions have a willingness to and experience with fundraising. The assessment committee must therefore assess the applicant's ability to attract external funding to support and consolidate their research agendas.

The assessment committee must assess the proven track record in relation to the applicant's:

For postdocs and assistant professors:

- Experiences with applying for smaller grants (for example travel cost, teaching development etc.)
- Active participation in applications for larger grants (often with a senior as PI)

For associate and full professors:

- Success with securing competitive and/or prestigious grants (as PI or co-PI)
- Success with securing funding from relevant private or public actors/partners (as PI or co-PI)
- Success with securing larger collective grants (grants including funding for PhDs, postdocs and/or other colleagues) (only for full professors)
- Success with applying as principal investigator (only for full professors)

Academic citizenship, management, and leadership (additional clarifications)

It is a key part of all job categories that the applicant is able and willing to help and support the successful operation and continued development of the department. Therefore, the applicant will get credit for documented community building, administrative and management activities. The assessment committee must therefore assess the proven track record in relation to the applicant's academic citizenship which could be:

- Take a proactive part in meeting the goals of the research sections, the department, and the faculty
- Help and support colleagues and create a positive environment at the department and across disciplines
- Contribute to tasks across educational programmes
- Practice of mentoring younger colleagues in relation to career development
- Be a positive role model
- Contribution to the broader academic communities
- Nurturing national and international networks (and including younger colleagues in them)
- Editorial work, acting as a reviewer, conference organization, governing role in relevant network or organization, and other similar contributions
- Serving as a member of study boards or committees of education programme reforms, programme responsibility, etc.
- Experience with management of research sections or other research management activities

Administrative experience carries a lower weight in the assessment of junior scholars (research assistants, postdoctoral fellows, and assistant professors), who are expected to prioritize their teaching and research profiles, whereas for senior researchers (associate and full professors), administrative activities carry a higher weight in the assessment.

Dissemination and societal relevance (additional clarifications)

The department aims for strong outreach. The assessment committee must therefore assess the applicant's ability to work consciously with societal relevance and outreach in relation to their research.

The assessment committee must assess the proven track record in relation to the applicant's:

- Communication, interaction, networking, and cooperation with relevant societal actors
- Active participation in the public debate and/or interact with non-academic stakeholders to solve salient societal problems
- Publications in Danish and international professional journals, feature articles, books, or book chapters in debate books
- Presentations or workshops for relevant audiences (e.g., politicians, journalists and/or public managers)

- Appearance in public media
- Teaching activities outside the university or in alumni activities
- Participation in regulatory bodies, research councils, commissions, and boards, etc. (for full professors)