Scholarly Qualification Matrix - REEAD
Department of Political Science and Public Management

Purpose

This framework contains guidelines for the appointment of academic staff (PhD student, postdoc, assistant professor, associate professor, and full professor as well as for the department's use of the promotion programme from associate to full professor) at the Department of Political Science and Public Management, University of Southern Denmark, and a general job description for each position. The framework is intended as a guide for both internal and external applicants, to create transparency about the criteria for appointment and the role expectations to each academic staff category. It will be used as a reference for the annual individual performance and development dialogues, and as a guide for assessment and hiring committees engaged in recruitment at the department.

The framework follows the department strategy and clarifies the criteria on which we work with recruitment. 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. The framework is also aligned with the frameworks of the other departments at the Faculty of Business and Social Sciences, SDU and with the policy of sister departments at other Danish universities. The framework serves as a supplement to the general rules and government regulations for announcement of positions and procedures for external assessment, including guidelines for evaluation of research output.

Entry Criteria and job descriptions in the SQM

The Scholarly Qualification Matrix (SQM) is a supplement to the general rules and government regulation for announcement of positions and procedures for peer assessment. The SQM follows the department's strategy and sets out the entry criteria for an appropriate record within each REEAD dimension and for each specific position category. The SQM also clarifies the job description for each position which we expect the applicants to fulfil within the first years of working in a given position.

The entry criteria and the job descriptions in the SQM function as a set of guiding standards that successful applicants are expected to fulfil. The entry criteria for a given job category must be met for an applicant to be assessed qualified by the assessment committee. The job description reflects the department's expectations about responsibilities across job categories and proven ability within these expectations will add positively to the assessment. Thus, the criteria in the job description for a given position should not necessarily be met to be assessed qualified by the assessment committee. However, successful or exceeding targets of fulfilment of the criteria at a certain level will positively add to the assessment. 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 all criteria listed at lower levels.

Appointments are made on the basis of cumulative contribution to the profession and to the institution, and on the expectation of future contributions. If/when an appointment is made, we expect the applicant to live up to the general job description within 1-3 years (for language skills in Danish 2-5 years).

Research

As the production of original ideas through high-quality research is a primary objective of the department, applicants' research ability is of key importance. A solid track record within the criteria for research (dimension 1 (R) in the SQM) is regarded as a necessary condition for hiring/promotion, which cannot be substituted with other dimensions. Research excellence on its own, however, is not sufficient - satisfactory performance in the other four criteria must also be demonstrated.

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. The applicant should include a complete list of relevant research in the application as the assessment will solely be based on documented materials.

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.

It is expected that for all scholars with a PhD age above 5 years, at least 3 publications are accepted in peer-reviewed journals or with book publishers within any 5-year period.

We emphasize development of focused and vibrant research collectives at the department. Co-authorships are therefore encouraged and are seen as a positive display of research collaboration. However, applicants are evaluated on the basis of their individual research contribution, and therefore co-authorship declarations should be included with the application.

Applicants are also expected to document progression in the degree of independence in their scholarly contributions. The applicant must clearly mark which papers/articles on the publication list are included in the applicant's PhD dissertation (or clearly state if the dissertation was a monography). Furthermore, applicants for an associate professorship are encouraged to demonstrate independence and progression in their

research profile beyond the topic and collaborations of their PhD dissertation. Applicants for a full professorship should demonstrate that they can lead research collectives, for example by taking a leading role in shaping research agendas and/or projects and by supporting early career scholars through their research.

We are keenly interested in candidates' research potential and research profiles. The applicants at associate professor and full professor level should therefore provide a research plan including a presentation of their pipeline of working papers and an outline of the applicant's 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 strategy to achieve this level of performance within the next few years.

Education

Research-based teaching is an equally important objective of the department, and therefore applicants' teaching abilities are of key importance. A solid track record within the criteria for research-based teaching (dimension 2 (E) in the SQM) should be regarded as a necessary condition for hiring/promotion that cannot be substituted with other dimensions. Teaching excellence on its own, however, is not sufficient - satisfactory performance in the other four criteria must also be demonstrated.

We look for applicants who thrive in the interaction with students, who have keen interest in teaching and supervision, and who can develop new teaching formats, courses, and entire educational concepts or programmes. We expect applicants at more senior levels (associate and full professors) to be able to teach in a broad portfolio of courses that include both highly specialized research-based topics (close to the applicant's own specialized research field) and more broad generic courses within the department (for example introductory courses in Political Science and/or Journalism as well as quantitative and/or qualitative methods courses). We also expect applicants for the senior positions to be able and willing to lead study programmes and take on administrative duties related to teaching.

In order to assess pedagogical qualifications, we require an updated teaching portfolio (from the assistant professor level and above) (see appendix F). The teaching portfolio will form the basis for the assessment committee's evaluation of whether the candidate is qualified in regard to 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 (e.g., course responsible, co-teacher in parts of the course, instructor etc.). 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 employments at universities. 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 the applicant's experience with teaching within different educational levels (bachelor, master, PhD, executive). It is considered essential that the applicant's provides careful reflections on their pedagogical idea/basic view of teaching and methods, rather than merely documenting teaching activities. In this respect, the simple display of student satisfaction ratings alone is considered insufficient.

The applicant is also encouraged to document their general contribution to teaching programmes, including their ability to play a role in student life by, for example, contributing to extra-curricular activities of educational programmes, e.g., contributions to events, fairs, high school presentations, or study trips.

Applicants for associate professorships and higher levels of appointment must have passed a pedagogical training course ("Lecturer Training Programme" or equivalent)[1], and relevant assessment statements/diploma from this course and from other courses relevant for teaching should be submitted as part of the application. Candidates whose previous position did not enable them to attend an equivalent course must document their teaching qualifications in another way and may, if deemed necessary, be prepared to complete the course in their first year of employment. We emphasize that the applicant can demonstrate a continuously development of their teaching skills during their academic career. We therefore value applicants with continuing education within pedagogical and didactic training.

As a part of the hiring process, the applicants at associate professor and full professor level may be asked to conduct a teaching simulation consisting of two elements 1) a teaching session within a selected subject/field, and 2) to write a suggestion for a future course or a written solution to a given teaching case at the department. The teaching session will be evaluated by a panel of peer and student representatives and will be included in the hiring committee's evaluation of the applicant (see appendix E for a guideline). The case solution will be evaluated by the hiring committee.

It is expected that all applicants can teach and supervise fluently in English or Danish. In addition to this, we expect that international applicants 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 holds in particular for promotion to full professor. The department provides resources for learning Danish.

[1] There can be made exemptions to this requirement, for example if the applicant has established an academic career in a system that does not offer this training programme or an equivalent. However, if this is the case, we expect the applicant to follow the 'Lecturer Training Programme' within the first year of appointment.

External funding

It is essential that applicants have a willingness to and experience with fundraising, as external funding is crucial in maintaining and enhancing the quality of the research pursued by the department. We therefore emphasize the applicant's ability to attract external funding to support and consolidate their research agendas. We expect junior colleagues to apply for smaller grants (e.g., funding for travels, courses, and teaching development). When evaluating fundraising performance for senior positions, three factors are of particular relevance: the size/scope of the grant (whether the grant supports collective research projects and positions for junior colleagues), the competitiveness of the funding scheme, and the applicant's role in the application process.

Academic citizenship, management, and leadership

At the department we strive for an intellectually stimulating and socially well-functioning workplace. Furthermore, it is a key part of all job categories to assist and support the successful operation and continued development of the department.

Thus, it is important that all members of the department take a proactive part in meeting the goals of the research sections, the department, and the faculty. Consequently, the department seeks colleagues who will not only assist and support each other, but also are present, visible, and actively engaged in projects within the department and contribute to create a positive environment at the department.

We emphasize applicants who support collaborations and knowledge exchange within and across the department's sections. We also expect applicants to be willing to contribute to tasks across the department's educational programmes. We expect that applicants at more senior levels (associate- and full professors) are taking a more active role in supporting strategic initiatives at the department and faculty than their younger colleagues. Applicants for senior positions should also be able to demonstrate practices of mentoring of younger colleagues in relation to career development, and are, in general, expected to be positive role models at the department.

Department members are also expected to contribute to the broader academic communities with which they are affiliated. Nurturing national and international ties is essential for the continued advancement of these communities and for strengthening the department's academic position. Evidence of such activities may include documentation of editorial work, acting as a reviewer, conference organization, governing role in relevant network or organization, and other similar contributions.

Additionally, effective administration is crucial for the successful operation and continued development of the department. The department, therefore, values applicants who are interested in and have experience with administrative tasks such as membership of study boards or committees of education programme reforms, programme responsibility, etc. Experience with project management, management of

research sections or other research management activities also contribute positively to the assessment of applicants. 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.

Overall, the applicant will get credit for documented community building, administrative and management activities.

Dissemination and societal relevance

At the department we believe that our work should provide value to society. We aim for strong outreach, and we focus on high societal relevance. Therefore, we value applicants who work consciously with societal relevance and outreach in relation to their research.

Applicants are expected to communicate, interact, network, and cooperate with a range of agencies and individuals. We emphasize that the applicant should actively take part in the public debate and/or interact with non-academic stakeholders to solve salient societal problems. The applicant should be able to demonstrate reflections on possible practical translation of their academic research, and/or how their research may influence processes where important decisions are made. Relevant knowledge exchange activities include 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, alumni activities, and, in particular for higher positions, credit is given to participation in regulatory bodies, research councils, commissions, and boards, etc.

The extent and aim of such activities should be presented and connected to the applicant’s research portfolio. Credits will be given to applicants who can document special ability to collaborate with and communicate scientific knowledge to groups outside academia.

Other relevant aspects may be considered by the hiring committee.

The Scholarly Qualification Matrix – Department of Political Science and Public Management, SDU

Entry Criteria for Academic Positions

	Research Assistant / PhD Student	Assistant Professor / Postdoc	Associate Professor	Professor
Research	Strong grades during university studies, in particular a solid master thesis (5+3 PhD) or a very strong bachelor thesis and overall bachelor grades (4+4 PhD). Only for PhD students: Ability to define a promising PhD project within the department's research portfolio.	Strong research outcome during or as a result of the PhD programme, i.e., internationally peer-reviewed and published/ready for publishing articles, books, and/or book chapters. A strong research potential aligned with the department's research strategy. Proven ability to engage in professional networks and research collectives.	An explicitly tailored research profile aligned with the department's research profile and potential of making international scholarly impact. Substantial publication of research at an internationally recognized level (beyond the research question and data used for the PhD dissertation). Proven ability to participate in and develop research collectives as well as international networks.	An internationally recognized research profile aligned with the department's research strategy. A sustained and sizable research output in academic recognized outlets. Research quality is crucial, and some publications should be published by top field journals and/or university presses. Potential for reaching the highest top discipline journals and/or presses. Strong presence in international networks, research associations, and scholarly debates. A solid track record of successful management of collective research projects.
Education	Teaching experience is not expected. However, reflections about teaching are required and experience with related activities are considered as an advantage.	The application must hold a PhD or the equivalent in political science or related fields. For Assistant Professors and Postdoc with teaching obligations: - Documented experience with teaching and/or supervision. - A strong teaching potential aligned with the department's educational profile. - A keen interest in developing teaching skills, new teaching formats and/or courses.	A strong teaching profile that demonstrates ample experience with various teaching and supervision formats as well as good teaching performance on a consistent basis. Proven ability in the development and implementation of new pedagogical or didactical techniques. Successful completion of a pedagogical training course ("Lecturer Training Programme" or equivalent).[2]	An excellent teaching profile that reflects solid experience with and continuously good results of teaching and supervision at all levels. A strong track record in leading and teaching specialized courses as well as broad generic courses (e.g., introductory and methods courses within Political Science and/or Journalism). Experience with mentoring of early career scholars in teaching development. A strong track record in developing effective and innovative teaching formats and courses. Documentation of and commitment to continuous pedagogical and didactic training.
External funding	N/A.	Documented experiences with applying for smaller grants (for example travel cost, teaching development etc.) and/or active participation in applications for larger grants (often with a senior as PI).	Documented participation in fundraising and coordination of research projects. A clear and realistic plan for attracting external funding within the coming 5 years.	Success with securing larger external grants as principal investigator. An ambitious plan for attracting external funding for collective research projects within the coming 5-10 years.
Academic • Citizenship • Management • Leadership	Good interpersonal skills that contribute to a good psychosocial work environment.	Contributions to collaborations and networks internationally and nationally. A proven willingness to contribute to the social and professional life of the Department and/or the research group.	Motivation for and ability to take leadership in scientific, educational, and departmental development. Contributions to strategic initiatives and administrative tasks at a departmental and faculty level.	Solid experience with participation in strategic initiatives and administrative tasks in previous employments. Solid demonstration of being a positive role model in departmental life or previous employments. Experience with participation in relevant academic committees, research councils, editorial boards etc.
Dissemination	Reflections on the possible practical translation of academic research.	Reflections on the possible practical translation of academic research and some experience with outreach activities.	Experience with and genuine interest in outreach or knowledge-sharing activities. Proven ability to identify societal problems and shape one's own research agenda accordingly.	A solid track record with relevance activities. Proven ability to engage with relevant societal actors and to innovate research dissemination. Experience with participation in relevant regulatory bodies, commissions, public or private boards etc.

The Scholarly Qualification Matrix – Department of Political Science and Public Management, SDU

Job Description

	Research Assistant / PhD Student	Assistant Professor / Postdoc	Associate Professor	Professor
Research	Only for PhD-students: - Plan and carry out a PhD project according to the requirements specified by the PhD School as well as the PhD supervisor. - Take PhD courses as specified by the PhD school.	Plan and carry out research in accordance with the contractual agreements. Publish research in internationally recognized journals and/or publishers.	Continuously publication of peer-reviewed, high-quality research[3] Demonstrate independence from PhD supervisor in a number of research publications (Co-authored work should include other scholars than the PhD supervisors).	Build and develop research agendas and collectives feeding into the overall strategic development of the department strategy. Sophisticated and rigorous analytical capabilities in several sub-fields as well as a proven ability to shape the research agenda in the international scientific community. Lead research collectives and/or projects and support early career scholars through their research.
Education	Only for PhD students: Teach and supervise students according to the PhD plan.	Only for Assistant Professors: - Develop teaching skills. - Develop supervision skills. - Partake the in a pedagogical training course (“Lecturer Training Programme” at SDU).	Contribute to course development and/or to new teaching material. Teaching in specialized courses as well as broad generic courses (e.g., introductory and methods courses). Contribute to the management of study programmes, for example by taking on a leading role or assisting with administrative tasks.	Show strong pedagogical leadership, e.g., by organizing pedagogical conferences or through active involvement in attracting external funding for teaching-related development or initiatives. Participate in study programme management, administration and/or development. International applicants: Strong willingness to learn and eventually teach in Danish.
External funding	Apply for smaller grants (for example travel cost, teaching development etc.) and/or participate in applications for larger grants (often with a senior as PI).	Apply for smaller grants (for example travel cost, teaching development etc.) and/or participate in applications for larger grants (often with a senior as PI).	Gain experience with external funding (e.g., as co-applicant). Work strategically with attracting external funding for yourself and/or medium sized research projects.	Apply for external grant that are of strategic importance to the individual researcher as well as the research section and the department. Work strategically with attracting external funding for collective research projects and/or younger researchers.
Academic • Citizenship • Management • Leadership	Commitment to the department as a workplace. This entails presence on a regular basis.	Proven commitment to the social and professional life of the department and/or research group. A willingness to contribute to collaborations and knowledge exchange within and across the department’s sections as well as to tasks across the department’s educational programmes. Participate in the organisation of workshops and network events.	Being a role model in departmental life, for example by prioritizing department meetings, seminars, and other events, by nursing good work relations with colleagues and being ready to back them up, if need be. Support the development of junior scholars’ research and teaching skills, for example by publishing co-authored work and giving feedback on teaching development.	Being comfortable in a leadership role, which entails working much more for the collective than for oneself. Being a visible role model at the department and helping younger scholars and students with career development. Participate in strategic initiatives at the department on a regular basis and contribute to administrative tasks.
Dissemination	Participate in conferences and present own work.	Participate in conferences and present own work. Disseminate research results for relevant practitioners.	Participate in relevant research and practitioner’s network. Disseminate research results that can contribute to solve societal issues.	Promote the reputation of the department and SDU to research partners and the surrounding world. Ability to innovate research dissemination and help early career scholars at the department to excel in such activities.

[2] There can be made exemptions to this requirement, for example if the applicant has established an academic career in a system that does not offer this training programme or an equivalent.
[3] It is expected that for all scholars with a PhD age above 5 years, at least 3 publications are accepted in peer-reviewed journals or with book publishers within any given 5-year period.

Promotion Programmes at the department

Both the assistant professor tenure-track programme and the promotion programme for associate professors to full professors are a supplement to the department's career and recruiting initiatives and to the normal career paths at the department described in the SQM REEAD. The programmes are not common practice and will only be used rarely to support recruitment and retention in strategically important areas at the department.

The assistant professor tenure track programme

The assistant professor tenure-track programme may be used at the Department of Political Science and Public Management to recruit and/or retain especially talented national and international scholars. The tenure-track programme will only be used to support strategically important areas at the department.

Candidates recruited to the tenure-track programme must fulfil the entry criteria to the assistant professorship in the SQM REEAD and have an extraordinary potential for high quality research and/or teaching.

The application for an assistant professor tenure-track programme must include a suggestion for a tenure-track plan which specifies the goals, the assistant professor will work towards during the tenure-track programme.

The process in the tenure-track programme

The final tenure track plan and the start of the programme will be agreed in a dialogue between the assistant professor, the head of section and the head of department. The length 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 length should be at least 2 years and can be a maximum of 6 years.

The tenure-track plan will be used as an evaluation and assessment tool during the process and in the final assessment to associate professor. Thus, it is important that the plan ensures that the applicant will become qualified on all entry criteria in REEAD for an associate professor position. The plan should be updated continuously during the programme. Progress during the programme should be ensured and discussed by the assistant professor and the head of section annually in the MUS. After the annual status and the MUS, the head of section 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 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 based on that prepare a written

evaluation. The assessment does not count as the final assessment to an associate professorship.

Nominations for the final assessment must be made no later than 6 months before the scheduled end of the programme - i.e., no later than 5 ½ years after the start of the programme. By agreement with the head of department, the final assessment may take place earlier. After a dialogue and agreement with the assistant professor, the head of department initiates the assessment. The assessment will follow the standard rules for an assessment of an associate professors at the department and be made by a normal assessment committee. If the assistant professor is not assessed qualified for an associate professorship, the assistant professor will end his or her employment at the department. The university can, however, offer the assistant professor one extra attempt within that specific tenure-track programme expiry.

The promotion programme for associate professors to full professors

The promotion programme for associate professors to a full professorship will be used only in rare and unique cases at the department, either to retain an associate professor at the department (staff retention), or in cases where the department seeks to attract a particular excellent candidate for a strategic important area (staff recruitment). However, most employees at the department are expected to follow the ordinary career track described in the SQM REEAD.

There will be used open calls for the promotion programme to retain especially talented staff every 2-3 year at the department. In exceptional circumstances, an associate professor can be recruited into the promotion programme for a full professorship. An application for the promotion programme must include the material required for an associate and/or full professor at the department (described in SQM REEAD) and 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 competencies at full professor level (following REEAD) the applicant will work to achieve during the promotion period. It is important that the applicant is both ambitious and realistic.

To qualify for the promotion programme, the candidate should be able to demonstrate 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 of the REEAD criteria. Furthermore, the applicant must have a special reason for not following the ordinary career track at the department (in the SQM REEAD), for example, the applicant may have taken on a special task or have a long-term project (4-5 years) that requires the applicant's time, so that he or she is not able to follow the traditional career paths.

Thus, inclusion into the promotion programme requires 1) extraordinarily excellent performance, and 2) a specified reason why the applicant is not able to follow the traditional career track. A non-exhaustive list of examples is:

Research: Several publications in the absolute top journals or with the top publishers in the field and plans to pursue future absolute top-publications, which may take time from other tasks in a specified period.

Education: Taking the lead in developing a new educational programme, a larger educational innovation project (a current example at the department is 'Future Education (FU)'), and/or continuously and excellent study programme management through several years.

External funding: Secured elite grants (e.g., an ERC grant or the like) and a special effort to secure additional elite grants in the coming years.

Academic Citizenship: Building up a strong research group within a specific field and/or taking on leadership of a research section.

Dissemination: Continuously and very strong dissemination efforts with a wide societal range, demonstrating innovative collaborations with practitioners, media, and key societal actors (an example of the department is 'The centre for media research and innovation (MFI)').

Appointment to full professor in the promotion programme requires that the candidate lives up to all the entry criteria for a full professorship outlined in the departments SQM REEAD and the goals formulated in the promotion programme.

The process towards promotion to full professor

The promotion plan for the process and the start of the programme will be agreed in a dialogue between the associate professor, the head of section, and the head of department. The length and content of the programme 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 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 and in the final assessment to full professor. 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. The plan should be updated continuously during the programme.

Progress during the programme should be ensured and discussed between the associate professor and the head of section annually in the MUS. After the annual status and the MUS, the head of section informs the head of department of the progress.

The annual MUS will be supplemented by a mid-term evaluation of the promotion programme, 2-4 years after the start. 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, presented by the associate professor, interview the associate professor, and based on that prepare a

written evaluation. The assessment does not count as the final assessment to a full professorship.

Nominations for the final assessment must be made no later than 6 months before the scheduled end of the programme - i.e., no later than 7 ½ year after the start of the programme. By agreement with the head of department, the final assessment may take place earlier. After a dialogue and agreement with the associate professor, the head of department initiates the assessment. The assessment will follow the standard rules for an assessment of full professors at the department and be made by a normal 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 programme. The university can, however, offer the associate professor an extra attempt within that specific promotion programme expiry. However, the final assessment can only take place a maximum of two times.

Appendix A: 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.

Entry criteria

The entry criteria for a given job category in the SQM must 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, must 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 must 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 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 must 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
- Actively 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)

Appendix B: Appointment Procedure

The procedure for appointment and/or promotion starts with an official announcement of the position regulated by Danish law. All applicants for appointment must meet the requirements for documentation stated in the officially announced position. Positions will be announced within the research areas of the department.

Applicants for PhD scholarships will be assessed by an assessment committee appointed by the Faculty of Business and Social Sciences, including members representing the department's research areas. Applicants for research assistant positions will be assessed by an internal member of the department.

For all other academic positions, the appointment consists of two stages: 1) evaluation in an assessment committee, and 2) (possibly) interview and evaluation in a hiring committee. University regulations ensure an equal gender representation on the assessment and hiring committees. In figure 1 and 2 below is more information about the role of the assessment and hiring committees in the application process.

Figure 1. The Assessment Committee

The assessment committee will assess if the candidates are qualified/not qualified for a position. The committee make the assessment based on the applicant's merit and talent – i.e., their proven abilities and potential in relation to all five REEAD dimensions: (1): Research; 2): Education; 3) External Funding; 4) Academic citizenship, management, and Leadership; and 5) Dissemination and societal relevance) in the Scholarly Qualification Matrix (SQM).

Special attention will be given by the assessment committee to the applicants track record within research and research-based teaching (REEAD dimension 1 and 2). High quality is crucial in both dimensions. Criteria in the other dimensions (dimension 3, 4, and 5) will also add to the assessment (these dimensions are especially important for permanent positions, e.g., associate professor and full professor positions). To be offered a position, the applicants must therefore be assessed qualified within all five entry criteria in REEAD (A guide for the work in the Assessment Committee is presented in Appendix A). The assessment committee must take into account any family- or work-related leave when assessing an applicant.

The composition of the assessment committee adheres to the guidelines of the university and the faculty. Applicants for postdoctoral research fellowships and assistant professorships (not tenure track) will be assessed by an assessment committee consisting of a minimum of two internal established researchers within the department's research areas.

Applicants for associate professorships, tenure-track positions and full professorships will be assessed by an assessment committee consisting of minimum two external and one internal member. The external members are selected among recognized researchers within the field. The head of department nominates the assessment committee. The Academic Council approves the head of department's proposal for external committee members, followed by a final approval by the dean.

When the assessment committee is appointed, the candidates will be informed of this and will be given seven days to object to the composition of the committee in case of conflicts of interest in relation to the assessors/assessment committee. The candidates will also have seven days to comment on the assessment by the assessment committee when the assessment is made available to the candidate.

Figure 2. The Hiring Committee

Following a positive evaluation by the assessment committee, applicants *may* be invited for an interview with a hiring committee that typically consists of the head of department, the vice head of department, the head of section or a representative from the relevant research section, and at least one additional representative from another research section in the department. For appointment to full professor, a representative from the dean's office also participates in the interview. The purpose of the interview with the hiring committee is to assess the applicant's overall match with the strategic aim for the department and for the research unit. The applicant will therefore be evaluated equally on all five REEAD dimensions in the SQM by the hiring committee. For an outline of the topics that may be covered in the interview, see Appendix C. As a part of the hiring process for associate and full professors, the applicant may be asked to hold a teaching session within a selected field. The interview, together with the report from the assessment committee and the evaluation of the teaching session, forms the basis for the appointment decision. The head of department makes the final recommendation to the dean.

Appendix C: Interview with the hiring committee

Following a positive assessment by the assessment committee, the applicants *may* be invited for an interview with a hiring committee. The purpose of this interview is to provide the basis for the assessment of the applicant's overall qualifications and fit with the department. This information will form the basis for the head of department to make the final recommendation to the dean.

At the interview, candidates are expected to discuss their experience and plans in the context of the Scholarly Qualification Matrix. For the interview, the applicants may be asked to prepare for the following topics/questions or a selection of these:

1. A brief presentation of your teaching portfolio.

2. A presentation of your reflections regarding your general approach to teaching and how you have implemented it. You are encouraged to reflect on how you can contribute to improving the pedagogical practice at the department in the long term.

3. A presentation of your experience of supervision (bachelor, master, and PhD levels) and reflections on your role as supervisor.

4. A presentation of your experience with community building and your contributions to administrative tasks.

5. A presentation of your work with societal relevance and knowledge exchange outside of academia.

6. A presentation of your research agenda, your experience with research management, and external funding, and what we can expect from you in this respect.

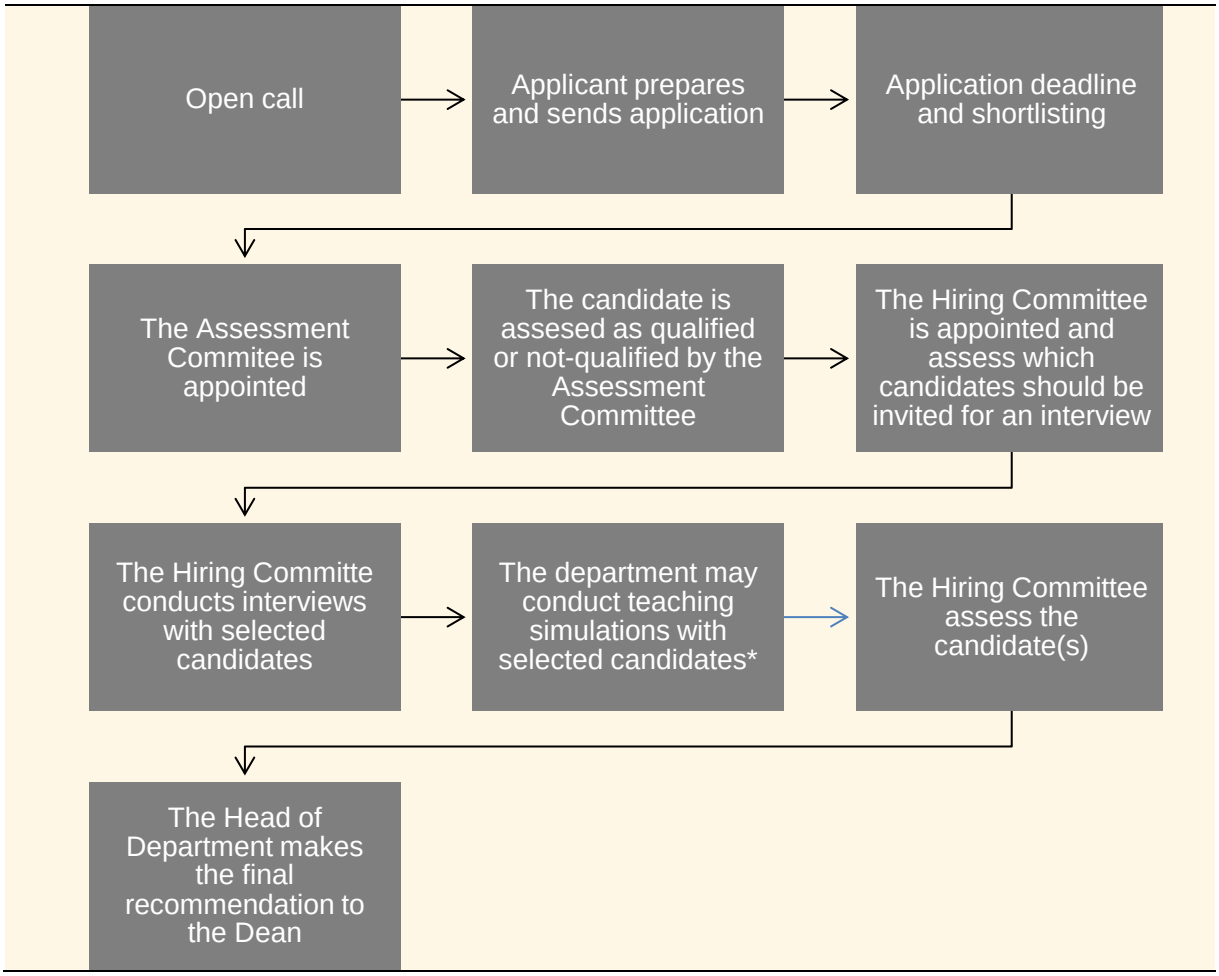
7. Your thoughts on how you can contribute to the development of the research section as well as the overall development of the department.

Other relevant topics for the position may be included.

The interview will typically last from 30 minutes to one hour. The applicants are expected to prepare a presentation addressing the requested topics and should leave time for questions and comments on all subjects.

Feedback from the interview will be given after the interview.

Appendix D: The application process



Note: There are several hearings in the application process that are not included in the figure. The applicant will, for instance, have seven days to object to the composition of the Assessment Committee as well as seven days to object to the assessment by the Assessment Committee. *Associate and professors only.

Appendix E: Guidelines for the teaching simulation (associate professors and professors only)

Following a positive assessment by the assessment committee, the applicants (associate professors and professors) who have been invited for an interview with a hiring committee may be asked to conduct a teaching simulation. The teaching simulation will be included in the hiring committee's evaluation of the applicant.

For the teaching simulation, the applicants will be asked to prepare for the following:

1. A 45-minute teaching session on a given subject or field provided by the department.

   And,

2. Short written statement addressing a given didactic challenge set by the department

   or,

3. A course description designed so that it fits into one of the Departments educational programmes. The suggestion should include a detailed study plan and a syllabus.

The teaching session will be evaluated by a panel of peer and student representatives. The applicant will be evaluated on the ability to:

- Clearly communicate the subject
- Maintain the attention of the student, e.g., by applying different pedagogical or didactic techniques
- Incorporate research, knowledge derived from research and real-world examples in your teaching session
- Activate and interact with the students

The products from the teaching simulation, including the evaluation of the teaching session, will be included in the hiring committee's evaluation of the applicant.

Feedback from the teaching simulation will be given after the final assessment of the applicants.

Appendix F: Guidelines for the content of teaching portfolio (assistant professors, associate professors, and full professors only)

The teaching portfolio must include:

1. Pedagogical idea/basic view

A presentation of personal reflections about problems related to university teaching, e.g.,

- The guiding pedagogical thread of your practice (incl. your teaching principles)
- An explanation of the relationship between your pedagogical practice and the aims and competency goals of the relevant educations
- The pedagogical considerations that govern your choices
- Your view of your own role as a university teacher
- Your expectations of your students
- How you view the pedagogical perspective adopted by SDU (student-centred learning)

2. Teaching experience:

A presentation of previous and current teaching tasks and experiences in educational development and planning.

- A complete list of the applicant's previous teaching activities clearly specifying the applicant's role in these activities (e.g., course responsible, co-teacher in parts of the course, instructor etc.)
- Student evaluations from all courses within the last three years
- Experience with course development and/or study programme management as well as the applicant's
- Experience with teaching within different educational levels (bachelor, master, PhD, executive)

3. Pedagogical competences

Description of a typical assistant professor educational programme or another qualifying pedagogical education.

- Documentation of "Lecturer Training Programme" or equivalent, and relevant assessment statements/diploma.[4]

Other relevant documentation on development of pedagogical competence, e.g.,

- Pedagogical job functions

[4] Candidates whose previous position did not enable them to attend an equivalent course must document their teaching qualifications in another way and may, if deemed necessary, be prepared to complete the course in their first year of employment

- Brief courses in pedagogy
- Conferences (with and without a paper)
- Pedagogical development project
- Contributions to pedagogical development
- Informal courses on teaching pedagogy
- Other courses and work with pedagogical relevance

4. References on contact persons from the study management from previous employments at universities are encouraged.

The portfolio may include:

- general contribution to teaching programmes
- extra-curricular activities of educational programmes, e.g., contributions to events, fairs, high school presentations, or study trips.