

Scholarly Qualification Guidelines

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Scholarly Qualification Guidelines

1 Purpose

This memo contains guidelines for the appointment of academic staff (Research Assistant, PhD Fellow, Postdoctoral Research Fellow, Assistant Professor, Associate Professor, Professor with Special Responsibilities (WSR) and full Professor) in the Department of Marketing & Management. The memo is intended as a guide for both internal and external applicants, as a reference for career choices at annual individual performance and development reviews, for ongoing mentoring and as a guide for committees engaged in recruitment.

The memo 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.

2 Appointment Procedure

The appointment process starts with the official announcement of the position as regulated by Danish law and supplementary regulations defined by SDU. It is crucial that applicants submit the supplementary documentation specified in the official announcement. Positions will be announced within the academic fields of marketing and management. The appointment process consists of two stages: assessment and (possibly) interview.

Applicants for *Research Assistant*, *Postdoctoral Research Fellow* and *Assistant Professor* roles will be assessed by an internal committee, consisting of a minimum of two established researchers (e.g. associate professors) within marketing or management.

Applicants for *PhD studentships* will be assessed by a committee appointed by the Faculty of Social Science including members representing business economics in general.

All other applicants will be assessed by a committee composed of both internal and external researchers within marketing or management. The composition of the Assessment Committee adheres to University and Faculty guidelines. A typical Assessment Committee consists of two external and one internal member. The external members are selected from among internationally recognised researchers within the field. The Chair (and potentially one more internal member) is selected among Associate Professors (for Research Assistant, Postdoctoral Fellow, Assistant Professor and Associate Professor), Professors WSR (for Postdoctoral Fellow, Assistant Professor and Associate Professor) or full Professors (for Postdoctoral Fellow, Assistant Professor, Associate Professor, Professor WSR and full Professor) at the Department. At the suggestion of the relevant

Head of Research Unit, 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.

Following a positive evaluation by the Assessment Committee, applicants *can* be invited for an interview with an Appointment Committee that typically consists of the Head of Department, the Vice Head of Department for Education, a representative from the relevant Research Unit, and at least one additional representative from another Research Unit in the Department. For appointment to WSR/full Professor, a representative from the Dean's office and two representatives of the Academic Council also participate in the interview. University regulations ensure an equal gender representation on the Assessment and Appointment Committees.

The purpose of the interview is to assess the applicants' overall suitability, and in particular qualifications that are not directly related to their research and publication record. The Department encourages applicants to consider synergies between quality and relevance as described in the Faculty strategy. For an outline of the topics that may be covered in interview, see Appendix 2. The interview, together with the report of the Assessment Committee, forms the basis for the appointment decision. The Head of Department makes the final recommendation to the Dean.

3 Appointment Criteria

Appointments are made on the basis of cumulative contribution to the profession and to the institution in relation to length of active academic career (as opposed to biological age), and on the expectation of future contributions.

3.1 Scholarly Qualification Matrix (SQM)

Specifically, applicants must have achieved an acceptable record across six scholarly dimensions: research, teaching, knowledge exchange, fundraising for research, community building, and academic administration. The Scholarly Qualification Matrix (SQM) sets out the criteria for an appropriate record within each dimension and for each specific position type (Appendix 3). The criteria in the SQM do not represent the absolute minimum requirement (unless otherwise specified) but rather function as a set of guiding criteria that preferred applicants should fulfil. The criteria are cumulative across all levels, meaning that to attain appointment to full Professor, for example, the applicant should meet the criteria at *that* level of appointment *as well as* all criteria listed at lower levels. Possible fulfilment of certain criteria at higher levels and/or exceeding targets at the level applied for is advantageous and may in certain cases compensate for shortcomings in other dimensions. The final decision as to level of achievement against the criteria lies with the Assessment Committee.

3.1.1 Research

As the production of original ideas and concepts through high-quality research is a primary objective of the Department, applicants' research ability is of key importance. Research is thus considered the most important dimension of the SQM, since it is the foundation for achieving a satisfactory level in the other dimensions. Research alone is however not sufficient, satisfactory performance in the other five criteria must also be demonstrated.

Researchers at the Department are expected to aim for the most prestigious and relevant journals and book publishers in the fields of marketing and/or management, as outlined in Appendix 1. While the outlets presented in Appendix 1 are not considered to be the only relevant ones, publications herein serve as a heuristic for evaluating the applicants' research performance. If candidates have not published in the top ranked journals in the field, they should demonstrate a willingness to aim for the most recognised academic outlets internationally within the research area, and have a realistic strategy to achieve this level of performance within the next few years. Applicants for roles at the level of Postdoctoral Fellow and above are expected to demonstrate the ability to produce at least two high quality publications (currently defined as *Uddannelses- og Forskningsministeriets Bibliometriske Forskningsindikator* (BFI) level 2) every five years.

Other research output, such as publications in other notable outlets, editing books or special issues, best paper and/or reviewer awards as well as presentations at internationally recognised conferences, seminars, workshops etc. in the field, are also taken into account. Unpublished manuscripts may be relevant for the assessment, as they demonstrate an applicant's current research. When these are submitted with the application, revise and resubmit letters from target journal must be included.

Co-authorships are encouraged and seen as a positive display of research collaboration. It should be emphasised, however, that applicants are evaluated on the basis of their individual research contribution, and it is therefore crucial to document these through co-authorship declarations for the articles submitted with the application, clearly describing the nature and extent of the applicant's work.

Applicants are expected to document progression in the degree of independence in their scholarly contributions. Such progression may be reflected by an increasing number of single-authored publications, by an increasing independence from an applicant's PhD advisor, or in other ways such as co-authorships with junior scholars.

Finally, applicants for *Professorships WSR* are encouraged to define a specific project which will benefit the Department and/or the Research Unit that they plan to complete during the term as Professor WSR. This project can, but is not required to hinge on interdisciplinary research, educational innovation, or non-

academic impact. It is crucial that such projects are aligned with or presented in the context of the research strategy of the Department and the relevant unit.

3.1.2 Teaching

Sharing original scientific output through high-quality study programs is crucial to the Department, and applicants should therefore thrive in the interaction with students and (eventually) be able to develop new teaching formats, courses, and entire educational concepts or programs. In their application, applicants must include a teaching portfolio, documenting their teaching philosophy, the development of courses, teaching and teaching assistance as well as a description of the education level (bachelor, master, PhD, executive). It is considered essential that the applicants provide careful reflections on their teaching philosophy and methods, rather than merely documenting teaching activities. In this respect, the simple display of student satisfaction ratings alone is considered insufficient. The administration of teaching programs must also be documented, and associated managerial principles must be explained.

Applicants for associate professorships and higher levels of appointment must have passed a pedagogical training course ('adjunktpædagogikum', or equivalent), and relevant assessment statements from this course should be submitted as part of the application. International candidates who have not attended 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.

3.1.3 Knowledge Exchange

Since original ideas can only have impact if they are communicated, applicants are expected to communicate, interact, network and cooperate with a range of agencies and individuals. Relevant knowledge exchange activities include publications in Danish and international professional journals, feature articles, books or book chapters in teaching or debate books, presentations for relevant audiences (e.g., business), appearance in public media, teaching activities outside the University, alumni activities, and participation in regulatory bodies, research councils, commissions, and boards etc. The extent and aim of such activities should be presented and connected to research quality, linking quality and relevance as noted previously.

3.1.4 Administration

Effective administration is crucial for the successful operation and continued development of the Department. The Department therefore seeks applicants, who are interested in and have experience with administrative tasks such as (co-)organising workshops or conferences, internal committees, assessment committees, membership of study boards or committees of education program reforms, education profile responsibility etc. Experience with project management, management of research groups 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 prioritise their research profiles, whereas for senior researchers, administrative activities carry a higher weight.

3.1.5 External Funding

It is essential that applicants have experience of fundraising, as external funding is crucial in maintaining and enhancing the quality of the research pursued by the Department. When evaluating fundraising performance, three factors are of particular relevance: the size of the grant, the competitiveness of the funding scheme, and the applicant's role in the application process. Success with securing prestigious grants (e.g. ERC grants) and applying as principal investigator or partner are particularly relevant, especially for senior researchers. Demonstration of willingness to, and experience in obtaining research grants may also be included.

3.1.6 Community Building

For research in the Department to reach its full potential, it is important that all members of the Department take a proactive part in meeting the goals of the Research Unit, the Department and the Faculty. Consequently, the Department seeks colleagues who not only help and support each other, but also are present and visible in the Department and actively engage in projects within the Department and/or their respective Research Unit.

In addition to fulfilling these Departmental commitments, Department members are expected to contribute to the broader academic communities with which they are affiliated. Nurturing international ties is essential for the continued advancement of these communities and for strengthening the Department's position.

Evidence of such activities may include documentation of editorial work, acting as a reviewer, conference organisation, governing role in relevant network or organisation and other similar contributions.

3.2 General Criteria

In addition to the SQM dimensions, the following general criteria determine whether an applicant will be offered a position in the Department:

- Fit between the applicant's qualifications and experience and the Research Unit's needs
- Fit between the applicant's qualifications and the expectations stated in the position announcement
- Fit between the applicant's academic profile, potential for development of that profile, and the Research Unit's strategy
- The applicant's current and expected interest and commitment to the Research Unit's and the Department's daily operation and future development
- The applicant's general personality and behaviour

4 Appendix 1: Target Journals

Publications in top academic journals are important. When assessing the top journals that are widely held to be the most prestigious within marketing and management, we refer to the ABS-list of journals. In recognition of the specific foci of the research groups, we have further identified five sets of target journals. These reflect the current publication priorities for each of the Department's Research Units. The tables represent the priorities of the Department, but it is also recognised that other journals are relevant within each research field. While publications in relevant, highly regarded journals are expected, the Assessment Committee can deviate from this criterion based on reasonable and justified arguments for the good scientific quality of the research.

4.1 Research Unit-Specific Target Journals

RESEARCH UNIT	TARGET JOURNALS	BFI level (2019)
Consumption, Culture and Commerce	Journal of Consumer Research	2
	Journal of Marketing	2
	Marketing Theory	2
	Journal of Consumer Culture	2
	Consumption, Markets & Culture	1
Strategic Organization Design	Academy of Management Review	2
	Administrative Science Quarterly	2
	Management Science	2
	Organization Science	2
	Strategic Management Journal	2
International Business and Entrepreneurship	Journal of International Business Studies	2
	International Business Review	2
	Journal of International Marketing	2
	International Marketing Review	1
	Journal of International Entrepreneurship	1
Management of People	Organization Studies	2

Management of People	Human Resource Management (Wiley)	2
	Organization	2
	Management Communication Quarterly	2
	Human Relations	2
Centre for Integrative Innovation Management	Research Policy	2
	Journal of Product Innovation Management	2
	Technovation	2
	Creativity and Innovation Management	2
	Industry and Innovation	1

5 Appendix 2: Interviews

At interview, candidates will be expected to discuss their experience and plans in the context of the Scholarly Qualification Matrix (see Appendix 3) regarding:

1. Research agenda: current and future along with experience of research management (if appropriate) and what the Department can expect from you in this respect.
2. Teaching portfolio, including (where appropriate) examples of types of courses (level and content) you have taught and/or helped develop.
3. Reflections regarding your general approach to teaching. You are strongly encouraged to relate your reflections to relevant pedagogical literature and illustrate how you have implemented your teaching philosophy in one of your course descriptions. In your presentation you should also include reflections on how you can contribute to improving the pedagogical practice at the Department in the medium to longer term.
4. Supervision of student projects and theses (at bachelor, master, and PhD levels) and reflections on your role as supervisor.
5. Attracting external funding and departmental administration activities.
6. Your thoughts on how you can contribute to the overall development of the Department.

The interview will typically last one hour, candidates should allow time for questions and discussion on all topics.

Candidates will receive feedback after the interview.

6 Appendix 3: Scholarly Qualification Matrix

	Research Assistant/PhD	Postdoc / Assistant Professor	Associate Professor	WSR Professor	Full Professor
Research	Relevant masters degree in marketing, management or other relevant field. Evidence of experience (eg Masters thesis) and aptitude for research.	Relevant doctoral degree in marketing, management or other relevant field. A promising research pipeline aligned with the Department's research profile and publishable in the Department's target outlets.	Publications in the Department-wide or group-specific target journals. A coherent research pipeline aiming for publication in the Department-wide or group-specific target journals. A coherent research program developing.	A substantial record of publications with solid progression in the Department-wide or group-specific target journals. An ongoing coherent research program. Research leadership and standing in the relevant community.	Significant and sustained research output in the Department-wide or group-specific target journals. A realised and ongoing coherent research program. Bibliometric indicators showing a research agenda with substantial impact.
Teaching	Evidence of genuine interest in teaching	Some experience with teaching (including teaching assistantships) or demonstration of a genuine interest in teaching.	A breadth of teaching and supervision experience at bachelor and master levels. High-quality teaching evaluations. A proven ability to implement reflections on teaching philosophy. Experience with course design, including the alignment of content, methods, and examination forms. Successful completion of a pedagogical training course ('adjunktpædagogikum' or equivalent).	A substantial breadth of teaching and supervision experience at different levels (bachelor, master, PhD, executive education). Course responsibility. Experience as a teaching mentor for colleagues.	Experience of developing (or comprehensively revising) and/or managing educational programs.

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	Research Assistant/PhD	Postdoc / Assistant Professor	Associate Professor	WSR Professor	Full Professor
Knowledge exchange	Evidence of genuine interest in outreach activities.	Some experience with, or genuine interest in, outreach activities.	Experience with external communication. Collaboration projects with external stakeholders. Talks/presentations to external stakeholders.	Presence in non-academic media. Initiation of research projects that tackle societal problems.	Significant presence in non-academic media. Outreach publications directed at external stakeholders. Strategic and sustained collaboration projects with external stakeholders. Membership of committees, advisory boards and the like.
External funding	Not applicable	Some experience in applying for individual grants, e.g. travel grants.	Demonstration of involvement in application process for external grants or involvement in projects funded by external research grants. Awarded grants including individual grants, e.g. travel grants.	Demonstration of experience as principal investigator in grant application process for external grants. Grant ownership for collective grants. Experience as principal investigator or work package leader in successful grant applications. Ability to formulate strategic linkages between own research programme and grant applications.	Substantial track-record of acquiring individual and/or collective grants. Significant contributions to fundraising strategies of either the research unit or Department - preferably in connection with own research programme.

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	Research Assistant/PhD	Postdoc / Assistant Professor	Associate Professor	WSR Professor	Full Professor
Community building	Participation in internal departmental workshops/colloquia.	Conference presentations. Participation in workshops / colloquia.	Participation in relevant workshops, colloquia, and conferences. Guest lectures or research presentations at other research institutions. Peer review for relevant journals according to the Department's group-specific outlets.	Peer review, memberships of editorial boards, or editorships for relevant journals according to the department's group-specific outlets. Hosting and coaching typically younger guest researchers.	Professional service and leadership roles in academic associations. Development and initiation of academic networks.
Administration	Not applicable	Not applicable	Participation in study board activities and other departmental duties.	Management of administrative or research projects. Involvement in management of research group. Responsibility for internal committees like assessment committees, PhD assessment or similar. Membership in study boards or committees of education program reforms, education profile responsibility, etc.	Solid track-record of successful research management, e.g. being head of research groups, leader of research programs, leader of large projects with collaboration with private and/or public organizations. Strategy development processes for research group, Department or Faculty level – may include education reform programmes or accreditation processes. Experience of international assessments, e.g. PhD assessment, evaluation of research for research funding bodies (e.g. EU, national research foundations and similar). Involvement in internal recruitment processes.

