

Qualification Guidelines

Department of Sociology, Environmental and Business Economics, SDU

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1. Purpose

The purpose of this document is to clarify the criteria for attaining a position as Postdoc, Assistant Professor, Associate Professor, and Full Professor at the Department of Sociology, Environmental and Business Economics, University of Southern Denmark, Esbjerg. The document is intended as a guide for internal candidates, outside applicants who desire a position in the group, and external assessment committees. It is complementary to the general rules and governmental regulations for job advertisements and external evaluation procedures. Appendix 1 and 2 is entre and post promotion guidelines. These matrixes are expected to be used before a new position or in a position. In MUS these guidelines are used to discuss the work balance and focus needed in the job and to enter or be promoted to a new position.

2. Department of Sociology, Environmental and Business Economics

The research at the Department is organized in three research groups and in applied research centers. Every researcher is employed at the Department and belongs to one research group. The researchers can also be attached to a center as affiliated. Therefore, the guidelines describe the general qualification guidelines as well as some specific guidelines for each research group. The three research groups are: Sociology (SOC), Markets, Organization and Behaviour (MOB) and Management and Economics of Resources and the Environment (MERE). In appendix 3-5, the three research groups explain their research field and focus areas.

3. Procedure for Appointment

The procedure for appointment starts with an official announcement of the position regulated by Danish Law and supplementary regulations defined by SDU. All applicants should meet the requirements for documentation stated in the officially announced position. The documentation submitted must comply with the criteria stated here.

Applicants for Research Assistant, Postdoc and Assistant Professor will be assessed by an internal committee, consisting of at least two recognised researchers in the research field of one of the research groups. All other applicants will be assessed first by an external committee of recognized researchers within the relevant research field. The composition of the Assessment Committee adheres to the guidelines of the University and the Faculty. A typical Assessment Committee consists of two external and one internal member. Members of the external committee are selected among nationally and internationally established researchers in the field. The chairman is internal with a seniority minimum at the level of the advertised position. The Academic Council approves the Head of Department's proposal for external committee members, followed by a final approval by the Dean.

The Assistant Professor tenure track programme is common practice for the international job market in economics and it is commonly applied at our Department to recruit national and international scholars. The tenure track is regarded as a necessity to be competitive on the international job market to recruit candidates of highest international standards in areas of high competition.

The promotion programme for Associate Professorship to Full Professorship is a new practice at SEBE. Both associated professors at the Department and newly hired Associated Professors can follow this programme. It is the Associate Professor who apply for the promotion programme (see appendix 6). SEBE will use this program for applicants with high documented competencies to become Professor according to the guidelines for admission (appendix 1).

Following a positive assessment by the committee and review of an internal recruitment committee, applicants may be invited for an academic presentation at the Department and a primary interview. This primary interview is with the assessment committee, consisting typically of the Head of Department, the Vice-Head of Department for Education, the head of the relevant research group, and the chairman of the external committee. Other tenured and non-tenured members of the Department may also secondarily interview the candidate during the day, individually or in a group. The purpose of the primary interview is to provide the basis for an assessment of the applicant's overall qualifications according to REEAD, and his/her fit with the research group, including the strategies of the Faculty, the Department, and the research group.

Information from the primary interview and feedback from secondary interviewing, together with the assessment from the assessment committee will form the basis for the final decision on employment. The Head of Department will make the final recommendation to the Dean.

4. General qualification criteria

To be assessed qualified; there must be evidence of the applicant's contributions within their fields and their contributions to their institution(s), according to the level of seniority. Positions are awarded based on the cumulative contributions that have been made to the profession and to the institution, and with reasoned expectations of future contributions. Successful applicants must have achieved a record of research, teaching, and services to their institutions and the profession that is appropriately reflective of their time in the field and the position for which they have applied.

Postdoc

The main focus of a Postdoc is research, with additional teaching responsibilities (including supervision), and some minor administration within the research group. Although not required, it is positive when Postdocs contribute to knowledge exchange by, inter alia, dissemination of research and participating in the public debate. A suitable candidate for a postdoc position should demonstrate interest in pursuing an academic career and aim at applying for, at least, an Assistant Professorship within the next two to three years. The position as Postdoc entails a time-limited contract.

Assistant Professor/Tenure Track Assistant Professor

The main focus of an Assistant Professor is research, within the context of developing and growing his/her teaching responsibilities (including supervision), and some limited administration within the research group and Department. It is positive and to some extent expected that an Assistant Professor contributes to knowledge exchange by, inter alia, dissemination of research, participating in the public debate, participating in external funding applications and completion, and participating in relevant committees.

A suitable candidate for an Assistant Professor position should demonstrate interest in pursuing an academic career and aim at applying for an Associate Professorship after three years. He/she should also have a profile, which makes him/her likely to embark on a successful career at the Department. Appointment to a position as Assistant Professor normally entails a time-limited contract, but can be tenure-tracked, if so announced.

Associate Professor

Associate Professors provide a valuable mix of previous research and teaching experience together with vivacity and drive to continue to develop both with further depth, and in some cases increased breadth. They should be a vibrant member of the research groups and discipline's intellectual community. While this is most important in the research context, it is also valuable in teaching and in cooperation with external partners. Further, the Associate Professor is expected to take on more significant administrative responsibilities within the research group and Department. As the position conveys tenure, departmental fit is a vital criterion for appointment.

The main obligations of Associate Professors are research, teaching and external funding. Furthermore, Associate Professors are expected to contribute to knowledge exchange by, inter alia, dissemination of research and to participate in the public debate. Moreover, the position will involve research management, fundraising and contributions to the academic society as such, some supervision of junior colleagues and PhD students, and participation in assessment committees.

Professor

Promotion to Professor is considered a mark of personal distinction in academic citizenship and academic scholarship. The main difference from Associate Professor is therefore that Professors are expected to provide

research leadership to the research group in question as well to the Department and University.

The Professor provide a valuable mix of previous research and teaching experience together with vivacity and drive to continue to develop both with further depth, and in some cases increased breadth. Professors should be vibrant members of the research groups and discipline's intellectual community, and furthermore should expect to take leadership in these areas to grow not only their own research agenda but also the complementarities, skills, and outputs of the research group. The Professor is expected to take on administrative responsibilities within the Department, University, and discipline as well as significant guidance and leadership for research development within the group. Next to a fit to the research group, departmental fit is also a vital criterion for appointment. Professors are expected, not only to participate, but to take leadership in all REEAD areas (see below).

REEAD Matrix

Applicants must have achieved an acceptable record across five scholarly dimensions: Research, Education, External funding, Academic citizenship and Dissemination, knowledge exchange and societal contribution.

The REEAD Entry Guidelines (appendix 1) and Job Promotion Guidelines (appendix 2) sets out the criteria for an appropriate record within each dimension and for each specific position type. The criteria in the REEAD 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. Fulfilling the criteria in the REEAD does not provide a person with the right to claim to be promoted.

Research

As the production of original ideas and concepts through high-quality research is a primary objective of the Department, an applicant's research ability is of key importance. Research is considered the foundation for achieving a satisfactory level in the other dimensions. Criteria for research publication in the REEAD should be 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 three 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 each research group at the Department, as outlined in appendix 3, 4 and 5. While the outlets presented in the appendices are not considered to be the only relevant ones, publications herein serve as a metric for evaluating the applicants' research performance. Candidates are expected to, to some extent, publish in the top-ranked journals in the areas and which the research group designates as relevant (see appendix 3.-5).

Other research output, such as publications in other notable publications, books, book chapters, edited volumes or special issues, best paper and/or reviewer awards as well as presentations at internationally recognized conferences, seminars, workshops, etc. in the field, are also considered. Other such research output should be up to the committee to evaluate. Unpublished manuscripts/working papers may be relevant for the assessment, as they demonstrate an applicant's current research. If such manuscripts are submitted, it is encouraged to provide the status of the manuscripts. If the manuscripts

are referred to as papers under revise and resubmit or reject and resubmit, such letters from the target journal must be included.

Co-authorships are encouraged and are seen as a positive display of research collaboration. However, applicants are evaluated based on their individual research contribution, and co-authorship declarations for the articles submitted with the application should be included, if possible.

Applicants will be expected to demonstrate that their scientific contributions are more or less independent. In particular, applicants for an Associate Professorship are encouraged to demonstrate independence from the applicant's PhD supervisor.

It is expected that for all scholars with a PhD-age above 5 years at least 3 peer-reviewed papers are accepted for publication within any 5-year period.

The applicants should present a research statement with an outline of the applicants' future research topics and a presentation of their pipeline of working papers. In the description of the research plan, applicants should demonstrate a willingness to aim for the most recognized academic outlets internationally within the research area.

Education

Disseminating original research output through teaching in high-quality study programs is crucial to the Department. Applicants should, therefore, thrive in the interaction with students through teaching and supervision, 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, a description of the education level (bachelor, master, PhD, executive) as well as their study management experiences. 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. It is expected that candidates demonstrate the ability to implement reflections on their teaching philosophy.

The applicants are also encouraged to document their general contribution to and management of teaching programs. Also including their ability to play a role in student life by contributions to non-lecturing activities of educational programs, e.g., contributions to fairs, events, high school presentations, etc.

Applicants for Associate Professorships and higher levels of appointment must have passed a pedagogical training course ("Lecturer Training Programme" or equivalent), and relevant assessment statements/diploma from this course should be submitted as part of the application. Candidates who have not attended an equivalent course must document their teaching qualifications in another way and may, if deemed necessary, be required to complete the course in their first year of employment. It is expected that the applicants can supervise (and preferably also teach) in Danish after having been employed for five years at a Danish university. This holds in particular for promotion to Full Professor.

Teaching performance is an essential criterion for promotion as research performance is, and performance in other areas cannot be a substitute for meeting this criterion.

External funding

The Department need a significant amount of external funds to create the best position for securing high level resources and activities. It is essential that applicants can document a willingness and experience with fundraising. Applicants are expected to document a willingness and/or capability to attract external funds. To show how they have participated as juniors or have involved juniors in external funding activities and have participated in larger external funding activities as seniors.

The researchers are expected to participate in different ways to attract external funds both public and private. Experience is needed both as individuals but even more important in collaboration with other internal and external partners.

The researchers at SEBE are expected to take part in interaction with a broad range of external actors as described below also to support high level of external funding.

Academic citizenship

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 and who contribute to create a positive environment 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 or (co-)organizing workshops or conferences, internal committees, assessment committees, etc.

Additionally, 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 membership of study boards or committees of education programme reforms, programme responsibility, etc. Experience with project management, management of research units 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, Postdocs and Assistant Professors) who are expected to prioritize their research profiles, whereas for senior researchers, administrative activities carry a higher weight.

The applicants will get credit for documented community building, administrative and research management activities.

Dissemination, knowledge exchange and societal contribution

Applicants are in collaboration with the communications department expected to communicate, interact,

network, and cooperate with a range of agencies and individuals outside the University. Relevant knowledge exchange activities include publications in Danish and/or international media, 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, 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 research agenda.

Credit will be given to applicants demonstrating the ability to communicate scientific knowledge to groups outside academia.

General Criteria

In addition to the REEAD 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 Department'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

Other relevant considerations may be considered.

Continuous Development

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

Appendix 1 Qualification Matrix

Entry guidelines at SEBE

	PhD Fellow	Postdoc	Assistant professor	Tenure Track Assistant Professor	Associate Professor	Full Professor
Research	Master's degree, in Sociology, Consumer and Business Behaviour or Environmental and Resource Economics or another relevant field. Evidence of aptitude for research.	Doctoral degree in Sociology, Consumer and Business Behaviour or Environmental and Resource Economics or another relevant field. Promising research and pipeline aligned with the Department's research profile and publishable in the Department's target outlets.	Doctoral degree in Sociology, Consumer and Business Behaviour or Environmental and Resource Economics or another relevant field. A particular promising research potential and pipeline aligned with the Department's research profile and publishable in the Department's high level target outlets.	Doctoral degree in Sociology, Consumer and Business Behaviour or Environmental and Resource Economics or another relevant field. A particular promising research potential and pipeline aligned with the Department's research profile and publishable in the Department's high level target outlets. 6 year TT position.	The applicant is established in the field. Publications of which at least one is in the Department's highlevel target journals (see appendix For each RG). Three to four publications are expected. Coherent research potential and pipeline aiming for publication in the Department's high level target journals.	Have an established high level reputation in the field. Significant research output, of which at least four publications are in the Department's high-level target journals. It is expected that at least 3 peer-reviewed papers are accepted for publication within any 5-year period (see appendix For each RG). Internationally recognized academic leadership is expected.
Education	Genuine interest in teaching.		Some experience with teaching (including teaching assistantships) or demonstration of a genuine interest in teaching.	Some experience with teaching (including teaching assistantships) or demonstration of a genuine interest in teaching.	Extensive experience in teaching and supervision at bachelor and master levels and/or experiences with adult or continues education. A proven ability to implement reflections on teaching philosophy for example by relating it to teaching evaluations. Role as Head of Studies or other programme	A substantial experience in teaching and supervision at different levels (bachelor, master, PhD, and/or experiences with adult, continues education and executive education). Role as Head of Studies or other programme management roles. Course responsibility. Clearly demonstrate how to play a role in

					management roles. Experience with course design, including the alignment of content, methods, and examination forms. Successful completion of a pedagogical training course. Contribution to non-lecturing activities of educational programs at bachelor or other levels.	the students learning experience. Experience as a teaching mentor for colleagues. Experience of developing (or comprehensively revising) programs. Contribution to non-lecturing activities of educational programs at all levels.
External funding					Demonstration of involvement in application process for external grants or involvement in projects funded by external research grants.	Demonstration of Experience and success with large external funding projects is expected, jointly with the ability to formulate strategic linkages between own research publications and grant applications.
Academic citizenship			Conference presentations. Participation in workshops / seminars / colloquia. Inviting speakers for seminars.	Conference presentations. Participation in workshops / seminars / colloquia. Inviting speakers for seminars.	Organizing relevant workshops, colloquia, and conferences. Participation in academic study board activities or other departmental duties. Actively contribution to the development of the relevant research unit Demonstration interest in learning Danish.	Hosting and coaching younger researchers. Solid track-record of successful research management, e.g., being head of research units, leader of research programs. Strategy development processes for research unit, Department, or faculty level – may include reform of educational programs or accreditation processes. Experiences as PhD supervisor. Involvement in internal recruitment processes. Editor or reviewer experiences are welcomed

						examples. Demonstration of a willingness to learn Danish within 5 years if new in Denmark. Willingness to speak and understand Danish if the candidate has already been employed at a Danish university for several years.
Dissemination, Knowledge exchange and societal contribution	Evidence of genuine interest in outreach activities.	Some experience with or genuine interest in outreach activities.	Some experience with or genuine interest in outreach activities.	Some experience with or genuine interest in outreach activities.	Collaboration with communications department to be present in nonacademic media. Active contribution to communication to nonacademics when involved. Collaboration projects with external stakeholders. Talks/presentations to external stakeholders.	Collaboration with communications department to be present in nonacademic media. Initiation of research projects that tackle societal problems. Outreach publications directed at external stakeholders. Collaboration with external stakeholders. Membership of committees, advisory boards, and the like.

Appendix. 2 Qualification –

Matrix Promotion guidelines at

SEBE

	PhD Fellow	Postdoc	Assistant Professor	Tenure Track Assistant Professor	Associate Professor	Full Professor
Research	Comply with the norm stated in the PhD school; Carry out the PhD research project, take PhD courses and engage in the relevant Department's academic events.	Contribute to the project according to the description of the position. Present and publish the research in recognized journals.	Establish an individual research agenda. Being part of the research group and the Department.	Fulfill Tenure Track requirements. Establish an individual research agenda. Being part of the research group and the Department.	Develop own international research through high level publications and projects in collaboration with the research environment at the Department and outside (see appendix for each RG). Active and sometimes leading in the research group activities. Taking part in interdisciplinary research is appreciated	Maintain an established high-level reputation in the field and a significant research output, with continuing publications in the Department's high-level target journals. It is expected that at least 3 peer-reviewed papers are accepted for publication within any 5-year period. (see appendix for each RG) Conduct and publish research individually as well as collectively. Recognized and continuing internationally academic leadership is expected. Initiate and lead collaborative research projects. Maintain and further develop the relevance of the research. Taking part in interdisciplinary research is appreciated

Education	PhDs with teaching contracts engage in activities complying with	No teaching expected. If possible, can take on obligations	Teach the assignments agreed. Help develop and administer selected	Fulfill Tenure Track requirements. Teach the assignments	Teach and supervise at bachelor and master levels. Supervision of PhD	Teach and supervise at bachelor and master levels. Supervision of
	the norm stated in the PhD school		teaching areas. Participate in SDU's Lecture Training Programme.	agreed. Help develop and administer selected teaching areas. Participate in SDU's Lecture Training Programme.	students. Work with and develop teaching also in relation to teaching evaluations. Design and develop courses including the alignment of content, methods, and examination forms. Contributing to non-lecturing activities of educational programs.	PhD students. And younger colleagues. Head or participate in research group leadership. Work with and develop teaching also in relation to teaching evaluations. Design and develop courses including the alignment of content, methods, and examination forms. Act as a teaching mentor for colleagues. Lead the development of and/or manage educational programs. Contributing to non-lecturing activities of educational programs.
External funding	Apply for funds in relation to the PhD	Can contribute to the generation of funding if it is part of the project	Participate in applications together with senior colleagues.	Fulfill Tenure Track requirements. Participate in applications together with senior colleagues.	Being active and sometimes leading in application processes for external fundings. Include juniors in application processes. Review applications and help colleagues in other ways to apply for funds	Being active and sometimes leading in application processes for external fundings. Include juniors in application processes. Review applications and help colleagues in other ways to apply for funds Expected to attract funds to the Department.
Academic citizenship	Participate in the Department's seminars and events. Engage in professional collegial relations with fellow students and	Participate and contribute to the environment in relation to the project Can participate and contribute to activities and events in the	Participate and contribute to the seminars, workshops, and similar activities at the Department and international to	Participate and contribute to the seminars, workshops, and similar activities at the Department and international to establish	Participate in and arrange seminars, workshops, and department meetings. Collaborate and co-author with junior faculty. Activities demonstrating	Hosting and coaching younger researchers. Solid track-record of successful research management, e.g., being head of research

	colleagues	Department	establish network	network	research leadership in 'minor scale'. Establish international environment at the Department. Arrange panels/being track chair at international conferences.	units, leader of research programs. Strategy development processes for research unit, Department, or faculty level – may include reform of
					Develop medium tight collaborative network connections to business community. PhD and other assessment committee work. Be active in learning Danish.	educational programs or accreditation processes. Involved in internal recruitment processes. PhD and other assessment committee work. Be active in learning Danish within 5 years if new in Denmark.
Dissemination, Knowledge exchange and societal contribution	Communicate research plans and findings from the PhD in relevant settings	Only expectations if part of the project	To a limited degree engage in outreach activities in collaboration with communications	To a limited degree engage in outreach activities in collaboration with communications	Collaborate with communications department to be present in nonacademic media. Active contributing to communication to nonacademics when involved. Establish and develop collaboration projects with external stakeholders. Talks/presentations to external stakeholders.	Collaborate with communications department to be present in nonacademic media. Initiate research projects that tackle societal problems. Publish outreach directed at external stakeholders. Collaborate with external stakeholders. Membership of committees, advisory boards, and the like.

Appendix 3: The Sociology Research Group

The research focus of the group is on community, culture and emerging forms of sociality and social organization, mostly (but not exclusively) in a Danish context. A substantial part of the research activities of the group focuses on rural life and rural development and/or on the span between informal everyday life interaction and the organized civil society, referring broadly to organizations and other forms of social cooperation that are placed in the public sphere but operating outside of (although sometimes in close cooperation with) the governmental and for-profit sectors. Finally, members of the group explore the impact of digitalization on culture and social life. See [homepage of the group](#)).

The Research Group has an open and inclusive approach to various disciplines and methods within the sociological field, and researchers frequently engage in cross-disciplinary work. The diversity of topics and perspectives that characterizes the work of the group readily lends itself to methodological pluralism, and in many cases research projects involve a mixed-methods approach. Commonly used methods include surveys, semi-structured interviews, sensory ethnography, participant observation, document analysis, interventions and (historical) source critical method.

The sociology group has ambitious research goals with respect to quality, academic impact, and societal relevance. We generally aim at publishing articles in high-ranked peer reviewed general sociology journals, in relevant and highly regarded thematic journals (for instance within the field of rural sociology) and book chapters in anthologies published by highly regarded publishing houses.

Specific aims of the sociology group include:

- *Attract external funding to research projects.* One important long-term factor for the sustainability and further development of the group of Cultural Sociology is the ability to attract external funding to research projects and programs.
- *Conduct research in collaborations with municipalities, regions and civic movements* to ensure that research have high value and relevance for the surrounding society.
- *Members of the Research Group should take active part in meeting the goals of the Research Group, Department and Faculty.*
- *Ensure that more of the Research Group's own research becomes an integrated part of the courses offered in the study programs in Cultural sociology, both at the BA and the MA programmes.*
- *Ensure that more of the Research Group's own research becomes an integrated part of supervision of PhD students and students.*

Appendix 3.2 On the Publications and the Quality of Academic Journals

The Research Group, as a rule of thumb, acknowledges the existence of a potential correlation between the ranking of a scholarly journal and the quality of an individual publication from this journal. Although articles published or accepted for publication in (highly) ranked journals are generally seen as a clear sign of (high) research quality, the categories defined below cannot replace an individual evaluation. Thus, the assessment committee will individually evaluate the quality and contribution of each article submitted by the applicant.

The Sociology Group does not adhere strictly to one particular list of sociology journals but lists such as those provided by Google Scholar or Social Science Citations are used as reference in order to set a guiding principle for a journal's quality, especially when it comes to general sociology journals. Hence top journals in general sociology include journals that are in the top twenty on such lists, for instance American Sociology review, European Sociology Review, Sociology, Sociological Theory, Theory Culture and Society, Sociology of Religion, and several others.

However, because of the niche character of some of the focus areas of the Sociology Group, the specific relevance and quality of leading field journals is often not reflected in general rankings of scholarly journals. Thus, we also value publication in journals which are – from the Research Group's point of view – top field journals within the different focus areas of the group. Such journals include Journal of rural studies, Rural Sociology, Sociologia Ruralis, Journal of Youth Studies, Health Risk and Society, Civil Society, Social Compass, European Planning studies,

Finally, the Research Group considers invitations to contribute to international anthologies on specific themes as reflective of a researcher's standing and reputation within an international scientific community. Hence book chapters in anthologies published in international top publishing houses will also be seen as indicators of quality.

Appendix 4: The Research Group “Markets, Organization, and Behaviour”.

The research focus of the RG “Markets, Organization, and Behaviour” is on consumer and business behaviour based on microeconomics and other theories from social sciences. The group analyses (1) the business enterprise and its markets, i.e. its interactions with customers and competitors, and (2) organizational and management aspects of the enterprise. The groups’ research approach is based on theoretically founded empirical analyses of economic behaviour of individuals, households, or business enterprises.

Within this theoretical and methodological focus, the Research Group has, additionally, defined two thematic priority areas, on which most of the research activities are focused: (a) the energy sector and (b) the experience sector (sport, event, media and tourism). The variety of subfield perspectives (marketing, management, and economics) combined with the clear focus on only a few specific sectors offers a nationally and internationally unique and highly competitive combination, which provides ground for leading-edge and high-quality research. The analysis of the behaviour of consumers and businesses is typically based in microeconomic demand theory, theories of buyer behaviour, institutional and behavioural theories, and innovation theory. The analysis of organizational aspects is typically approached from an industrial organization background.

The RG’s strategy aims at ambitious research goals with respect to quality and academic impact and is targeted at publishing in (a) high-ranked peer-reviewed general interest journals and (b) relevant and highly regarded peer-reviewed field journals.

The RG “Markets, Organization, and Behaviour” strongly focuses on theoretically founded empirical analyses. Although the group’s members enjoy absolute academic liberty in the choice of the appropriate method, the quantitative analysis of individual-level data (microdata) on the economic behaviour of individuals, groups, or business enterprises constitutes the core research method of the Research Group. The microdata used in the Research Group’s quantitative research are typically collected using cross-section and panel surveys, censuses, transaction data, or social experiments and can include both revealed and stated preferences. Additionally, the Research Group uses further innovative, state-of-the-art methods to collect microdata such as eye-tracking. The analysis of microdata is thereby subject to problems of complex survey methodology, departures from simple random sampling assumptions, problems of sample selection, measurement errors, and incomplete and/or missing data. Dealing with such issues in a way that can support valid inferences from the estimated quantitative models requires the use of advanced designs and (statistical) methods.

Hence, the Research Groups’ empirical research draws, for example, on micro econometric choice modelling, experimental studies, quasi-experimental research designs, and register research. Occasionally, also qualitative methods or mixed methods designs are employed.

Appendix 4.1 On the quality of academic journals

The Research Group, as a rule of thumb, acknowledges the existence of a potential correlation between the ranking of a scholarly journal and the quality of an individual publication from this journal. Although articles published or accepted for publication in (highly) ranked journals are generally seen as a clear sign of (high) research quality, the categories defined below cannot replace an individual evaluation. Thus, the assessment committee will individually evaluate the quality and contribution of each article submitted by the applicant.

The Research Group stipulates the ABS list (Association of Business Schools) as their reference list to set a guiding principle for the assessment of journal quality. Basically, the Research Group defines the journals

listed as level 3–4* on the ABS list as high-quality journals. Additionally, other lists like the French list (Comité National de la Recherche Scientifique, Categorization of Journals in Economics and Management) or the ABDC list (Australian Business Deans Council) are acknowledged too. Hence, journals which are level 1 or 2 on the French list or level A–A* on the ABDC list are seen of similar high-quality as journals listed as level 3–4* on the ABS list. Publications in peer-reviewed journals, which are ranked on lower levels of the mentioned lists as well as on the BFI list for journals, are seen as an indicator of – at least – decent quality. A “revise and resubmit” from a relevant peer-reviewed journal – as long as documented by the editorial decision letter/e-mail – will already be seen as a sign of the respective quality.

The RG “Markets, Organization, and Behaviour” is strongly concerned about so-called predatory publishing practices whether it is as open access or not. Applicants are encouraged to check whether the outlets for their research follow proper academic practice (inter alia, blind peer-review). Notwithstanding, the group acknowledges the positive aspects of open access publishing and explicitly accepts publications in open access journals, which strictly follow proper academic principles, as eligible publications. Journals, which obviously do not follow these principles, do not meet the criterion of scholarly quality and relevance.

Appendix 4.2 List of relevant field journals

The research profile of the Research Group covers specific thematic priority areas (described above). However, because of the niche character of these focus areas, the specific relevance and quality of the leading field journals is often not reflected in general rankings of scholarly journals.

Thus, the following list contains specifies journals, which are – from the Research Group’s point of view – the top field journals within the different focus areas of the group. Although publications in these journals are not required, it increases the likelihood of being assessed as qualified by an assessment committee and being considered relevant for the position.

EXPERIENCE ECONOMY

Sports Economics:

- Journal of Sports Economics
- International Journal of Sport Finance

Sport Management:

- Journal of Sport Management
- European Sport Management Quarterly
- Sport Management Review

Sport Marketing:

- Sport Marketing Quarterly

Media Economics:

- Journal of Media Economics
- Journal of Cultural Economics

ENERGY

Energy Management and Marketing:

- Energy Policy
- Energy Economics
- Energy Research & Social Science
- International Journal of Energy Sector Management

Appendix 5: The Management and Economics of Resources and the Environment (MERE) Research Group

The Management and Economics of Resources and the Environment (MERE) group is an internationally trained and outwardly focused group of scholars who research specific economic issues pertaining to the uses of the interlinked biosphere, ecosystems, energy, and climate. The disciplinary focus is on environmental and resource economics and management including energy economics and risk analysis.

The group's vision is to become a leading European academic research and education unit in the field of environmental and resource economics, building off these issues, and to do so within a framework of policy relevance and impact. The ambition is to distinguish ourselves within our broader European scientific research community as represented by the European Association of Environmental and Resource Economists, the BIOECON network, IIFET, the International Association for Energy Economics, and the (US-based) Association of Environmental and Resource Economists.

The vision for the Research Group, and its individual members, is thus:

- To develop academic excellence in the study of Environmental and Resource Economics;
- To develop a strong policy of relevance and impact in cooperation with select partners;
- To maintain and deepen Environmental and Resource Management as an educational program closely related to Environmental and Resource Economics and the group's research; and
- To grow our resources to further support our current successes and goals in research in the above topics.

This is a vision of choice. It promotes academic excellence and gives research, and research-oriented teaching and knowledge exchange, priority relative to other tasks. Broad dissemination is rewarded as a positive feedback mechanism, as dissemination of results is an integrated and integral part of research activities. Policy networking and impact are emphasized as tools of relevance and as means to build academic excellence insofar as networking and impact help scholars build research agendas.

The Environmental and Resource Management educational program is already a success. We wish to maintain this success, which requires strong teaching and student engagement.

Appendix 5.1 On the quality of academic journals

The Research Group, as a rule of thumb, acknowledges the existence of a potential correlation between the ranking of a scholarly journal and the quality of an individual publication from this journal. Although articles published or accepted for publication in (highly) ranked journals are generally seen as a clear sign of (high) research quality, the categories defined below cannot replace an individual evaluation. Thus, the assessment committee will individually evaluate the quality and contribution of each article submitted by the applicant.

The MERE group considers the so-called French list (Comité National de la Recherche Scientifique, Categorization of Journals in Economics and Management) as a comprehensive reference list with respect to environmental, resources and energy economics and risk journals. From the French list journals level 1-2 are defined as high-quality journals. However, the list does not include relevant journals that are cross-disciplinary. So, the group does also consider BFI-2 journals published within the group's thematic areas as high-quality journals. Finally, BFI-1 and BFI-2 classification system are used when it comes to books and book chapters.