

# Appointment Guidelines - Scholarly Qualification Guidelines Interdisciplinary Centre on Population Dynamics (CPop)

## Summary

*The Interdisciplinary Centre on Population Dynamics (CPop) is home to ambitious researchers who explore cutting-edge topics within demography, biodemography and its pluri-disciplinary ramifications. We recruit colleagues to ensure research output at a high international level and to offer an internationally competitive education programme. To be qualified for a position at the Centre, candidates are evaluated along five dimensions: Research, Education, External funding, Academic citizenship, and Dissemination (REEAD). This document describes the understanding for each of these criteria, and the Scholarly Qualification matrix summarizes the Entry/ Promotion criteria for academic positions. Additionally, it describes the Entry criteria for Promotion programmes (Tenure Track – Assistant Professor, Promotion Programme for Associate Professors).*

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## Version history

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## Contents

<b>Summary</b> .....	<b>1</b>
<b>Purpose</b> .....	<b>3</b>
Appointment Procedure.....	3
Note on ‘tenure track’ in the Danish context.....	4
Appointment Criteria.....	5
<b>Scholarly Qualification Matrix</b> .....	<b>5</b>
Research .....	5
Education.....	7
External funding.....	7
Academic citizenship .....	8
Dissemination: Research outreach and application.....	9
General Criteria .....	9
Continuous Development.....	10
<b>Appendix 1: Publications – Centre’s target journals</b> .....	<b>11</b>
<b>Appendix 2: Job Interviews</b> .....	<b>12</b>
<b>Appendix 3.1 Scholarly Qualification Matrix: Entry/ Promotion Criteria</b> .....	<b>13</b>
<b>Appendix 3.2: Job Description for Academic Positions</b> .....	<b>16</b>
<b>Appendix 3.3 Promotion Programmes: Entry criteria</b> .....	<b>21</b>

## Purpose

This memo contains guidelines for the appointment and promotion of academic staff (Research Assistant, PhD Fellow, Postdoctoral Research Fellow, Assistant Professor, Associate Professor, and Full Professor) at the Interdisciplinary Centre on Population Dynamics (herein Centre). The memo is intended as a guide for both internal and external applicants, as a career development reference at annual individual performance reviews (Employee Development Dialogue – EDD), for ongoing mentoring and as a guide for committees engaged in recruitment.

The memo serves as a supplement to the general University rules and Government regulations for the announcement of positions and procedures for external assessment, including guidelines for evaluation of research output.<sup>1</sup>

## Appointment Procedure

The procedure for 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 Centre. The appointment consists of two stages: evaluation by an *Assessment Committee* and by a *Hiring Committee*.

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

Applicants for *Research Assistant, Postdoctoral Research Fellow, and Assistant Professor (not tenure track<sup>2</sup>)* will be assessed by an assessment committee consisting of a minimum of two internal<sup>3</sup> established researchers within demography or other relevant fields.

*All other applicants* will be assessed first by an *Assessment Committee* and then potentially by a *Hiring Committee*. The Assessment Committee consists of internal and external recognized researchers within demography and as applicable other relevant fields. It will

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<sup>1</sup> Ministerial order on job structure ([Bekendtgørelse om stillingsstruktur for videnskabeligt personale ved universiteter](#), in Danish)).

<sup>2</sup> "Tenure track" refers to employment where the assistant professor is employed on a track that will lead to an associate professorship if the employee is assessed as qualified for it without having to compete with other applicants. In Denmark, there is no definite job security on positions at the universities.

<sup>3</sup> "Internal" refers throughout the document to researchers employed at SDU.

assess the candidates based on all dimensions of the Scholarly qualification matrix presented in Appendix 3. 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. The external members are selected among internationally recognized researchers within the field. The CPop Director nominates the Assessment Committee.

The Academic Council approves the Centre's Director proposal for external committee members, followed by a final approval by the Dean.

Following a positive assessment by the *Assessment Committee*, the applicants *can* be invited for an interview with the *Hiring Committee*<sup>4</sup>. A Hiring Committee usually consists of the Centre Director, another senior researcher at the Centre, the Chairperson of the Assessment Committee, and at least one additional associate professor or a professor from another research unit. For promotion to full professor, a representative from the Dean's office participates in the interview. University regulations ensure a balanced gender representation on the Assessment and Hiring Committees.

The purpose of the interview with the Hiring Committee is to assess the applicants' overall match with the strategic aim for the Centre.

The Centre encourages applicants to consider synergies between research and societal relevance as described in the Faculty strategy<sup>5</sup>. For an outline of the topics that may be covered in the interview, see Appendix 2. The interview, together with the report of the Assessment Committee, forms the basis for the appointment decision. The Centre Director makes the final recommendation to the Dean.

### Note on 'tenure track' in the Danish context

'Tenure track' is an expression used by official guidelines issued by the Danish Ministry of Higher Education and Science to describe a specific scholarly promotion track. 'Tenure track' means a form of employment in which the assistant professor is employed on a track that will lead to a permanent position if the employee is assessed as being professionally qualified for it without having to compete with other applicants for the job.

In Denmark, there is no definite security on positions at the universities known worldwide as 'Tenure'. The permanent contract equals to time-unlimited contract.

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<sup>4</sup> Internal tenure track candidates with a positive scientific evaluation must be invited for an interview.

<sup>5</sup> [https://www.sdu.dk/en/om\\_sdu/fakulteterne/samfundsvidenskab/moedos/ledelsen/strategi+og+relevans](https://www.sdu.dk/en/om_sdu/fakulteterne/samfundsvidenskab/moedos/ledelsen/strategi+og+relevans)

## Appointment Criteria

Appointments are made based on cumulative contributions 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.

## Scholarly Qualification Matrix (SQM)

Applicants must have achieved an acceptable record across five dimensions: *Research, Education, External funding, Academic citizenship, and Dissemination (REEAD)*.

The Scholarly Qualification Matrix sets out the entry criteria for an appropriate record within each dimension and for each specific position type (Appendix 3). The REEAD criteria 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 REEAD criteria does not provide a person with the right to claim to be promoted.

### Research

As the production of original ideas through high-quality research is a primary objective of the Centre, applicants' research ability is of key importance. Contributions to concepts and methods development as well as innovative theory-based empirical research are important. 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 four criteria must also be demonstrated.

The applicants should present **a research statement** with an outline of the applicants' future research topics, research plan and documentation of the past achievements that will touch upon four criteria for excellence:

1. The primary criterion for excellence in research is innovativeness in opening new research perspectives, breaking unexplored ground, and going beyond the state of the art. **A**

**statement about innovativeness** should be submitted by the candidate. This statement should cite specific publications by the candidate and note any awards or honors for innovativeness. Innovativeness will be assessed based on an applicant's publications and research in progress. Candidates are expected to publish, to some extent, in the top-ranked journals in the area of demography or other relevant related fields (e.g. epidemiology, public health, social policy) (referred to as A in Appendix 1).

2. Because CPop and demography are inherently interdisciplinary, the candidate should also provide **a statement describing the interdisciplinarity** of his or her research in terms of the journals in which the research was published and the disciplines of co-authors. Interdisciplinarity can be demonstrated by publication in multi-disciplinary journals such as Nature, Science, PNAS, PLoS, eLife, Nature Communications, Science Advances, etc, as well as publications with co-authors from more than one discipline, especially if the applicant is first or last author or has played a major role in conceiving, designing or conceptualizing the study or research.

3. CPop is a centre for demographic research and its ramifications, so the candidate should also provide **a statement describing contributions of his or her research to demography**, as evidenced by publications in demographic journals or by providing evidence of close collaboration with demographers or a relevant research plan for working on topics advancing demographic theories and/or methods or advancing research in related fields closely linked to core demographic research areas and concepts.

4. CPop is highly international in terms of research and the backgrounds of researchers. The fourth statement provided by a candidate should describe his or her **International and national experience and network**.

When assessing research output through publications 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. A single-authored publication is a signal per se of an individual research contribution.

Applicants are expected to document progression in the degree of independence in their scholarly contributions. Applicants for 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 7 peer-reviewed papers are accepted for publication within any 5-year period. The 5-year period counts for years spent in academia (and excludes maternity, family and other care/sick leave). This publication threshold is desirable, but should be assessed individually, accounting for quality

and type of publications.

## Education

A capacity to disseminate original research output through teaching in high-quality study programmes is crucial to the Centre and its planned teaching programmes in Demography. 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.

The teaching qualification will be therefore highly relevant in the assessment of the candidate and in all the stages of the hiring process.

In their application, applicants must include a teaching portfolio (details commensurate to the level of academic position they apply to, see guidance in the promotion criteria in Annex 2) documenting their teaching production, 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. Display of student satisfaction ratings alone is welcome but considered insufficient.

The applicant is also encouraged to document their general contribution to teaching programs, including also 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.,  
or eventually development of teaching programmes, teaching administration, and management.

Applicants for associate professorships and higher levels of appointment should 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 prepared to complete the course in their first year of employment.

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

## External funding

External funding is important founding stone of CPop and capacity to acquire external grants

carry great importance in CPop promotion criteria and assessment of job performance. When evaluating fundraising performance, three factors are especially relevant: the monetary size of the grant, the competitiveness of the funding scheme, and the applicant's role in the application process.

Applicants to senior positions are requested to document their activity and successes with external funding and the role they have played in this (e.g., as PI, partner, work package leader or collaborator). Also, applicants to senior positions are, as part of their research statement, asked to reflect upon their future role in external funding and how it can be integrated into the research agenda and how they can take research leadership via external funding by engaging other researchers in grant applications.

For promotion to full professor, it is an essential criterion to have documented success with external funding, and performance in other areas cannot be a substitute for meeting this dimension.

### **Academic citizenship**

For research in the Centre to reach its full potential, it is important that all members of the Centre take a proactive part in meeting the goals of the Centre and the Faculty. Consequently, the Centre seeks colleagues who not only help and support each other, but also actively engage in projects within the Centre and contribute to creating a positive environment at the Centre by being present and participating in day-to-day work-related and social activities at the Center. We highlight the three avenues of Academic 1) citizenship, 2) management, and 3) leadership.

#### **Academic citizenship**

Centre members are 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 Centre's academic position. Evidence of such activities may include documentation of editorial work, workshop/ seminar organization, 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.

#### **Academic Management and Leadership**

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



management activities also contribute positively to the assessment of applicants. Academic management and leadership experience carries a lower weight in the assessment of junior scholars (research assistants, postdoctoral fellows 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: Research outreach and application, societal contribution**

Applicants are 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, especially for higher positions, credit is given to participation in expert groups, collaboration with private sector, research councils, commissions, and boards, etc.

The extent and aim of such activities should be presented and connected to the research agenda.

Credits 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 Centre:

- Fit between the applicant's qualifications and experience and the Centre'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 Centre's daily operation and future development

Other relevant considerations may be taken into account.

### **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.

## Appendix 1: Publications – Centre’s target journals

To assess the quality of the published papers, the system below should be interpreted as a guideline. The assessment committee can deviate from the listed system in particular if the applicants present reasonable and justified arguments for the good scientific quality of papers, and the committee is in agreement. The committee must take into consideration and base their decision on a qualitative assessment of the selected papers that the applicants can submit as part of the application package.

Journals from other fields can also be considered provided the publication in the journal is relevant for the applicant’s research area and/or relevant for the position announced (ex. in the fields of epidemiology, public health, health economics, social policy, etc.). The ranking of the journals is then guided by the relevant field ranking in a SCOPUS-ran platform Scimago<sup>6</sup>.

Unpublished manuscripts may be considered in the assessment. If unpublished manuscripts are under revise/reject and resubmit, revise/reject and resubmit letters must be submitted with the application. In particular for junior scholars, the assessment committee can also take the research potential and activity documented by the list of working papers into account.

We expect applicants to submit co-author statements for co-authored papers if it is possible.

### Demography

For applicants in demography the following indicative system applies.

A) Publications in a top general and top field demographic journals, corresponding to the first quartile (Q1) journals according to a SCOPUS-ran platform Scimago<sup>7</sup>.

B) Publications in other good field journals include journals in the second and third quartile journals according to a SCOPUS-ran platform Scimago<sup>8</sup>.

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<sup>6</sup> <https://www.scimagojr.com/>

<sup>7</sup> <https://www.scimagojr.com/journalrank.php?category=3317&order=sjr&ord=desc>

<sup>8</sup> <https://www.scimagojr.com/journalrank.php?category=3317&order=sjr&ord=desc>

## Appendix 2: Job Interviews

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 applicants' overall qualifications and fit with the Centre. This information will form the basis for the CPop Director to make the final recommendation to the Dean.

For the interview, the applicants will be asked to prepare for the following topics/questions or a selection of these. Other relevant topics for the position may be included. The head of the Hiring Committee will send an e-mail to the applicants emphasizing which topics should have particular focus in the presentation. The topics are the following:

1. A presentation of your research agenda, your experience with research management, and external funding and what we can expect from you in the position in this respect.
2. Your thoughts on how you can contribute to the development of the research unit as well as the overall development of the Centre.
3. A very brief presentation of your teaching portfolio.
4. 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 Centre in the long term.
5. A presentation of your experience of supervision (bachelor, master, and PhD levels) and reflections on your role as supervisor.
6. A presentation of your community building and your contribution to administrative tasks.
7. A presentation of your work with research outreach, knowledge exchange and your societal contribution.

The interview will typically last 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.

The interviews can be supplemented with a paper presentation at the Centre and a trial lecture to support the evaluation of the teaching merits and experiences. A candidate can also be asked to draft and discuss a course description and course plan. Other than above mentioned questions may be asked during the interview.

Feedback from the interview will be given after the interview.

### Appendix 3.1 Scholarly Qualification Matrix (SQM): Entry/ Promotion Criteria

The REEAD is a guideline for the assessment. It is not a guarantee for promotion.

Note: 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.

	Research Assistant/PhD	Postdoc	Assistant Professor	Associate Professor	Professor
Research	<p>Relevant masters degree in demography or other relevant field. Evidence of experience (e.g., Masters thesis) and aptitude for research.</p>	<p>Relevant doctoral degree in demography or other relevant field. A promising research pipeline aligned with the Centre’s research profile and publishable in the Centre’s target outlets (described in Appendix 1). Demonstrated innovativeness in his or her Ph.D.</p>	<p>Relevant doctoral degree in demography or other relevant field. Publications in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1). At least two publications in A) journals as a lead/ contributing author. Other publications from highly-ranked outlets from other disciplines may be considered as sufficient instead, if relevant given the research profile and its alignment with the Centre’s strategy. A promising research pipeline aligned with the Centre’s research profile and publishable in the Centre’s target outlets (described in Appendix 1). Demonstrated innovativeness in his or her Ph.D.</p>	<p>Publications in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1). At least three publication in A) journals as a lead author. Lead authorship in other publications from highly-ranked outlets from other disciplines may be considered as sufficient instead, if relevant given the research profile and its alignment with the Centre’s strategy.  A coherent research pipeline aiming for publication in the target journals. A coherent, overarching research programme. Demonstrated innovativeness and interdisciplinarity in his or her publications to date and current research. Expected number of publications by years in research since PhD are addressed in the above text in the section ‘Research’.  Proven capacity to formulate societal relevance and impact of own research (through talks, publications)..</p>	<p>Significant and sustained research output in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1). More than three publications in A) journals as a lead author. A realised and ongoing coherent research programme. Bibliometric indicators showing a research agenda with substantial impact. An outstanding record of innovativeness and interdisciplinarity. Expected number of publications by years in research since PhD are addressed in the above text in the section ‘Research’.</p>

Education	Evidence of genuine interest in teaching	Evidence of genuine interest in teaching	Some experience with teaching (including teaching assistantships) or demonstration of a genuine interest in teaching.	<p>Documented breadth of teaching and supervision experience at bachelor and master levels relevant for the Centre's profile.</p> <p>High-quality teaching evaluations.</p> <p>A proven ability to implement reflections on teaching philosophy.</p> <p>Experience with course design, including the alignment of content, methods, and examination forms.</p> <p>Successful completion of a pedagogical training course ('adjunktpædagogikum' or equivalent).</p> <p>Contribution to non-lecturing activities of educational programs</p>	<p>Documented substantial breadth of teaching and supervision experience at all levels (bachelor, master, PhD, executive education) in areas relevant for the Centre's profile.</p> <p>Documented Course responsibility.</p> <p>Experience of developing (or comprehensively revising) and/or managing educational programmes.</p> <p>Experience as a teaching mentor for colleagues.</p>
External funding	Not applicable	Some experience in applying for individual grants, e.g. travel grants.	<p>Some experience in applying for individual grants, e.g. travel grants.</p> <p>OR</p> <p>Demonstration of involvement in application process for external grants or involvement in projects funded by external research grants.</p>	<p>Awarded grant(s) in a PI role after PhD.</p> <p>OR</p> <p>A proven success in highly competitive grant schemes as a PI (such as DFF, ERC grant) with proposal ranking in the highest group, even if not finally funded counts as well.</p> <p>Experience as work package leader or co-PI in successful grant applications.</p> <p>Demonstrated ability to formulate strategic linkages between own research programme and grant applications.</p>	<p>Substantial track-record of acquiring individual (as Principal Investigator) and/or collective grants in field relevant to the Centre's profile or strategy.</p> <p>Documented significant contributions to fundraising strategies of either the research unit or Centre - preferably in connection with own research programme.</p> <p>Presenting a plan of funding strategy for his/her own research programme.</p>

Academic Citizenship, Management, Leadership	Participation in internal workshops/colloquia.	Conference presentations. Participation in workshops / seminars / colloquia. Inviting speakers for seminars.	Conference presentations. Participation in workshops / seminars / colloquia. Inviting speakers for seminars. Good work ethics and collegiality.	Contribution to the organization of relevant workshops, colloquia, conferences, and the like. Guest lectures or research presentations at other research institutions. Peer review for relevant journals, especially the Centre's -specific outlets. Hosting guest researchers. A proven commitment to the social and professional life of the department and/or research group. Excellent work ethics and collegiality.	Evidence of research leadership and management, e.g., being head of research units, leader of research programs, and/or taking leadership in the research agenda. Evidence of professional service and leadership roles in academic associations. Membership of editorial boards, and/or editorships for relevant journals, especially the Centre's -specific outlets. Development and initiation of academic networks. Initiation/organization of relevant workshops, colloquia, conferences, and the like within the department's research profile. Solid experience with participation in strategic initiatives and administrative tasks. Solid demonstration of being a positive role model in departmental life. Excellent work ethics and collegiality.
Dissemination	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.	Experience with external communication. Presence in non-academic media. Collaboration projects with external stakeholders. Talks/presentations to external stakeholders.	Evidence of significant presence in non-academic media. Outreach publications directed at external stakeholders. Strategic and sustained collaboration projects with external stakeholders addressing societal challenges. Membership of committees, advisory boards, expert groups and the like.

### Appendix 3.2: Job Description for Academic Positions

This is a guideline for the assessment. It is not a guarantee for promotion.

Note: 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.

	Research Assistant/PhD	Postdoc	Assistant Professor	Associate Professor	Professor
Research	Work on PhD project towards completion at the end of the PhD program.	<p>Plan and carry out research in accordance with the contractual agreements and work plan, usually created together with a senior supervisor.</p> <p>Publish research in internationally recognized journals and/or publishers.</p> <p>The expectation is to submit one paper per year.</p> <p>Engage in professional networks and research collectives, e.g., international conference participation, invited speaker, and the like.</p>	<p>Relevant doctoral degree in demography or other relevant field.</p> <p>A promising research pipeline aligned with the Centre's research profile and publishable in the Centre's target outlets (described in Appendix 1).</p> <p>Demonstrated innovativeness in his or her Ph.D.</p> <p>The expectation is to submit at least one paper per year</p> <p>Engage in professional networks and research collectives, e.g., international conference participation, invited speaker, and the like.</p>	<p>Sustained output in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1).</p> <p>A coherent research pipeline aiming for publication in the target journals.</p> <p>A coherent, overarching research programme.</p> <p>The expectation is to submit one paper per year as a lead author or several as a secondary author.</p> <p>Demonstrated innovativeness and interdisciplinarity in his or her publications to date and current research.</p> <p>Expected number of publications by years in research since PhD are addressed in the above text in the section 'Research'.</p> <p>Build and develop research agendas feeding into the overall strategic development of the centre's strategy.</p>	<p>Significant and sustained research output in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1.</p> <p>A realised and ongoing coherent research programme. Bibliometric indicators showing a research agenda with substantial impact.</p> <p>An outstanding record of innovativeness and interdisciplinarity.</p> <p>Expected number of publications by years in research since PhD are addressed in the above text in the section 'Research'.</p> <p>Build and develop research agendas and collectives feeding into the overall strategic development of the center's strategy.</p> <p>Sophisticated and rigorous analytical capabilities in several sub-fields as well as a proven ability to shape the research agenda in the international scientific context.</p>



Education	Build teaching competencies	If within the job description: Teach and supervise students at both bachelor and master's level. Work with teaching skills, new teaching formats and/or courses.	<p>Teach and supervise students at both bachelor and master's level.</p> <p>Work with teaching skills, new teaching formats and/or courses.</p> <p>Complete pedagogical training course for higher education ("Lecturer Training Programme")</p>	<p>Contribute to the management of study programmes, for example by taking on a leading role or assisting with administrative tasks such as participation in academic study board activities or other departmental/educational duties.</p> <p>Contribute to course development and study programme promotion as necessary and as requested.</p> <p>Teach and supervise students at as needed and agreed both at BA (if relevant) and MA level. Work with teaching skills, new teaching formats and/or courses.</p> <p>Contribution to other non-lecturing activities of educational programs</p> <p>Mentor junior scholars in their didactical development.</p>	<p>Contribute to developing (or comprehensively revising) and/or managing study programmes.</p> <p>Engage in strategy development processes for teaching activities, educational programs, or accreditation processes.</p> <p>Mentor junior scholars in their didactical development.</p>
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External funding	Apply funding for research stay.	Eventually join others in larger grant applications.	Submit own grant applications for smaller grants and join others in larger grant applications.	<p>Submit grant applications to competitive programs, e.g., EU, DFF, Carlsberg or from private foundations.</p> <p>Develop own skills within the field of external funding and research leadership.</p> <p>Invite junior scholars to participate.</p>	<p>Taking the lead in large national or international funding projects.</p> <p>Formulate strategic linkages between own research publications and grant applications.</p> <p>Take research leadership within the field of external funding by engaging other researchers in grant applications.</p> <p>Actively pursuing funding for new colleagues, e.g., PhD scholarships, postdocs,...</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Academic Citizenship, Management, Leadership</p>	<p>Participate in departmental activities such as retreats, seminars, meetings, etc.</p> <p>PhD students contribute to the centre's activities with a total workload of 450 hours.</p>	<p>Conference presentations.</p> <p>Participation in workshops / seminars / colloquia.</p> <p>Inviting speakers for seminars.</p> <p>Contribution to centre's activities as agreed.</p> <p>Good work ethics and collegiality.</p>	<p>Conference presentations.</p> <p>Participation in workshops / seminars / colloquia.</p> <p>Inviting speakers for seminars.</p> <p>Contribution to centre's activities as agreed.</p> <p>Good work ethics and collegiality.</p>	<p>Contribution to the organization of relevant workshops, colloquia, conferences, and the like.</p> <p>Motivation for and ability to take leadership in scientific, educational, and departmental development.</p> <p>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.</p> <p>A willingness to contribute to strategic initiatives and administrative tasks at the departmental and faculty level.</p> <p>Involvement in recruitment processes.</p> <p>Guest lectures or research presentations at other research institutions.</p> <p>Peer review for relevant journals, especially the Centre's -specific outlets.</p> <p>Hosting guest researchers.</p> <p>Excellent work ethics and collegiality.</p>	<p>Being in a position of research leadership and management, e.g., being head of research units, leader of research programs, and/or taking leadership in the research agenda.</p> <p>Evidence of professional service and leadership roles in academic associations.</p> <p>Membership of editorial boards, and/or editorships for relevant journals, especially the Centre's -specific outlets.</p> <p>Development and initiation of academic networks.</p> <p>Initiation/organization of relevant workshops, colloquia, conferences, and the like within the department's research profile. Setting agenda and active participation in strategic initiatives and administrative tasks.</p> <p>Solid demonstration of being a positive role model in departmental life.</p> <p>Adapt a leadership role, which entails working much more for the collective than for oneself. Take responsibility in recruitment processes.</p> <p>Excellent work ethics and collegiality.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dissemination</p>	<p>Evidence of genuine interest in outreach activities.</p>	<p>Some experience with outreach activities.</p> <p>Support the centre in activities for recruiting new students.</p>	<p>Contribution to Centre's outreach activities.</p> <p>Engage in the Centre's activities for recruiting new students.</p>	<p>Contribution to Centre's outreach activities (policy briefs, social media, etc).</p> <p>Presence in non-academic media.</p> <p>Talks/presentations to external stakeholders.</p>	<p>Significant presence in non-academic media.</p> <p>Preparation of outreach publications directed at external stakeholders. Strategic and sustained collaboration projects with external stakeholders addressing societal challenges.</p> <p>Membership of committees, advisory boards, expert groups and the like.</p> <p>Help early career scholars at the Centre to excel in outreach activities.</p>
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### Appendix 3.3 Promotion Programmes: Entry criteria

	Tenure Track – Assistant Professor	Promotion Programme for Associate Professors
<u>Research</u>	<p>Relevant doctoral degree in demography or other relevant field.</p> <p>A promising research pipeline aligned with the core aspects of Centre’s research profile and future strategy and publishable in the Centre’s target outlets (described in Appendix 1).</p> <p>Demonstrated innovativeness in his or her Ph.D.</p> <p>At least three publications in the Top journals in the field of Demography or other relevant field as a lead author.</p> <p>Lead authorship in other publications from highly-ranked outlets from other disciplines may be considered to count among the three publications, if relevant given the research profile and its alignment with the Centre’s strategy.</p>	<p>Publications in the Research Unit-specific target journals or other highly-ranked outlets (under A) in Appendix 1). At least five publications in A) journals as a lead author.</p> <p>Lead authorship in other publications from highly-ranked outlets from other disciplines may be considered to count among the five publications, if relevant given the research profile and its alignment with the Centre’s strategy.</p> <p>A coherent research pipeline aiming for publication in the best target journals.</p> <p>A coherent, overarching research programme that is highly relevant and in line with the Centre’s strategic development plan.</p> <p>Demonstrated innovativeness and interdisciplinarity in his or her publications to date and current research with substantial contribution as main author in both theoretical framing and analytical part.</p> <p>Proven capacity to formulate societal relevance and impact of own research (through talks, publications). Expected number of publications by years in research since PhD are addressed in the above text in the section ‘Research’.</p>
<u>Education</u>	<p>Some experience with teaching (including teaching assistantships).</p>	<p>Documented breadth of teaching and supervision experience at bachelor and master levels relevant for the Centre’s profile.</p> <p>High-quality teaching evaluations.</p> <p>A proven ability to implement reflections on teaching philosophy.</p>

		<p>Experience with course design, including the alignment of content, methods, and examination forms.</p> <p>Successful completion of a pedagogical training course ('adjunktpædagogikum' or equivalent).</p> <p>Contribution to non-lecturing activities of educational programs</p>
<p><u>External Funding</u></p>	<p>Some experience in applying for individual grants.</p> <p>Demonstrated interest in applying for external grants with research ideas that are at the core of Centre's development strategy.</p>	<p>Demonstration of involvement in application process for external grants or involvement in projects funded by external research grants as PI or co-PI.</p> <p>Prior successful acquisition of external research project grants including individual grants as a PI after PhD of substantial value.</p> <p>A proven success in highly competitive grant schemes as a PI (such as DFF, ERC grant) with proposal ranking in the highest group, even if not finally funded, counts as well. Experience as work package leader in successful grant applications. Demonstrated ability to formulate strategic linkages between own research programme and grant applications.</p> <p>Promising, innovative, well advanced plan or an idea of substantial external grant that is highly relevant for and aligned with Centre's strategic development plan.</p>
<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Management</li> <li>• Leadership</li> </ul>	<p>Conference presentations.</p> <p>Participation in workshops / seminars / colloquia.</p> <p>Experience with (co-)organization of scientific and/ or outreach events.</p> <p>Inviting speakers for seminars.</p> <p>Excellent work ethics and collegiality.</p>	<p>Contribution to the organization of relevant workshops, colloquia, conferences, and the like.</p> <p>Guest lectures or research presentations at other research institutions.</p> <p>Peer review for relevant journals, especially the Centre's - specific outlets.</p> <p>Hosting guest researchers.</p> <p>A proven commitment to the social and professional life of the department and/or research group.</p> <p>Excellent work ethics and collegiality.</p>

<p><u>D</u>issemination</p>	<p>Some experience with outreach activities of research findings. Capacity to demonstrate impact through republications in press, social media, impact outside of academia.</p>	<p>Experience with external communication.  Presence in non-academic media.  Collaboration projects with external stakeholders.  Regular talks/presentations to external stakeholders.</p>
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Note: "Tenure track" refers to employment where the assistant professor is employed on a track that will lead to an associate professorship if the employee is assessed as qualified for it without having to compete with other applicants. In Denmark, there is no definite job security on positions at the universities.

## Appendix 4: Promotion Programmes at the Center

Both the assistant professor tenure-track programme and the promotion programme for associate professors to full professors are a supplement to the Centre's career and recruiting initiatives and to the normal career paths at the department described in the Scholarly Qualification Matrix (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 Centre.

### The assistant professor tenure track programme

The assistant professor tenure-track programme may be used at the Interdisciplinary Centre on Population Dynamics 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 centre.

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 CPop Director. 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 CPop Director annually in the MUS.

The annual MUS will be supplemented by a mid-term evaluation of the tenure-track programme typically 2-3 years after the start. The evaluation is a preliminary assessment of how far the assistant professor has come. The CPop Director sets up the evaluation committee with one internal and one external member of CPop. 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 CPop Director, the final assessment may take place earlier. After a dialogue and agreement with the assistant professor, the CPop Director initiates the assessment. The assessment will follow the standard rules for an assessment of an associate professors at the Centre 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 Centre. 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. 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 Centre (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 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.

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 and the CPop Director. 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 CPop Director annually in the MUS.

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 CPop Director 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 CPop Director, 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 centre 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 5: Guide for the Assessment Committee

This is a guide for assessment committees at the Interdisciplinary Centre on Population Dynamics. The guide follows the Centre's Appointment guidelines (this document) and the Scholarly Qualification Matrix (SQM), and we expect members of the assessment committee to read the SQM (Appendix 3) 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. The Research dimension has the highest and the Education dimension the second highest importance in the overall assessment, although 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 reflect the centre'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 the corresponding chapter in this document.