

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, Professor with special responsibilities (WSR), and full Professor at Department of Sociology, Environmental and Business Economics, University of Southern Denmark, Esbjerg Campus.

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 supplementary to the general rules and government regulations for the announcement of positions and procedures for external assessment.

2. Department of Sociology, Environmental and Business Economics

The research at the Department is organized in three research groups and in three applied research centres. Every researcher is employed at the Department and belongs to one research group. The researchers can also be attached to the Centres as their second affiliation. Therefore, the guidelines describe the general qualification guidelines as well as some specific guidelines for each research groups. The three research groups are: Sociology; Markets, Organization, and Behaviour (MOB); Management and Economics of Resources and the Environment (MERE). In appendix 1-3, the three research groups explain their research field and focus areas.

3. Procedure for Appointment

The procedure for promotion 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 submitted documentation should be aligned with the criteria stated here.

Applicants for Postdoc and Assistant Professor will be assessed by an internal committee, consisting of a minimum of two recognized researchers within the research area 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. 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. Representatives from the Academic Council can comment on the Head of Department's proposal for external committee members, before final approval by the Dean.

Following a positive assessment by the committee and review of an internal appointment committee, applicants may be invited for a paper presentation at the Department and a primary interview. This primary interview is with the appointment 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. For appointment to Professor WSR/full professor, the Dean and one or more representatives of

the Academic Council also participate in the interview. 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 (in particular, the applicant's research agenda and teaching qualifications, experiences, and reflections on this), 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 regarding appointment. 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 on the basis of 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. This document outlines criteria for what candidates and evaluators should understand as a desirable record. The applicant provides an academic record that emphasizes research and teaching as essential areas of performance for all positions, and knowledge exchange, administration and research management as additional important areas of performance for WSR/full professor. The full assessment of the applicant's performance involves a multi-dimensional assessment of the criteria outlined.

4.1. 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.

4.1.1. Research

Postdoc candidates must hold a Ph.D. degree from a recognized Ph.D. granting institution by the time of appointment. It increases the likelihood of being qualified by an assessment committee, and being considered relevant for the position, if the applicant already has published in internationally recognized, peer-reviewed journals, has articles with "revise-and-resubmit" status at such journals (documented by submitting an editorial decision letter or e-mail), and/or has presentations at internationally recognized conferences, seminars and workshops etc. in the field. Although not required, some experience with external funding, which might include contributing to the writing of a funding application or the research on a funded project work, the administration of a grant or other funding, or other research or administrative activities reflecting the opportunities available to a PhD student, can help the likelihood of becoming qualified. Reviewer activities for journals, grants or conferences, and related research oriented activities can also help the likelihood of becoming qualified, though they are not required.

4.1.2. Teaching

The applicants should document their teaching philosophy in a teaching portfolio that also includes all teaching, or teaching assistance, experience. Previous teaching is not an explicit criterion for a Postdoc, but willingness, and ability, to teach is required, and proof of such ability from past experiences increases the likelihood of being qualified by an assessment committee.

4.1.3. Other Qualifications

A record of institutional and/or disciplinary governance that might include organization of conferences, workshops, etc., alumni or community outreach, public knowledge transfer via social media or other non-peer reviewed publications (news, blogs), is not explicitly required, but can increase the likelihood of being qualified.

The ability to speak Danish for teaching purposes creates value for the department and is an additional bonus in the assessment as well as a recommendation for development during the Post-Doc, should the position-holder expect to continue at the university.

4.2. 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, 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.

4.2.1. Research

Assistant Professor candidates must have completed the PhD from a recognized PhD granting institution by the time of appointment. The PhD and publications must show solid promise of potential for publishing within international, peer reviewed quality journals and other publication outlets, such as books or book chapters by internationally recognized publishers. This promise should be expressed in a coherent research strategy for the coming years and through a publication strategy.

It increases the likelihood of being qualified by an assessment committee, and being considered relevant for the position, if the applicant already has articles published and/or with “revise-and-resubmit” status at such journals, and/or has presentations at internationally recognized conferences, seminars and workshops etc. in the field. Though not explicitly required, experience with external funding, which might include contributing to the writing of a funding application or the research on a funded project work, the administration of a grant or other funding, or other research or administrative activities reflecting the opportunities available to a PhD/Post-Doc, can help the likelihood of becoming qualified. Reviewer activities for journals, grants or conferences, and related research oriented activities can also help the likelihood of becoming qualified, though are not explicitly required. Expectations that such activities will become part of the responsibility of the assistant professor should be understood.

4.2.2. Teaching

The applicants should document their teaching philosophy in a teaching portfolio that also includes teaching, or teaching assistance, experience. Some previous teaching experience is required, though this may take the form of teaching assistant in certain cases where the assistance included student assessment and in-class teaching. Proof of such ability from past experience increases the likelihood of being qualified by an assessment committee, however overwhelmingly positive teaching evaluations, proven to be ineffective stand-alone measures of teaching, are neither necessary nor sufficient criteria.

Teaching evaluations must be supplemented with the context of the course, its constituents, and reflective assessment in the teaching portfolio. Successful completion of a pedagogical course is not a prerequisite for the position, but is an expectation for the position-holder in the beginning of the appointment, and increases the likelihood of qualification in the assessment.

4.2.3. Other Qualifications

The applicants should demonstrate promise of effective participation in institutional and/or disciplinary governance. This might include organization of conferences, workshops, etc., alumni or community outreach, public knowledge transfer via social media or other non-peer reviewed publications (news, blogs, magazines), participation in university governance activities or disciplinary organization's management. This is not explicitly required, but can increase the likelihood of being qualified, and such duties should be expected in the assistant professor position.

The ability to speak Danish for teaching purposes creates value for the department and is an additional bonus in the assessment as well as a recommendation for development during the Assistant Professor, should the position-holder expect to continue at the university.

4.3. 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 group's and discipline's intellectual community. While this is most important in the research context, it is also valuable in teaching. 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 administration. 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, some supervision of junior colleagues and PhD students, and participation in assessment committees.

4.3.1. Research

Applicants for a position as Associate Professor should have made good contributions to the broad research field and demonstrated the ability to publish original research of high quality. A strong emphasis on one of the relevant research group's thematic priority areas is welcome but not necessary.

The contribution to the discipline should be expressed, as a guiding principle, through a minimum of three articles published or (conditionally) accepted for publication in respectable peer-reviewed journals and books

or book chapters by internationally recognized publishers on level 2 of the BFI list for publishers. At least one journal article needs to be published in a high-ranked journal, see appendix for further information. Also, a research statement should be submitted with an outline of the applicants' future research topics and a presentation of the pipeline of working papers to demonstrate the research potential.

Documentation of attempts to secure external funding (successful or unsuccessful) and/or other external funding experience, which might include contributing to the writing of a funding application or the research on a funded project work, the administration of a grant or other funding, or other research or administrative activities reflecting the opportunities available to an assistant professor is essential. In the case of only unsuccessful funding attempts, the applicant should directly address planned shifts in strategy to improve these outcomes.

4.3.2. Teaching

The applicant must have successfully completed a pedagogical training course, or in the case that such a course was never available, provide sufficient evidence of effective teaching so as to meet the requirements equivalent to the Lecturer Training Program at SDU

(http://www.sdu.dk/en/om_sdu/institutter_centre/c_unipaedagogik/universitetspaedagogikum).

The applicants should document their teaching philosophy in a teaching portfolio that also includes teaching experience. It is considered essential that the applicants document good teaching qualifications and reflections on teaching methods and philosophy, rather than only documenting teaching activities.

Previous teaching experience and the ability and interest to teach courses for which the department has need, and evidence of successful knowledge transfer to students is required. Proof of such ability from past experience should include teaching evaluations. However, as teaching evaluations have proven to be ineffective stand-alone measures of teaching, they are neither necessary nor sufficient criteria. Teaching evaluations must be supplemented with context of the course, its constituents, and reflective assessment in the teaching portfolio. Teaching experience that covers multiple levels (Bachelor, Masters, PhD, supervision) enhances the likelihood of qualification but it is not explicitly required. It should be expected that the associate professor will work to build experience at all levels, as opportunity arises.

Experience in developing and implementing new courses is desirable. If this is missing due to previous position structure, the applicant should include an outline for a course they deem relevant and useful to the department that they would enjoy developing further for implementation. An English language equivalent of C1 is expected. If the applicant has been employed in Denmark as Postdoc or Assistant Professor a nascent level of the Danish language is expected as well as the willingness to continue learning the language.

4.3.3. Other Qualifications

The applicants should demonstrate effective participation in institutional and/or disciplinary governance. This might include organization of conferences, workshops, etc., alumni or community outreach, public knowledge exchange via social media or other non-peer reviewed publications (news, blogs, magazines), participation in university governance activities or disciplinary organization's management. Additionally, applicants should demonstrate their ability to communicate scientific knowledge to the public or groups outside academia. This could, for example, include feature articles, publishing of text books or chapters in text books, presentations outside academia, interviews, teaching activities in continuing education programs and courses, teaching activities outside the university, and alumni activities. Such duties should be expected to continue to develop further in the associate professor position.

Further evidence of scholarly engagement such as presentations at international conferences, workshops, etc., reviewer activities for journals, editorial duties for journals, and related research oriented activities can increase the likelihood of becoming qualified. Expectations that such activities will continue as part of the responsibility of the associate professor should be understood. The ability to speak Danish for teaching purposes creates value for the department and is an additional bonus in the assessment as well as a recommendation for development at the Associate Professor level.

4.4. Professor with special responsibilities (WSR)

The Professor WSR positions provide the research group leadership and direction. Like the associate professor position, Professors WSR 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 group's and discipline's intellectual community, and furthermore should expect to take certain 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 WSR is expected to take on administrative responsibilities within the department, university, and discipline as well as significant guidance for research development within the group.

The Professor WSR position is a limited term position (5 years). Hereafter a position as full professor will be opened. Generally, the position conveys tenure at the Associate Professor level, so departmental fit is a vital criterion. A Professor WSR may have specific tasks associated with the job, relating to the funding source of the position, the scope of the professorship, or other criteria influencing the assessment of success in the position. Any such expectations should be clearly stated in the advertisement of the position.

The main obligations of the Professor WSR are research, teaching, and administration. Furthermore, Professors WSR are expected to contribute to knowledge exchange by, inter alia, dissemination of research, participation in the public debate, etc., when relevant. Professors WSR are expected to be involved in research management, fundraising, supervision of junior colleagues and PhD students, and participation in as well as leadership of assessment committees. Moreover, Professors WSR should take part in the strategic development of the department's research portfolio, development of educational programs, fundraising strategies, and development of knowledge exchange initiatives.

4.4.1. Research

It is expected that a Professor WSR has made significant contributions to the relevant research field and can demonstrate the ability to publish original research of high quality. Furthermore, it is important that the applicant provides evidence of a steady rate of publications, the progression in publications over time, as well as current research activity in the form of recent publications.

The applicants are evaluated on the basis of their personal contribution. In most cases, such contributions take the form of published peer reviewed journal articles. However, other research outputs, which can be considered, are books and book chapters published by internationally recognized publishers, scientific reports, as well as conference papers presented at highly competitive conferences. A fit with respect to the theoretical and methodological focus of the relevant research group is required. A strong emphasis of past publication activities on one of the research group's thematic priority areas will increase the likelihood of being assessed qualified, and being considered relevant for the position, but is not necessary.

Experiences with external funding and international research network activities is required, which could include being participants of large projects with collaboration with private and/or public organizations, leader of work packages in projects, or main or co-applicant for research funding.

It increases the likelihood of being assessed qualified by an assessment committee, and being considered relevant for the position, if the applicants can demonstrate successfully significant impact of their research. This may include experience with reviewer activities for journals and conferences, experience with research management, attracting substantial external funding, international research network activities, presenting specific citations and numbers of citations of the applicants' publications, by being on the editorial board of recognized academic journals, by editing books or journal special issues, by being on scientific or other academic committees or boards, by being invited keynote speaker at conferences, by receiving best paper and/or reviewer awards, or by other means demonstrating the impact of their research.

Also, the applicants should present a research statement with an outline of the applicants' future research topics and a presentation of the pipeline of working papers, as well as how they can assist in developing the profile of the research group.

4.4.2. Teaching

The applicant must have successfully completed a pedagogical training course, or in the case that such a course was never available, provide sufficient evidence of effective teaching so as to meet the requirements equivalent to the Lecturer Training Program at SDU (http://www.sdu.dk/en/om_sdu/institutter_centre/c_unipaedagogik/universitetspaedagogikum).

The applicants should document their teaching philosophy in a teaching portfolio that also includes teaching experience. It is considered essential that the applicants document good teaching qualifications and reflections on teaching methods and philosophy, rather than only documenting teaching activities.

For the position as WSR/full professor, a significant teaching activity should be presented. The applicants should demonstrate that they have been course responsible for several courses, where they demonstrate and reflect on the implemented pedagogy. Moreover, the ability to, and interest in, teaching courses for which the department has a need will be seen as a strength. The applicants should have been supervisor on bachelor or master theses. Also, the applicants should have been successfully involved in supervision of PhD students, either as main or co-supervisor.

Finally, evidence of successful knowledge exchange to students is required. Proof of such ability from past experience should include teaching evaluations. However, as teaching evaluations have proven to be ineffective stand-alone measures of teaching, they are neither necessary nor sufficient criteria. Teaching evaluations must be supplemented with the context of the course, its constituents, and reflective assessment in the teaching portfolio. Teaching experience that covers multiple levels (Bachelor, Master, PhD, supervision) enhances the likelihood of qualification but it is not explicitly required.

Experience with developing and implementing new courses is required. If this is missing due to previous position structure, the applicant should include an outline for a course they see as relevant and useful to the department, and which they would like to develop further for implementation.

An English language equivalent of C1 is expected. If the applicant has been employed in Denmark as postdoc or assistant professor, a nascent level of the Danish language is expected as well as a willingness to learn the language.

4.4.3. Other Qualifications

Applicants are encouraged to demonstrate the impact of their research. Additionally, applicants should demonstrate their ability to communicate scientific knowledge to the public or groups outside academia. This could, for example, include feature articles, publishing of text books or chapters in text books, presentations outside academia, interviews, teaching activities in continuing education programs and courses, teaching activities outside the university, and alumni activities. Expectations that such activities will continue and develop further as part of the responsibility of the Professor should be understood.

4.5. Professor

Promotion to full professor is considered a mark of personal distinction in academic citizenship and academic scholarship. The main difference from professor WSR is therefore that full 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 group's 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.

4.5.1. Research

Applicants for a position as Professor should have made significant contributions to the relevant research field and demonstrated the ability to publish original research of high quality. A fit with respect to the theoretical and methodological focus of the research group is required. A strong emphasis of past publication activities on one of the research group's thematic priority areas will increase the likelihood of being assessed qualified.

At the time of application, the candidate must have an academic record that reflects continued professional development and his/her publications must show clear evidence of the ability to publish within (highly-ranked) international peer-reviewed general interest journals, international peer-reviewed and recognized field journals, and/or other publication outlets, such as books or book chapters by internationally recognized publishers. The applicants should be able to demonstrate continuing scholarly engagement at the international level.

Also, the applicants should submit a research statement with an outline of the applicants' future research topics and a presentation of the pipeline of working papers (including papers submitted to internationally recognized, peer-reviewed journals or papers with "revise-and-resubmit" status at such journals). The assessment committee assesses the research potential and activity documented by the list of working papers.

Experiences with external funding and international research network activities is required, which could include being leader of large projects with collaboration with private and/or public organizations, leader of work packages in projects, or main or co-applicant for research funding.

It is necessary that the applicants can show considerable and significant impact of the research. This may include experience with reviewer activities for high-ranked journals and conferences, experience with research management, international research network activities, presenting specific citations and numbers of citations of the applicants' publications, by being on the editorial board of recognized academic journals, by

editing books or journal special issues, by being on scientific or other academic committees or boards, by being invited keynote speaker at conferences, by being invited to chair sessions at international conferences, by receiving best paper and/or reviewer awards, or by other means demonstrating the impact and scholar leadership of their research.

4.5.2. Teaching

Same as professor WSR, but in addition:

It is required that the applicants have managed or being a part of a team developing new education or comprehensive revision of an existing education, or demonstrated development of multiple new courses. Evidence of successful supervising of PhD student(s) as main supervisor is needed.

4.5.3. Other Qualifications

As pointed out applicants are encouraged to demonstrate the impact of their research. Additionally, applicants should demonstrate their ability to communicate scientific knowledge to the public or groups outside academia. This could, for example, include feature articles, publishing of text books or chapters in text books, presentations outside academia, interviews, teaching activities in continuing education programs and courses, teaching activities outside the university, and alumni activities.

Further evidence of scholarly engagement and leadership should include organizational participation in and presentations at international conferences and workshops and international research network activities. Some experiences with research leadership and management are required. Expectations that such activities will continue and develop further as part of the responsibility of the Professor should be understood

Appendix 1: The Sociology Research Group

While the main emphasis in the group is on cultural sociology, the group also represents a broad range of other academic disciplines within the social sciences and the humanities. These include general sociology, anthropology, planning, and political science (see more at the [homepage of the group](#)).

The approximately 15 members in the group, including PhD students, work with three broad themes:

1. *Rural life and rural development*, including rural-urban relations and policies affecting the rural areas.
2. *Professions, organizations and practices*.
3. *Civil society*, including sub-themes such as social capital and trust, voluntary associations, religious groups, integration, state-citizen relations and globalization.

The diversity of topics and perspectives that characterizes the work of the research group readily lends itself to methodological pluralism and, in many cases, mixed-methods research on particular topics (see also [homepage of the group](#)).

Some important framework conditions for the Sociology group:

- *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 society.
- *Establish Danish research networks on voluntary work and social capital*. Establish regional, Nordic and international research networks which have focus on the three above mentioned broad themes of the research group of Cultural Sociology.
- *Members of the research group 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*.
- *Ensure that more of the research group's own research becomes an integrated part of supervision of PhD students and students*.

Appendix 1.2 List of Publications

For all applicants in sociology, the following journal classification system applies. Basically, the research group defines A*- and A-publications (see below) as high-quality journals, where of course A*-publications are of the best quality. B-Publications are considered acceptable and of average quality.

A*-publications

ARTICLES IN TOP 20 INTERNATIONAL, PEER-REVIEWED JOURNALS WITHIN SOCIOLOGY (24-02-2017) (NB: Always use the pro tem. list in Google Scholar)¹:

1. American Sociology Review	11. Qualitative Research
2. Demography	12. British Journal of Social Work
3. European Sociological Review	13. Population and Development Review
4. Annual Review of Sociology	14. Ethnic and Racial Studies
5. American Journal of Sociology	15. Justice Quarterly
6. Journal of Marriage and Family	16. Theory, Culture & Society
7. Social Science Research	17. Journal of Population Economics
8. Criminology	18. Journal of European Social Policy
9. Sociology	19. Gender & Society
10. Antipode	20. Social Forces

BOOKS PUBLISHED IN THE FOLLOWING TOP LEVEL BOOK PUBLISHING HOUSES²:

AltaMira Press	Mohr Siebeck
Ashgate	Mouton de Gruyter
Belin	Oxford University Press
Belknap Press of Harvard University Press	Palgrave Macmillan
Berg Publishers	Peeters
Berghahn Books	Policy Press
Blackwell Publishing Ltd	Macmillan Publishers Limited
Blackwell Verlag GmbH	Manchester University Press
Bloomsbury Academic	Martinus Nijhoff Publishers
Boydell & Brewer Ltd	Massachusetts Institute of Technology Press
Breitkopf & Härtel	Max Niemeyer Verlag
Brepols Publishers	Presses de Sciences Politique
Brill	Presses Universitaires de France
Bärenreiter	Princeton University Press
Calmann-Lévy	Routledge
Cambridge University Press	Routledge Falmer
Columbia University Press	Rowman & Littlefield Publishers, Incorporated
Cornell University Press	Sage Publications, Incorporated
Duke University Press	Sharpe, M. E. Inc
Edinburgh University Press	Simon & Schuster

¹ The list of journals is identical to the “List of top publications – sociology” produced by Google Scholar, based on the h5-index, see https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_sociology (Date of access: 24-02-2017). Notice, that the pro tem. list will always be used by the assessment committee. To find the page from the Google Scholar homepage, click “Metrics” / “Social Sciences” / “Sociology”.

² The list of book publishing houses is identical to Level 2 publishing houses on the Danish authoritative BFI list 2016-17.

Editions du Seuil	Stanford University Press
Edward Elgar Publishing, Incorporated	Suhrkamp
Emerald Group Publishing Limited	UBC Press
Franz Steiner Verlag	University of California Press
Gallimard	University of Chicago Press
Gerlad Duckworth	University of Michigan Press
Gower Publishing Ltd	University of Minnesota Press
HarperCollins Publishers	University of North Carolina Press
Harrassowitz Verlag	University of Notre Dame Press
Harvard University Press	University of Pennsylvania Press
Heinemann	University of Washington Press
Holt, Rinehart and Winston	Universitätsverlag Winter GmbH Heidelberg
I.B. Tauris	Vandenhoeck & Ruprecht
Indiana University Press	Verlag C.H. Beck
John Benjamins Publishing Company	Verlag J. B. Metzler
Johns Hopkins University Press	Verso
KITLV Press	Vrin J.
Kluwer Law International	Wallstein Verlag
Lawrence Erlbaum Associates, Incorporated	Walter de Gruyter
Macmillan Publishers Limited	Westview Press
Manchester University Press	Wiley
Martinus Nijhoff Publishers	Wiley-Blackwell
Massachusetts Institute of Technology Press	Wiley-VCH
Max Niemeyer Verlag	Wilhelm Fink Verlag
McGill-Queen's University Press	Yale University Press
McGraw-Hill Companies	Zed Books
MIT Press	

*A-publications*³

ARTICLES IN INTERNATIONAL, PEER-REVIEWED JOURNALS:

Articles published in other well-esteemed, relevant journals as those listed above and all appearing as Level 2 journals on the current Danish authoritative BFI list.⁴

BOOK CHAPTERS IN TOP BOOK PUBLISHING HOUSES:

Books chapters in books published by publishing houses that appear as Level 2 publishing houses on the Danish authoritative BFI list 2016-17.

BOOKS IN OTHER WELL-ESTEEMED BOOK PUBLISHING HOUSES:

Books published in all other (Level 1) publishing houses that appear on the current Danish authoritative BFI list.⁵

³ Always use the most recent list of "[BFI-listen for serier](#)" at the homepage of the Danish Ministry of Education and Research (Uddannelses- og Forskningsministeriet).

⁴ Always use the most recent list of "[BFI-listen for serier](#)" at the homepage of the Danish Ministry of Education and Research (Uddannelses- og Forskningsministeriet).

⁵ Always use the most recent list of "[BFI-listen for forlag](#)" at the homepage of the Danish Ministry of Education and Research (Uddannelses- og Forskningsministeriet).

B-publications

ARTICLES IN PEER-REVIEWED JOURNALS:

Articles published in relevant journals and all appearing as Level 1 journals on the current Danish authoritative BFI list.⁶

BOOK CHAPTERS IN GOOD BOOK PUBLISHING HOUSES:

Book chapters in books published by publishing houses that appear as Level 1 publishing houses on the current Danish authoritative BFI list.⁷

⁶ Always use the most recent list of "[BFI-listen for serier](#)" at the homepage of the Danish Ministry of Education and Research (Uddannelses- og Forskningsministeriet).

⁷ Always use the most recent list of "[BFI-listen for forlag](#)" at the homepage of the Danish Ministry of Education and Research (Uddannelses- og Forskningsministeriet).

Appendix 2: 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 the majority 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 2.1 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 in order 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 2.2 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 3: 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 3.1 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 groups thematic areas as high-quality journals. Finally, BFI-1 and BFI-2 classification system are used when it comes to books and book chapters.