Scholarly Qualification Matrix
Department of Political Science and Public Management
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Preamble

This framework was developed in January-March 2017 by the Head of Department. With specific reference to the department strategy, but also to previous career advancement criteria at the department, the policy of sister departments at other Danish universities as well as other departments at the Faculty of Business and Social Sciences, the goal has been to define and calibrate a multi-dimensional Scholarly Qualification Matrix (SQM).

The purpose of this framework is to clarify which kinds and levels of qualifications applicants are expected to have to be deemed qualified and offered appointment in the different academic staff categories at the department. It is to be understood as a guide for internal candidates seeking promotion as well as external applicants applying for a position at the department. It may also serve as a guide for career choice among junior scholars, and as a guide for career development for staff at all levels – as such, the SQM will guide the annual Employee Development Dialogue.

To be offered appointment, applicants must have achieved an acceptable track record within not only research but also three other domains of scholarly excellence. The evaluation process is two-staged; first, an academic assessment committee of peers is commissioned to gauge the quality and width of applicants' profile with particular focus on research, teaching, and any specific demands stated in the call. Second, an appointment committee evaluates the entire scholarly profile of the applicant with a special focus on the SQM dimensions that have not been evaluated by the assessment committee. When assessing a candidate the assessment committee must include a factor 2 compensation (from PhD age) for maternity/paternity leave and family-related absence.

The SQM is a supplement to the general rules and government regulation for announcement of positions and procedures for peer assessment. Appointments are always mad on the basis of an overall evaluation following the assessment and the evaluation of the appointment committee.

The four dimensions in the SQM

The department has two overarching and interconnected objectives: First, by taking some of society's main challenges as our starting point, we strive to produce original ideas through high-quality and pioneering research. We aim for innovative thinking that provides answers to real-world problems. Second, we share the research-based ideas and knowledge we produce through high-quality study programmes and various knowledge exchange activities. Our value to society is determined by our ability to identify and provide first-rate answers to societal challenges *and* by our ability to transmit and discuss those answers.

In order to achieve these objectives, we need good researchers, good teachers, and good innovators who connect our activities to the society at large. While we do not expect individual

applicants to excel in all dimensions, it is important that applicants present their entire scholarly profile in order for us to understand how they think of, work with, connect and synergize all three dimensions. Adding to this three-dimensional scholarly qualification construct, we prioritize applicants' personal character and especially the proven willingness and ability to engage in departmental life. Below the four dimensions of the SQM are described in more detail:

- *Research:* As our first objective is to produce original ideas through high-quality and pioneering research, applicants' research ability is of key importance. At higher levels of appointments, we expect a steady output throughout the career, but we refrain from specifying concrete targets in volume, because quality and originality matter more than quantity. Moreover, we are keenly interested in candidates' research potential and research profiles. Not only is it important that candidates' research profile match the department's and the sections' profiles, we strongly believe that a deliberately tailored research profile helps individual scholars conceive original ideas and make an international impact in their field. Although networking abilities and collaboration is important, candidates' capacity to carry out independent research is crucial and, thus, applicants are expected to have published single-authored works (in subfields with lab- or group-based publication traditions, lead authorships documented by detailed co-authorship declarations rank alongside single authorships).

- *Education*: Our second objective is to share and possibly develop and discuss original scientific knowledge through high-quality study programmes. Therefore, we look for applicants who thrive in the interaction with students, who are able to develop new teaching formats, courses, and entire educational concepts or programmes. We need scholars that are able and willing to lead study programmes and who are ready to develop synergies between teaching and research, in the sense that teaching and the educational programmes are an asset for our research and not only the other way around. We refrain from specifying targets within teaching, because quality matters more than quantity. To help assessing pedagogical qualifications, we require an updated teaching portfolio (from the assistant professor level and above) including not only explicit pedagogical considerations, but also documentation of teaching quality and examples of pedagogical, course, or programme innovation.

- *Service to Society:* Since we take out starting point in society's main issues, we need to communicate, interact, network, and cooperate with societal actors of various sorts. Sometimes it is difficult to connect basic research to practical solutions, but even the most theoretical works may qualify democratic debates and decisions. As we wish to deliver relevant scientific knowledge and employable graduates, we look for applicants who are engaged in societal challenges, who strive for non-academic impact, and who can identify and develop synergies between societal relevance, teaching, and research.

- *Personal:* Being part of a scholarly community requires a certain personal mindset. We look for good colleagues, basically. Good colleagues will not only help and care for each other, they are also present and visible at the department, as well as engaged in common projects within the department or their section. Moreover, good colleagues find it natural to engage in common services, e.g. meetings, seminars, administrative tasks, committee work, mentorships, and – at the higher levels – good colleagues nurture institution-building and cater as much or more for others' career than their own.

The SQM in its totality should be seen as an outline of the department's appointment criteria. To determine whether an applicant formally *qualifies* for a position, the assessment committee is expected to evaluate whether the applicant a) does not meet, b) meets, or c) exceeds the targets within at least the research (strategy alignment aside) and the education dimensions, and possibly other dimensions if so stated in the call. To determine whether an applicant is *employable,* the appointment committee evaluate the degree to which the applicant meets the criteria in all four dimensions. Possible fulfilment of criteria at higher levels and/or exceeding targets at the applied level is advantageous but cannot compensate for any shortcomings in meeting criteria at the level of application. The requirements are cumulative across levels, i.e. applicants for full professorships must meet all criteria mentioned at lower levels.

To be *employable,* all criteria plus at least one "Focus Criterion" must be met. The Focus Criteria are progressive within dimensions across levels to allow applicants to adopt different scholarly profiles. The central idea is that apart from research, applicants are expected to have strong qualifications in all other dimensions and excel within one – but not all. Hinging on the department strategy, we look for applicants that have defined profiles within educational innovation, societal impact, or inter-disciplinary research.

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

	PhD Student	Assistant Professor	Associate Professor	Professor (with Special Responsibilities)	Professor
Research	Strong grades during university studies, in particular a solid master thesis (5+3 PhD) or a very strong bachelor theses and overall bachelor grades (4+4 PhD). Ability to define a promising PhD project within the department's research portfolio.	Strong research outcome during or as a result of the PhD program, i.e. internationally peer reviewed and published/ready for publishing. A strong research potential aligned with the department's research profile. Proven ability to engage in professional networks.	An explicitly tailored research profile aligned with the department's research profile and potential of making international scholarly impact. Substantial publication of research at an internationally recognized level (beyond the topic of and data used for the PhD dissertation). Proven ability to form and develop professional networks. Focus Criterion: Experience and success with external funding (e.g. as co-applicant), and strong potential for successful fundraising of major projects.	An internationally recognized research profile aligned with the department's research profile. Proven ability to engage new areas of research and new methods and/or data – beyond what was done in the PhD and during the Assistant Professorship – and a potential for shaping the international scientific community. Frequent publication in international journals and/or with university presses. Output volume counts, but we prioritize quality. Good track record of acquiring individual/collective external grants. Experience with leading/coordinating roles in professional national and international networks. Focus Criterion: Ability to establish cross-disciplinary networks and define cross-disciplinary research projects at the faculty level.	An internationally leading research profile aligned with the department's research profile. Experience in building and developing research agendas and communities feeding into the overall strategic development of the department. Sophisticated and rigorous analytical capabilities in several sub-fields as well as a proven ability to shape the research agenda in the international scientific community. A sustained and sizable research output in international outlets. Research quality is crucial, and some publications should be published by top 3 field journals and/or university presses. Potential for reaching top 2 discipline journals and/or presses. A solid track record of successful management of research projects or groups as well as successful completion of externally funded projects. Strong presence in international networks, research associations, and scholarly debates. Focus Criterion: Evidence of results with cross-disciplinary projects at the university level.
Education	Teaching experience is not expected but reflections about teaching are required.	Genuine interest in teaching and documented experience with teaching, preferably one or more full course, is required.	Ample experience with various teaching and supervision formats as well as good teaching performance documented by e.g. student evaluations. Proven ability to develop and implement new pedagogical or didactical techniques. Focus Criterion: Solid experience and good results with course development and coordination and/or contribution to published teaching material.	Ample experience and good results with master thesis supervision and experience with PhD supervision. Solid experience and good results with course development and coordination and/or contribution to published teaching material. Focus Criterion: Solid experience and good results with study programme management and development.	Ample experience with and good results of teaching at all levels, including PhD supervision. Experience with mentoring of other university teachers, especially assistant professors. Experience and good results with study programme management and/or development. Focus Criterion: Strong pedagogical leadership, e.g. ample experience and success with organization of pedagogical conferences or active involvement of attracting external funding for teaching-related development or initiatives.
Service to society	N/A	Some experience with outreach activities.	Experience with and genuine interest in outreach or knowledge-sharing activities. Focus Criterion: Proven ability to identify societal problems and shape one's own research agenda accordingly.	Proven ability to engage with stakeholders outside the university. Focus Criterion: Evidence – by means of one or more impact cases – of how own research has had non-academic impact and, thus, helped solve or elucidate societal problems.	Proven ability to innovate research dissemination and help others at the department to excel in such activities. Focus Criterion: Proven ability to identify and develop new ways in which a larger group of scholars (perhaps across disciplines) can interact with stakeholders and the society at large in order to solve societal problems.
Personal	Commitment to the department as a workplace. This entails presence on an everyday basis. Good inter-personal skills and ability to learn new things.	A proven commitment to the social and professional life of the department and/or research group.	Motivation for and ability to take leadership in scientific, educational, and departmental development. Being a role model in departmental life, e.g. 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.	Evidence of active contributions to the administrative and managerial tasks, e.g. having served in several assessment committees, arranged workshops, or the like. Evidence of active mentorship (including co-authorships) with regard to junior colleagues.	Evidence of the creation of opportunities for younger scholars in projects and other initiatives. Being comfortable in a leadership role, which entails working much more for the collective than for oneself.