

Entry Criteria and Job Description

Research, Education, External Funding, Academic Citizenship, and Dissemination (REEAD)

Department of Economics

Executive Summary

*The Department of Economics is home to highly competent and ambitious researchers who explore cutting-edge topics within economics and data science. We recruit Danish and international colleagues to ensure internationally competitive education programmes and research output at a high international level. To be qualified for a position at the department, candidates are evaluated in five dimensions: **R**esearch, **E**ducation, **E**xternal Funding, **A**cademic Citizenship, and **D**issemination (REEAD). This document describes the understanding for each of the criteria, and the scholarly qualification matrix summarises the criteria for the different positions as Entry Criteria and Job Description.*

The document also describes how the process for promotion at the Department of Economics is based on assessments from both an assessment committee and a hiring committee. To facilitate the assessment, the promotion guidelines below have been developed to create transparency for both the committees and the candidate. It must be emphasized that the REEAD entry criteria are to be considered only as guidelines and not a mechanical tool for obtaining promotion.

Version 3.0

December 2022

Version history

Date	Version	Changes
01-2015	Original document	
11-2017	Version 1.0	Update to description and purpose.
01-2022	Version 2.0	Full revision, new format, change from promotion to appointment guidelines, removing point system, including BFI and introducing SQM.
12-2022	Version 3.0	Introduction of REEAD and update of target journals

Purpose

The purpose of this memo is to clarify the entry criteria for the appointment of academic staff (research assistants, PhD fellows, postdoctoral research fellows, assistant professors, associate professors, and full professors) and the job description at the Department of Economics. The contribution to the profession is evaluated in five dimensions: **R**esearch, **E**ducation, **E**xternal Funding, **A**cademic Citizenship, and **D**issemination (REEAD).

REEAD serves two purposes. First, it serves as a guide to committees engaged in recruitment, assessment, and hiring, and second, as a guide for career choices at the yearly individual development dialogues (EDD/MUS) and in ongoing mentoring and professional development. Appointments are made based on cumulative contribution to the profession and to the institution in relation to length of active academic career (as opposed to biological age), and on the expectation of future contributions.

The memo supplements the general rules at SDU and the government regulation for announcement of positions and procedures for external assessment.¹

Scholarly Qualification Matrix (Entry Criteria and Job Description)

Applicants must have achieved an acceptable record across five scholarly dimensions in REEAD: *Research, Education, External Funding, Academic Citizenship, and Dissemination*.

The scholarly qualification matrix (REEAD) sets out the criteria for an appropriate record within each dimension and for each specific position type (Appendix 1). The criteria in REEAD do not represent the absolute minimum requirement (unless otherwise specified), but rather function as a set of guiding criteria that preferred applicants should fulfil. The criteria are cumulative across all levels, meaning that to attain appointment to full professor, for example, the applicant should meet the criteria at *that* level of appointment *as well as* all criteria listed at lower levels. Possible fulfilment of certain criteria at higher levels and/or exceeding targets at the level applied for is advantageous and may in certain cases compensate for shortcomings in other dimensions. Fulfilling the criteria in REEAD does not provide a person with the right to claim a promotion.²

Research

As the production of original ideas and concepts through high-quality research is a primary objective of the department, applicants' research ability is of key importance. Research is considered the foundation for achieving a satisfactory level in the other dimensions. Criteria for research publication in 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 dimensions must also be demonstrated.

Researchers at the department are expected to aim for the most prestigious and relevant journals and book publishers in the fields of economics, listed as the department's target journals in Appendix 2. While the outlets presented in Appendix 2 are not considered to be the only relevant ones, publications herein serve as a metric for evaluating the applicants' research performance.

¹ Ministerial order on job structure (Bekendtgørelse om stillingsstruktur for videnskabeligt personale ved universiteter (in Danish)). <https://www.retsinformation.dk/eli/ta/2019/1443>

² This does not apply to Appendix 1c: promotion programmes for academic positions (assistant professors in a tenure track position or associate professors in the promotion programme).

Other research output, such as publications in other notable outlets, books, or book chapters will be up to the committee to evaluate. Unpublished manuscripts/working papers may be relevant for the assessment, as they demonstrate an applicant's current research. If such manuscripts are submitted, applicants are encouraged to provide the status of the manuscripts. If the manuscripts are referred to as papers under revise and resubmit or reject and resubmit, such letters from the target journal must be included.

Co-authorships are encouraged and are seen as a positive display of research collaboration. However, applicants are evaluated on the basis of their individual research contribution, and are requested to describe their contribution to co-authored publications. 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. In particular, 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 3 peer-reviewed papers are accepted for publication within any 5-year period.

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

Education

Disseminating original research output through teaching in high-quality study programmes is crucial to the department. Applicants should, therefore, thrive in the interaction with students through teaching and supervision, and (eventually) be able to develop new teaching formats, courses, and entire educational concepts or programmes. The successful candidate is expected to contribute actively to the department's vision statement of "Studying Economics at SDU" (Appendix 4).

In their application, applicants must include a teaching portfolio documenting their teaching philosophy, the development of courses, teaching and teaching assistance, as well as a description of the education level (bachelor, master, PhD, executive). It is considered essential that the applicants provide careful reflections on their teaching philosophy and methods, rather than merely documenting teaching activities. In this respect, the simple display of student satisfaction ratings alone is considered insufficient. It is expected that applicants demonstrate the ability to implement reflections on their teaching philosophy and relate it to "Studying Economics at SDU".

The applicant is also encouraged to document their general contribution to teaching programmes, including also their ability to play a role in student life through contributions to non-lecturing activities of educational programmes, e.g., contributions to fairs, events, high school presentations, mentor programmes, etc.

Applicants for associate professorships and higher level positions must have passed a pedagogical training course ("Lecturer Training programme" or equivalent), and relevant assessment statements/diploma from this course should be submitted as part of the application. Candidates who

have not attended an equivalent course must document their teaching qualifications in another way and must, if deemed necessary, be prepared to complete the course in their first year of employment. It is expected that an applicant is able to supervise (and preferably also teach) in Danish after having been employed for five years at a Danish university. This holds in particular for promotion to full professor.

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

External funding

When evaluating fundraising performance, three factors are of particular relevance: 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 in relation to 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 department to reach its full potential, it is important that all members of the department take a proactive part in meeting the goals of the research unit, the department, the Faculty and the research agenda. Hence it is important that applicants document how they play a role in academic society in terms of citizenship, management, and leadership.

Consequently, the department seeks colleagues who not only help and support each other, but also are present and visible in the department and actively engage in projects within the department and/or their respective research unit, and who contribute to creating a positive environment at the department.

Department members are also expected to contribute to the broader academic communities with which they are affiliated. Nurturing national and international ties is essential for the continued advancement of these communities and for strengthening the department's academic position. Evidence of such activities may include documentation of editorial work, acting as a reviewer, conference organization, a governing role in relevant networks or organizations, and other similar contributions or (co-)organizing workshops or conferences, sitting on internal committees or assessment committees, being an invited speaker, holding active presentations at internationally recognized conferences, seminars, workshops, etc.

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

management of research units or other research management activities will also contribute positively to the assessment of applicants. Administrative experience carries a lower weight in the assessment of junior scholars (research assistants, postdoctoral fellows, and assistant professors), who are expected to 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.

Non-Danish applicants are expected to learn Danish within 5 years if employed in a permanent position.

Dissemination

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, in particular for higher positions, credit is given to participation in regulatory bodies, research councils, commissions, and boards, etc.

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

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

General Criteria

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

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

Other relevant considerations may be taken into account.

Appendix 1a: REEAD - Entry Criteria for Academic Positions

	Research Assistant / PhD	Postdoc	Assistant Professor / Tenure track assistant professor	Associate Professor	Professor
<u>R</u>esearch (Please see Appendix 2 for a description of the department's target journals)	<p>Master's degree, or master study programme (4+4) in economics or a relevant field. Strong grades during university studies, in particular a solid master's thesis (5+3 PhD) or a very strong bachelor thesis and good overall bachelor grades (4+4 PhD).</p> <p>Ability to define a promising PhD project within the department's research portfolio.</p>	<p>Doctoral degree in economics or a relevant field. Strong research outcome from the PhD programme, i.e., strong job market paper.</p> <p>A promising research pipeline aligned with the department's research profile and publishable in the department's target outlets.</p>	<p>Doctoral degree in economics or a relevant field. Strong research outcome from the PhD programme, i.e., strong job market paper.</p> <p>A particularly promising research pipeline aligned with the department's research profile and publishable in the department's target outlets (A*, A or B).</p>	<p>A research profile aligned with the department's research profile and potential of making international scholarly impact.</p> <p>Publications, of which at least one is in the department's high-level (A* or A) target journals. Two to three publications are expected.</p> <p>A coherent research pipeline aiming for publication in the department's high-level (A* or A) target journals.</p>	<p>An internationally leading research profile aligned with the department's research profile.</p> <p>Significant research output, of which at least four publications are in the department's high-level (A* or A) target journals.</p> <p>A sustained research output is expected.</p>
<u>E</u>ducation	<p>Teaching experience is not expected/required. However, reflections about teaching are required and experience with related activities are considered an advantage.</p>	<p>Teaching experience is not expected/required. However, if required in the position, reflections about teaching are required and experience with related activities are considered an advantage.</p>	<p>Documented experience with teaching and/or supervision.</p> <p>A strong teaching potential aligned with the department's educational portfolio.</p> <p>A keen interest in developing teaching skills,</p>	<p>A strong teaching profile aligned with the department's educational portfolio.</p> <p>A proven ability to implement reflections on teaching philosophy and relate it to the department's vision on</p>	<p>An excellent teaching profile aligned with the department's educational portfolio, that reflects substantial experience in teaching and supervision at different levels (bachelor, master, PhD, executive education). A strong track record in leading broad generic</p>

			<p>new teaching formats and/or courses.</p>	<p>“Studying Economics at SDU”.</p> <p>The applicant should demonstrate ample experience with various teaching and supervision formats, as well as experience with course design, including the alignment of content, methods, and examination forms.</p> <p>Successful completion of a pedagogical training course for higher education (“Lecturer Training Programme” or equivalent).</p> <p>Contribution to non-lecturing activities of educational programmes.</p>	<p>courses (e.g., introductory and methods courses within economics) as well as teaching specialized courses.</p> <p>Experience as a teaching mentor for colleagues and early career scholars in teaching development.</p> <p>Documented experience with developing effective and innovative teaching formats and courses, for example by clearly demonstrating how to play an active role in the students’ learning experience.</p> <p>Documentation of and/or commitment to continuous pedagogical and didactic training.</p>
<p>External Funding</p>	<p>No requirements.</p>	<p>No requirements.</p>	<p>No requirements. However, reflections about and/or experience with external funding and related activities are considered an advantage.</p>	<p>Demonstration of involvement in application process for external grants or involvement in projects funded by external research grants.</p>	<p>Documented success as PI or partner/work package leader with external funding (e.g., received funding of substantial size from competitive programmes, e.g., EU, DFF or from private foundations.)</p> <p>Demonstrate skills within the field of external funding and research leadership by integrating this in the research agenda</p>

					and/or by engaging other researchers in grant applications.
<p><u>A</u>cademic</p> <ul style="list-style-type: none"> • Citizenship • Management • Leadership 	No requirements.	No requirements. Presentations at internationally recognized conferences, seminars, workshops and reviewing activities count positively	No requirements. Presentations at internationally recognized conferences, seminars, workshops and reviewing activities count positively.	<p>Contribution to the organization of relevant workshops, colloquia, conferences, and the like.</p> <p>Peer review for relevant journals.</p> <p>A proven commitment to the social and professional life of the department and/or research group.</p> <p>If non-Danish: Demonstration of some interest in learning Danish.</p>	<p>Solid track record of successful research management, e.g., being head of research units, leader of research programmes, and/or taking leadership in the research agenda.</p> <p>Initiation/organization of relevant workshops, colloquia, conferences, and the like within the department's research profile.</p> <p>Solid experience with participation in strategic initiatives and administrative tasks.</p> <p>Solid demonstration of being a positive role model in departmental life.</p> <p>If non-Danish: Demonstration of a willingness to learn Danish within 5 years if new in Denmark. Ability to speak and understand Danish if the candidate has already been employed at a Danish</p>

					university for several years.
<u>Dissemination</u>	No requirements. Evidence of interest in outreach activities counts positively.	No requirements. Some experience with or interest in outreach activities counts positively.	No requirements. Some experience with or interest in outreach activities counts positively.	Documentation of experience with and interest in outreach or knowledge-sharing activities. Proven ability to relate own research agenda to societal problems.	Demonstration of being a main source of knowledge/expert and being able to set the agenda (thought leader). Proven ability to innovate research dissemination and help early career scholars at the department to excel in such activities. Experience with participation in relevant regulatory bodies, research councils, commissions, boards, etc.

Appendix 1b: REEAD – Job Description for Academic Positions

	Research Assistant/ PhD	Postdoc	Assistant Professor/ Tenure track assistant professor	Associate Professor	Professor
Research (Please see Appendix 2 for a description of the department's target journals)	Work on PhD project towards completion at the end of the PhD programme.		<p>Target research, aiming for publication in the department's target outlets.</p> <p>Work towards the target of at least 3 peer-reviewed papers being accepted for publication within any 5-year period.</p> <p>Engage in professional networks and research collectives, e.g., international conference participation, invited speaker, and the like.</p>	<p>Continuous research pipeline aiming for publication in the department's target outlets.</p> <p>It is expected that at least 3 peer-reviewed papers are accepted for publication within any 5-year period.</p>	<p>Continuous research pipeline aiming for regular publication in the department's target outlets.</p> <p>It is expected that at least 3 peer-reviewed papers are accepted for publication within any 5-year period.</p>
Education	Build teaching competencies	<p>If within the job description: 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>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>Contribute actively in own teaching to the department's vision on "Studying Economics at SDU".</p> <p>Complete pedagogical training course for higher education</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 coordination of courses and programmes and/or contribution to published</p>	<p>Contribute to developing (or comprehensively revising) and/or managing study programmes.</p> <p>Engage in strategy development processes for teaching activities, educational programmes, or accreditation processes.</p>

			<p>("Lecturer Training Programme")</p>	<p>teaching material to actively engage in the department's vision on "Studying Economics at SDU".</p> <p>Mentor junior scholars in their didactical development.</p> <p>Teach in specialized courses as well as broad generic courses (e.g., introductory and methods courses).</p>	<p>Mentor junior scholars in their didactical development.</p> <p>Contribute to continuous pedagogical and didactic training.</p> <p>Take active responsibility in the department's effort to implement the pedagogical strategy and the department's vision on "Studying Economics at SDU".</p>
External Funding	Apply funding for research stay.		<p>Submit own grant applications (applying for smaller grants < DKK 1.5 million) or join others in larger grant applications.</p>	<p>Submit grant applications to competitive programmes, 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>Take 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 pursue funding for new colleagues, e.g., PhD</p>

					scholarships, postdocs,...
<p><u>A</u>cademic</p> <ul style="list-style-type: none"> • Citizenship • Management • Leadership 	<p>Participate in departmental activities such as retreats, seminars, meetings, etc.</p> <p>PhD students contribute to the department's activities with a total workload of 450 hours.</p>	<p>Conference presentations at reputable conferences.</p> <p>Participation in workshops/seminars/colloquia.</p> <p>Inviting speakers for seminars.</p> <p>Peer reviewing activities for relevant journals.</p>	<p>Conference presentations at reputable conferences.</p> <p>Participation in and contributing to organizing workshops/seminars/colloquia.</p> <p>Inviting speakers for seminars.</p> <p>Peer reviewing activities for relevant journals (see the department's target journals).</p>	<p>Actively contribute to the development of the relevant research unit.</p> <p>Actively learn Danish.</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 nurturing good work relationships with colleagues and being ready to back them up, if needed.</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>Internationally recognized academic leadership.</p> <p>Memberships of editorial boards, or editorships for relevant journals.</p> <p>Hosting and coaching younger researchers.</p> <p>Active contribution to development and implementation of strategies for research unit, department, or faculty level – may include reform of educational programmes or accreditation processes.</p> <p>Demonstrate a leadership role, which entails working much more for the collective than for oneself.</p> <p>Take responsibility in recruitment processes.</p>
<p><u>D</u>issemination</p>	<p>Support the department in activities at high schools.</p>	<p>Support the department in activities for recruiting new students.</p>	<p>Engage in the department's activities for recruiting new students.</p> <p>Occasionally contribute to the department's strategy on</p>	<p>Active contribution to communication to non-academics when involved.</p>	<p>Actively contribute to innovate research dissemination and help early career scholars at the department to excel in such activities.</p>

			<p>societal dissemination (e.g., policy, briefs, news media, social media).</p>	<p>Collaboration projects with external stakeholders.</p> <p>Talks/presentations to external stakeholders.</p> <p>Regular contribution to the department's strategy on societal dissemination (e.g. policy, briefs, news media, social media).</p>	<p>Work actively towards participation in relevant regulatory bodies, research councils, commissions, boards, etc.</p> <p>Being a thought leader in own research area.</p>
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Appendix 1c: REEAD – Promotion Programmes for Academic Positions

The *assistant professor tenure track programme* is in line with common practice for the international job market in economics, and is commonly applied at the Department of Economics to recruit national and international scholars. The tenure track is regarded as a necessity to be competitive on the international job market, in order to recruit candidates of the highest international standards in areas of high competition. Candidates recruited to the tenure track programme fulfil the entry criteria to the assistant professorship, and have a potential to publish high quality research in the department's target journals, and to attract external funding.

The *promotion programme for associate professors* is not commonly applied at the Department of Economics. The programme is aimed at exceptionally talented researchers, and researchers investigating areas which are considered strategically important to the department. At the Department of Economics, it will be used only in unique, rare cases, either to retain an associate professor at the department (staff retention), or in cases where the department seeks to attract a particular candidate. To qualify for the promotion programme, the candidate should meet entry criteria between the associate and full professor level, e.g. as a minimum, to perform exceptionally well on at least one dimension in REEAD, while at the same time performing at least satisfactorily on all other dimensions.

Appendix 2: Publications – the Department’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, particularly if applicants present reasonable and justified arguments for the good scientific quality of papers, and the committee is in agreement. The committee makes 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 the position announced. Unpublished manuscripts may be considered in the assessment. If unpublished manuscripts are under revise/reject and resubmit, the letters stating this must be submitted with the application. For junior scholars, particularly, 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 where possible.

Economics

For applicants in economics, the following indicative system applies.

A*) Publications in absolute top general economics journals:

American Economic Review, Econometrica, Journal of Political Economy, Review of Economic Studies, and Quarterly Journal of Economics.

A) Publications in a top general and top economics journal, corresponding to all level 1 field journals on the journal ranking presented by the French National Committee for Scientific Research, “CNRS Journal ranking in Economics and Management”.³

This list is not exhaustive, and journals of similar standing can be considered in the A category.

B) Publications in other good field journals include level 2 field journals on the journal ranking presented by the French National Committee for Scientific Research, “CNRS Journal ranking in Economics and Management”.

This list is not exhaustive, and journals of similar standing can be considered in the B category.

C) Other publications in journals on the CNRS Journal ranking in Economics and Management.

³ <https://www.gate.cnrs.fr/spip.php?rubrique31&lang=en>

Appendix 3: Studying Economics at SDU

Core educational values

Economists from SDU

- are well-rounded in state-of-the-art economics,
- have respect for and learn from related disciplines,
- can recognize and understand societal trade-offs,
- can point to realistic policies,
- can communicate clearly to stakeholders.

Vision statement

Working as an economist can be an extremely rewarding endeavor: intellectually stimulating, aimed at fostering welfare and progress in society, while offering different avenues for professional success. To flourish as an economist, however, requires a specific set of competences. The economist must have command over economic theory, quantitative modelling skills, awareness of history and real-world context, and an ability to communicate complicated ideas and technical results to non-economists. The economist of the 21st century must therefore have a toolbox that goes beyond economics in a narrow sense.

Economic theory is timeless in a world that constantly evolve. It allows economists to rigorously focus on the most relevant aspects of a problem in a given context. Different contexts call for different models, and the skill of choosing the proper model in each different context is critically important. The advent of big data and machine learning cannot go without a sustained focus on understanding the underlying mechanisms driving economic behavior. Such a theoretical knowledge is essential to inform, design, and ultimately implement policy interventions aimed at correcting market failures and other forms of economic inefficiencies.

Quantitative modelling and data analysis skills allow economists to gauge the size of the causal effects that economic theory predicts, use machine learning to uncover data patterns to make predictions, and harness the data revolution to measure the economy in real-time.

History and real-world context allow economists to draw on the “lessons from history” and put theory insights into context. The practical implementation of a theoretical idea also stands a much higher likelihood of success when combined with fine-grained contextual background, not least knowledge of earlier attempts at implementing the theoretical idea into policy.

Communication skills allow economists to explain their analyses to stakeholders. To be effective as a policy advisor, the economist must be able to communicate clearly and concisely to busy people. Moreover, the economist’s advice must be directly relevant to the advisee’s policy agenda in a timely way.

Intellectual flexibility allows economists to better navigate the rapidly changing economic landscape. Textbook knowledge can quickly become the old way of thinking. Economists should have confidence in their ability to learn, while being ready to question the textbook solution to a problem. Most importantly, the first step towards expertise is awareness of what you do not know.

A new economist for a new century: While still focused on the core and historical issues of production, consumption, and distribution of goods and services, the economist of the 21st century must also face a whole new set of problems and challenges such as climate change, growing inequality, automation, artificial intelligence, decentralized internet, etc. An economist must be able to leverage her or his own training and knowledge, while incorporating insights and techniques from other disciplines to address these new questions.

A toolbox that goes beyond economics: Our teaching is firmly grounded in the ambition to train smart, capable, and open-minded economists. Yet, mastery of the competences outlined above also provide our students with invaluable tools to analyze a broad array of problem pertaining to non-economic spheres. Put another way, we equip students with a set of skills that are transferable to many other domains.

We trust our programs at SDU allow economics students to acquire all those competences. Yet, we also feel strongly about providing students with an awareness of the limitations of the economist's toolbox. In a world where academic disciplines become increasingly intertwined, we teach the value of open-mindedness and willingness to learn from other social science disciplines. In a world that changes rapidly, we teach the value of intellectual flexibility such as being able to rethink, reevaluate, and unlearn received wisdom. Above all, we prepare our students to face the main challenges of our time. This is the hallmark of studying economics at SDU.

Our curriculum is designed to best grow relevant competences: The coherent set of, and the progression in, the courses we teach will develop them; individual courses refine them and show how they often interact in analyses; and students implement them in exercises, assignments, and thesis work.

In sum, we have succeeded as educators to the extent that our alumni can harness these competences to the benefit of themselves, prospective employers, and society.

Appendix 4: Appointment Procedure

The procedure for promotion starts with an official announcement of the position, as 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 department. The appointment consists of two stages: evaluation in an *Assessment Committee* and in 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 department's research areas.

Applicants for *Research Assistant, Postdoctoral Research Fellow* and *Assistant Professor (not tenure track⁴)* will be assessed by an assessment committee consisting of a minimum of two internal⁵ established researchers within economics.

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 economics, and will assess the candidates based on all dimensions in the REEAD entry criteria matrix presented in Appendix 1a. 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 Head of Department nominates the Assessment Committee. The Academic Council approves the Head of Department's proposal for external committee members, followed by a final approval by the Dean.

Following a positive assessment by the *Assessment Committee*, the applicants *can* be invited for an interview with a *Hiring Committee*.⁶ A Hiring Committee usually consists of the Head of Department, the Vice Head of Department for Education, the Head of the relevant research unit, the Chairperson of the Assessment Committee, and at least one additional associate professor or a professor from another research unit. For promotion to *Tenure Track Assistant Professor*, a DIAS chair of Social Sciences also participates. 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 department and for the research unit.⁷ For an outline of the topics that may be covered in the interview, see Appendix 5. The interview, together with the report of the Assessment Committee, forms the basis for the appointment decision. The Head of Department makes the final recommendation to the Dean.

⁴ "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 within the timeline, without having to compete with other applicants. In Denmark, there is not job security in positions at the universities.

⁵ "Internal" refers throughout the document to researchers employed at SDU.

⁶ Internal tenure track candidates or candidates in the promotion programme for associate professors with a positive scientific evaluation must be invited for an interview.

⁷ The overall match with the strategic aim for the department and for the research unit cannot be used for denying promotion of a tenure track assistant professor or a candidate in the promotion programme for associate professors.

Appendix 5: 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 department. This information will form the basis for the Head of Department 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 Department will send an email to the applicants emphasizing which topics should have particular focus in the presentation. The topics are the following:

1. A very brief presentation of your teaching portfolio.
2. 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 department in the long term, and how your philosophy relates to the note "Studying Economics at SDU" (Appendix 3).
3. A presentation of your experience of supervision (bachelor, master, and PhD levels) and reflections on your role as supervisor.
4. A presentation of your academic citizenship, including your contribution to administrative tasks.
5. A presentation of your work with dissemination and knowledge exchange and your societal contribution.
6. A presentation of your research agenda, your experience with research management and external funding, and what we can expect from you in this respect.
7. Your thoughts on how you can contribute to the development of the department.

The interview will typically last from 30 minutes to an hour. The applicants invited for interview are expected to prepare a presentation addressing the requested topics, and should leave time for questions and comments on all subjects.

Feedback from the interview will be given after the interview.