# Tech tenure track: Generisk udkast til udviklingsplan

Dette dokument bruges til udarbejdelse af udviklingsplan samt årlig opfølgning indtil slutevaluering.

**Indledende bemærkninger:**

De fire punkter opført i dette dokument er en obligatorisk del af enhver tenure track udviklingsplan på Faculty of Technical Science, dvs. for alle tenure track adjunkter/forskere på alle institutter og centre. Når der udarbejdes en specifik udviklingsplan på det enkelte institut/center, kan der suppleres med flere relevante udviklingskrav, og de enkelte krav/forventninger bør specificeres. Institutterne henstilles til at udvikle hver sin egen skabelon for tenure track udviklingsplaner. Husk at udviklingsplanen indgår i tenure track adjunktens/forskerens midtvejs- og slutevalueringer, som inddrager eksterne reviewere/bedømmere. Det skal derfor være muligt for tenure track adjunkten/forskeren via skriftligt materiale at demonstrere overfor eksterne reviewere/bedømmere, hvorvidt de enkelte krav/forventninger blev indfriet.

Per [DATO] er [NAVN] ansat som tenure track adjunkt/forsker på [VÆLG INSTITUT/AFDELING]. Tenure track forløbet har til formål i løbet af som udgangspunkt en seksårig periode med indlagt midtvejsevaluering at udvikle og modne den ansattes videnskabelige kvalifikationer med henblik på efterfølgende funktion som lektor/seniorforsker.

Under tenure track forløbet forventes [NAVN] at

1. etablere og lede sin egen selvstændige forskningsgruppe, bl.a. ved at hjemtage eksterne bevillinger.

Alle tenure track adjunkter/forskere forventes at hjemtage eksterne bevillinger. Tenure track adjunkter/forskere må forventes at være primær drivkraft (på engelsk: lead) på bevilligede forsknings- og/eller rådgivningsansøgninger. Sidst i forløbet må tenure track adjunkter/forskere forventes substantielt at bidrage til instituttets samlede økonomi, herunder via hjemtagning af eksterne midler.

2. opnå tydelig profilering af egne og egen forskningsgruppes resultater bl.a. igennem signifikant international publiceringsaktivitet.

Alle tenure track adjunkter/forskere forventes at demonstrere international gennemslagskraft via (1) peer-reviewede publikationer i højt rangerede tidsskrifter og (2) invitationer til publikationsbidrag, anmodninger om at være inviteret taler ved velrenommerede internationale konferencer eller lign. Alle tenure track adjunkter/forskere forventes at foretage kreativt og selvstændigt videnskabeligt arbejde på højeste internationale niveau, og dermed at (videre)udvikle deres egen selvstændige forskningsprofil.

3. vise en selvstændig profil inden for vejledning, samt undervisning og/eller (hvor det er relevant) rådgivning.

Tenure track adjunkter/forskere skal levere undervisning og/eller rådgivning af høj kvalitet, og skal deltage i kurser som fx Aarhus Universitets adjunktpædagogikum, ph.d.-vejlederkursus, kursus i forskningsbaseret myndighedsbetjening m.v. En selvstædig profil inden for vejledning kan fx opbygges ved at vejlede bachelor-, kandidat- og ph.d.-studerede samt postdocs, både mht. til forskningsprojekter og karriereudvikling.

**4. vise talent for samarbejde.**

Talent for samarbejde kan fx demonstreres ved at etablere og deltage i samarbejdsprojekter med andre forskergrupper (internt, eksternt, internationalt), og afhængigt af området med rådgivningsinstitutioner, virksomhedspartnere eller lign. Sidst i forløbet må tenure track adjunkter/forskere forventes at have etableret et selvstændigt netværk, så de selv kan initiere forskningsansøgninger I de institutter/sektioner/grupper, hvis primære kerneopgave er rådgivning, vil der være fokus på evnen til at samarbejde internt såvel som eksternt om løsning af rådgivningsopgaver.

Desuden forventes alle tenure track adjunkter/forskere at bidrage til instituttets faglige miljø og omdømme ved at interagere konstruktivt med instituttets øvrige medarbejdere og studerende. Tenure track adjunkter/forskere må forventes aktivt og konstruktivt at understøtte instituttets virke, fx ved at deltage i udvalgsarbejde, faglige seminarer, interne faglige reviewopgaver m.m., og ved at bidrage til at profilere instituttet positivt for omverdenen.

Opfyldelsen af ovennævnte mål indgår sammen med de gældende ABC-kriterier på Tech, med stor vægt i den endelige faglige vurdering for oprykning af [NAVN] til en permanent lektor/seniorforsker-stilling. Planen lægges på [NAVN]s personalesag.

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Dato / Underskrift Institutleder Dato/Underskrift [NAVN] (Tenure Track forsker/adjunkt)

## Vejledning og inspiration til lokale uddybninger eller tilføjelser

Ovenstående grundtekst til udviklingsplan er ens for alle institutter og centre på Faculty of Technical Science, men hvert institut/center kan tilføje relevante udviklingskrav til planen. Udgangspunktet er, at der ikke fjernes noget, men hvert institut/center kan nedtone nogle af kravene ved f.eks. at skrive ”evt.” eller lignende.

Eksempler på emner, der kan drøftes lokalt:

* Hvorvidt det ved hjemtagning af midler også forventes, at tenure track adjunkten/forskeren også henter midler til egen løn.
* Hvorvidt der er forventninger til at finansiere ph.d.-studerende/postdocs, drift, samt inddækning.
* Hvorvidt der er forventninger til at søge bestemte typer grants
* En selvstændig profil inden for undervisning kan fx demonstreres ved at få positive undervisningsevalueringer fra de studerende og ved at bidrage til udvikling af undervisning.
* En selvstændig profil inden for rådgivning kan fx opbygges ved at være bekendt med og agere ud fra Techs kvalitetssikringsprocedure for rådgivningsaktiviteter og ved at bidrage væsentligt til intern faglig kvalitetskontrol af rådgivningsprodukter.

**Årlig opfølgning adjunct/forsker - tenure track**

Formålet med den årlige opfølgning er:

 At sikre at tenure track adjunkten/forskeren er på rette vej i forhold til at opnå en positiv afsluttende bedømmelse.

 At hjælpe tenure track adjunkten/forskeren med at planlægge brugen den resterende tid på tenure track programmet

Udviklingsplan med årlig opdatering indgår som tungtvejende elementer i det samlede grundlag for midtvejsevaluering og afsluttende bedømmelse sammen med ABC-kriterierne (som kun findes i en engelsk udgave).

Candidates are judged by a balanced evaluation of the criteria.

They are divided into three categories:

* A-criteria are very important.
* B-criteria are also important, but it is acceptable if some are only partly fulfilled.
* C-criteria are qualifications and experiences that are not specifically required by a candidate for this type of position. However, these count positively and may to some extent compensate for not fulfilling all A-and B-criteria.

Institutlederen og tenure track-adjunkten/forskeren udfylder én gang årligt skemaerne nedenfor, som viser, hvor langt tenure track-adjunkten/forskeren umiddelbart er fra lektor-/seniorforskerniveau ved de forskellige kriterier. Ved ansættelsens start skrives der ”0”, efter 1 ansættelsesår skrives der ”1”, efter 2 ansættelsesår skrives der ”2” osv. Se eksempel nedenfor. Institutlederen kan delegere den årlige opfølgning til den der har personaleledelsen.

Den årlige opfølgning lægges på tenure track-adjunkten/forskerens ansættelsessag.

**Eksempel:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (A) Papers in high-quality journals or other high-quality publication channels. |  |  | 0 | 1 | 2 – 3 |  |  | (A) Several papers in high-quality journals or other high-quality publication channels. |
| (B) Papers in the very best publication channels within the research area. |  | 0 | 1 – 2 |  | 3 |  |  | (A) Some papers in the very best publication channels within the research area. |
| (B) Some papers with good citation numbers. |  | 0 – 1 | 2 | 3 |  |  |  | (A) Some papers with good citation numbers. |
|  |  | 0 – 1 – 2 | 3 |  |  |  |  | (A) Good H-index (depending on research area and number of years after PhD degree). |
| (A) Independent production after PhD (e.g. demonstrating ability to work in different subareas and with different people, corresponding authorships, etc.). |  | 0 | 1 – 2 | 3 |  |  |  | (A) Independent production after PhD (e.g. demonstrating ability to work in different subareas and with different people). |
| **Description:** | | | | | | | | |

## Årlig opfølgning

**1. Name candidate**

**2. Evaluation – Research - (peer-reviewed publications)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  Level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (A) Papers in high-quality journals or other high-quality publication channels. |  |  |  |  |  |  |  | (A) Several papers in high-quality journals or other high-quality publication channels. |
| (B) Papers in the very best publication channels within the research area. |  |  |  |  |  |  |  | (A) Some papers in the very best publication channels within the research area. |
| (B) Some papers with good citation numbers. |  |  |  |  |  |  |  | (A) Some papers with good citation numbers. |
|  |  |  |  |  |  |  |  | (A) Good H-index (depending on research area and number of years after PhD degree). |
| (A) Independent production after PhD (e.g. demonstrating ability to work in different subareas and with different people, corresponding authorships, etc.). |  |  |  |  |  |  |  | (A) Independent production after PhD (e.g. demonstrating ability to work in different subareas and with different people). |
| **Description:** | | | | | | | | |

**3. Evaluation – Research Network**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (A)International research collaborations (e.g. joint papers and applications). |  |  |  |  |  |  |  | (A) International research collaborations (e.g. joint papers and applications). |
| (C) Programme/organising committees, editorial boards, invited lectures, peer-reviewing, etc. |  |  |  |  |  |  |  | (B) Programme/organising committees, editorial boards, invited lectures, peer-reviewing, etc. |
| (A)Long-term research stay(s) abroad at another internationally acknowledged university or research institution. |  |  |  |  |  |  |  | (A) Long-term research stay(s) abroad at another internationally acknowledged university or research institution. |
| (C) PhD-study/employment in a world-class research group. |  |  |  |  |  |  |  | (C) PhD-study/employment in a world-class research group. |
| **Description:** | | | | | | | | |

**4. Evaluation – Academic leadership and funding**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (A) Clear potential to perform ground-breaking research. |  |  |  |  |  |  |  | (B) Ability to perform ground-breaking research. |
| (B) Clear potential to provide scientific leadership, inspiration and guidance of research colleagues. |  |  |  |  |  |  |  | (B) Ability to provide scientific leadership, inspiration and guidance of research colleagues. |
| (B) Ability to manage research projects or substantial parts of these. |  |  |  |  |  |  |  | (B) Ability to manage large research projects or substantial parts of these. |
| (A) Clear potential to attract external funding. |  |  |  |  |  |  |  | (A) Ability to attract external funding. |
| (C) Experience with interdisciplinary research. |  |  |  |  |  |  |  | (C) Experience with interdisciplinary research. |
| (C) Elite funding such as ERC. |  |  |  |  |  |  |  | (C) Elite funding such as ERC. |
| **Description:** | | | | | | | | |

**5. Evaluation – Teaching and outreach**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (B) Supervision or co-supervision of PhD students and Master’s thesis students/bachelor projects. |  |  |  |  |  |  |  | (A) Supervision or co-supervision of PhD students and Master’s thesis students/bachelor projects. |
| (B) Ability to deliver high-quality undergraduate/graduate teaching. |  |  |  |  |  |  |  | (A) Demonstrated ability to deliver high-quality undergraduate/graduate teaching. |
| (C) Development of teaching plans/material. |  |  |  |  |  |  |  | (B) Development of teaching plans/material. |
| (C) Implementation/ development of innovative teaching methods. |  |  |  |  |  |  |  | (C) Implementation/ development of innovative teaching methods. |
| (C) Public outreach, e.g. popular science lectures/articles. |  |  |  |  |  |  |  | (C) Public outreach, e.g. popular science lectures/articles. |
| **Description:**  Vær opmærksom på at aftale hvornår universitetspædagogikum prioriteres gennemført | | | | | | | | |

**6. Evaluation Industrial/public sector collaboration**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| C) Collaboration with/employment in industry/public organisations or planning and management of consultancy/advisory projects or monitoring programs. |  |  |  |  |  |  |  | (B) Collaboration with/ employment in industry/public organisations or planning and management of consultancy/advisory projects or monitoring programs. |
| (C) Providing the scientific basis for industrial collaboration or legislative/ political decision-making. |  |  |  |  |  |  |  | B) Providing the scientific basis for industrial collaboration or legislative/political decision-making. |
| (C) High-quality advisory papers/technical reports, collection/analysis /modeling of large data sets, and quality assurance experience. |  |  |  |  |  |  |  | (C) High-quality advisory papers/technical reports, collection/analysis /modeling of large data sets, and quality assurance experience. |
| (C) Development/application of models/analytical methods etc. for use in industry/public sector and membership of expert groups/boards in ministries/EU etc. |  |  |  |  |  |  |  | (C)Development/application of models/analytical methods etc. for use in industry/public sector and membership of expert groups/boards in ministries/EU etc. |
| (C) Patents/spin-off companies |  |  |  |  |  |  |  | (C) Patents/spin-off companies |
| **Description:** | | | | | | | | |

**7. Evaluation – Additional skills**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assistant professor |  | Start - Assistant professor  Level | Between assistant and associate professor level | | | Accomplished - Associate professor level |  | Associate professor |
| Initial stage | Halfway | Final stage |
| (A) Good communication skills (oral and written). |  |  |  |  |  |  |  | (A) Good communication skills (oral and written). |
| (A) Ability to collaborate and build relationships. |  |  |  |  |  |  |  | (A) Ability to collaborate and build relationships. |
| (C) Contribution to local administration (e.g. participation in departmental committees). |  |  |  |  |  |  |  | (C) Contribution to local administration (e.g. participation in departmental committees). |
| **Description:** | | | | | | | | |

**8. Any other supplementary comments**

Criteria full length: <https://tech.au.dk/fileadmin/tech.au.dk/HR/Vejledninger_Tech_DK/Kriterier_for_varig_ansaettelse__Tech_.pdf>