# Tech tenure track: Generic draft development plan

This document is for use in preparation of a development plan and annual follow-up until final evaluation.

**Preliminary comments:**

The four points listed in this document are a compulsory part of any tenure track development plan at the Faculty of Technical Sciences, i.e. for all tenure track assistant professors/researchers at all departments and centres. When preparing a specific development plan at an individual department/centre, a number of relevant development requirements may be added, and the individual requirements/expectations should be specified. Departments are encouraged to develop their own template for tenure track development plans. Remember that the development plan is part of the interim and final evaluation of the assistant professor/researcher and it includes external reviewers/assessors. It must therefore be possible for a tenure track assistant professor/researcher to demonstrate in written material to external reviewers/assessors, whether the individual requirements/expectations have been met.

On [DATE], [NAME] was employed as a tenure track assistant professor/researcher at the [SELECT DEPARTMENT/CENTER]. In general, over a six-year period, including an interim evaluation, the tenure track programme aims at developing and maturing an employee's academic qualifications with a view to subsequently working as an associate professor/senior researcher.

During the tenure track programme, [NAME] is expected to

1. establish and manage their own independent research group by e.g. obtaining external funding.

All tenure track assistant professors/researchers are expected to attract external funding. Tenure track assistant professors/researchers are expected to be the lead for research and/or consultancy grant applications. At the end of the programme, tenure track assistant professors/researchers are expected to contribute substantially to the department's overall finances, including by attracting external funding.

2. achieve clear profiling of their own and their research group's results through significant international publication activity, etc.

All tenure track assistant professors/researchers are expected to demonstrate international impact via (1) peer-reviewed publications in highly ranked journals and (2) invitations to contribute to publications, invitations to speak at reputable international conferences or similar. All tenure track assistant professors/researchers are expected to perform creative and independent scientific work at the highest international level, and thus to (further) develop their own independent research profile.

3. demonstrate an independent profile within supervision and teaching and/or (where applicable) consultancy.

Tenure track assistant professors/researchers must deliver high-quality teaching and/or consultancy, and must participate in courses such as Aarhus University's teacher training programme for assistant professors, PhD supervisor course, research-based policy advice course etc. An independent profile in supervision can be built up by supervising Bachelor's, Master's, PhD students and postdocs, for example, both with respect to research projects and career development.

**4. demonstrate a talent for collaboration.**

A talent for collaboration can be demonstrated by, for example, establishing and participating in collaborative projects with other research groups (internal, external, international), and, depending on the area, with consultancy institutions, business partners or similar. At the end of the programme, tenure track assistant professors/researchers are expected to have established an independent network so that they can initiate research applications in the departments/sections/groups. If the primary core task is consultancy, there will be focus on the ability to collaborate internally as well as externally on performing consultancy tasks.

Moreover, all the tenure track assistant professors/researchers are expected to contribute to the department's academic environment and reputation by interacting constructively with the other staff and students at the department. Tenure track assistant professors/researchers are expected actively and constructively to support the department's activities, e.g. by participating in committee work, academic seminars, internal academic review engagements, etc., and by contributing to raising the profile of the department for the surrounding world.

Meeting the objectives stated above, as well as the relevant ABC criteria at Tech, carries considerable weight in the final academic assessment for promotion of [NAME] to a permanent associate professor/senior researcher position. The plan has been filed in [NAME]‘s personal file.

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Date / Head of department signature Date / [NAME] Signature (Tenure Track researcher/assistant professor)

## Guidance and inspiration for local clarifications or additions

The above basic text for a development plan is the same for all departments and centres at the Faculty of Technical Sciences, but each department/centre may add relevant development requirements to the plan. The point of departure is that nothing is to be removed, but each department/centre can downplay some of the requirements, for example by writing "possibly" or similar.

Examples of topics that can be discussed locally:

* Whether it is expected that the tenure track assistant professor/researcher is expected also obtain funding for their own salary.
* Whether there are any expectations to finance PhDs students/postdocs, operations and indirect costs.
* Whether there are any expectations to apply for certain types of grants.
* An independent profile within teaching could be demonstrated by having positive teaching evaluations from students and by contributing to teaching development, for example.
* An independent profile within consultancy could be built up by being familiar with and incorporating Tech’s quality assurance procedure for consultancy activities and by contributing significantly to the internal academic quality control of consultancy products, for example.

**Annual follow-up - assistant professor - tenure track**

The purpose of the annual follow-up is:

• To ensure that the tenure track assistant professor/researcher is on the right track with regard to achieving a positive final evaluation.

• To advise the tenure track assistant professor/researcher with regard to planning the remaining time of the tenure track programme.

The “development plan” that was formulated in connection with the employment as tenure track assistant professor is considered a compelling element of the overall basis for the interim evaluation together with the criteria below.

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 experience 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.

Once a year, the head of department and the tenure track assistant professor/researcher complete the forms below, which show how far the tenure track assistant professor/researcher is from associate professor/senior researcher level for the various criteria. At the start of the employment period, write "0", after 1 year of employment, write "1", after two years of employment, write "2", etc. See example below. The head of department may delegate the annual follow-up to the HR manager.

The annual follow-up will be filed on the tenure track assistant professor/researcher's employment file.

**Example:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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:** | | | | | | | | |

## Annual follow-up

**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:**  Be aware that University Pedagogical Programme needs to be prioritized in the plan. | | | | | | | | |

**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 programmes. |  |  |  |  |  |  |  | (B) Collaboration with/ employment in industry/public organisations or planning and management of consultancy/advisory projects or monitoring programmes. |
| (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 /modelling of large data sets, and quality assurance experience. |  |  |  |  |  |  |  | (C) High-quality advisory papers/technical reports, collection/analysis /modelling 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>