

Talent evaluation, tenure track, and leadership

Søren Salomo, Prof. Dr.

TIM – Technology and Innovation Management Research Group, TU Berlin
Center for Entrepreneurship, DTU – Danish Technical University, Copenhagen

Relevant background

DTU 2008 - ...



TUB 2018 - ...



Head of department, DTU Management Engineering

- 250+ staff
- Heavy on teaching
- Top rated reaserach (e.g., QSA, OR)
- Large externally funded resaerch budget
- Heavy on public sector consulting
- Executive teaching portfolio

Berlin University Alliance, Speaker Obj. 4 “Promoting talent”

- Approx. 20 mio EUR budget
- PhD to full professor development
- ...
- Tenure-Track evaluation at faculty of TU Berlin

Motivation for DTU Career Guide for talent evaluation and TT

- provides an **overview over performance areas** relevant to scientific staff
- serves as a **starting point for discussions** between employee and manager about performance expectations
- gives **inspiration for how to further develop a researcher career** at DTU, as it suggests examples of potential activities in the different performance areas (research, teaching, research-based advice, and innovation)

The Career Guide is not...

- a check list determining progression to next career level or salary increase
- a comprehensive or closed list of all possible activities
- prohibiting individual early career researchers to pursue activities listed under more advanced career steps

Performance areas and progression levels

Education

1. Starting level
2. Consolidator level
3. Advanced level

Innovation

1. Starting level
2. Consolidator level
3. Advanced level

Scientific Advice

1. Starting level
2. Consolidator level
3. Advanced level

Research

Post doc, Assistant professor, Researcher

Associate professor, Senior researcher – Starting level (1)

Associate professor, Senior researcher – Consolidator level (2)

Associate professor, Senior researcher – Advanced level (3)

Professor

Associate Professor (starting level) – research performance areas and expectations

ASSOCIATE PROFESSOR + SENIOR RESEARCHER – Starting level (1)

Research field and projects:

Build and develop own research field.

Significant scientific production on an international level.

Maintain the scientific integrity and quality regarding own contributions to a research field.

Funding:

Prepare research proposals for research funding and manage research projects.

Supervision:

Review younger scientist's publications and support the scientific production of younger scientists. Supervision of PhD students.

Publications:

High quality publications in recognized journals.

Disseminate scientific knowledge beyond academic peers (newspaper or other media).

Conferences:

Regularly participate in recognized international conferences/workshops/symposia. Contribute with oral presentations.

Disseminate knowledge at national professional meetings.

Evaluations:

Perform review of publications.

Management:

Manage all aspects of research projects.

Major contribution to departmental task forces/committees and events.

Teaching – performance areas and progression

	Starting level	Consolidator level	Advanced level
Project supervision	BSc (co/main), BEng (co/main), MSc (co/main) projects.	BSc (co/main), BEng (co/main), MSc (co/main).	BSc/BEng/MSc (main).
Courses	Lecture in and/or co-responsible for courses within own research field.	Responsible for courses. Take initiative to develop and renew course materials. Teach at all levels (BSc, MSc and/or PhD). Coordinate own initiatives in the context of related courses. Application of different methods of teaching, <u>e.g.</u> e-learning.	Responsible for courses and take initiative to develop new courses. Teach at all levels (BSc, MSc and/or PhD) with positive student feedback Coordinate initiatives in the context of educational progression and related educations. Develop new methods of teaching.
Learning and teaching development	Responsible for student exercises, labs, or assignments.	Develop learning-supportive activities in relation to own courses. Take active part in coordinating and improving courses at the Department, <u>e.g.</u> as member of Department Study Board.	Develop learning-supportive activities in relation to a broader range of courses, for example a full education. Take overall responsibilities concerning courses and teaching at the department, <u>e.g.</u> as Head of the Department Study Board. Develop new strategic educational offerings (<u>e.g.</u> in the context of Nordic Five Tech, Euro Tech. etc.).
Developing teaching competences	Participation in <i>U-DTU</i> modules 1-2	Contribute to development of Department practices. Participation in <i>U-DTU</i> modules (1-4) including supplementary activities. Participation in initiatives/courses	Act as a pedagogical supervisor at the Department. Participation in initiatives/courses supporting competence development for experienced teachers.

(my) Learnings

- Clear communication about the competitive nature of TT (which is backed-up by real numbers, now and history)
- Competitive and fair academic career path only work in a context of serious mentoring (i.e. academic leadership)
- Min. 2-step decision process (linked to clear KPI at leadership level)
- Never exercise an algorithm...