

Simon Calmar Andersen

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ACADEMIC EXPERIENCE

Professor (permanent) Department of Political Science, Aarhus University	2016 -
Professor (fixed term) Department of Political Science, Aarhus University	2014 - 2015
Associate Professor Department of Political Science, Aarhus University	2011 - 2013
Associate Professor & Manager of section Department of Political Science, Aarhus University & Child and Youth, Municipality of Aarhus	2010 - 2011
Post doc. & Manager of section Department of Political Science, Aarhus University & Child and Youth, Municipality of Aarhus	2009 - 2010
Post doc. & Head clerk Department of Political Science, Aarhus University & Child and Youth, Municipality of Aarhus	2008 - 2009
Head clerk Child and Youth, Municipality of Aarhus	2007 - 2008
Assistant Professor Department of Political Science, Aarhus University	2006 - 2007

EDUCATION

PhD in Political Science Aarhus University	2006
MA in Political Science and History of Ideas Aarhus University	2003

APPOINTMENTS AND AWARDS

• Member of the Expert Group on Exams in Public Schools (Ekspertgruppen for folkeskolens prøver)	2024–2026
• Member of the Wellbeing Commission (Trivselskommissionen)	2023–2024
• Chairman of the board, Aarhus Statsgymnasium	2022–
• The Beryl Radin Award for best article in Journal of Public Administration Research and Theory in 2021	2022
• Member of the Editorial Board of Public Administration Review	2021–
• Director of TrygFonden's Centre for Child Research, Aarhus University	2016–
• Member of the management team of TrygFonden's Centre for Child Research, Aarhus University	2013–2015
• Member of the board of directors of The Danish Evaluation Institute, EVA	2015–2017
• Member of the International Advisory Board for the Public Management Evidence Lab, City University of Hong Kong	2014

- Member of Advisory Research Board of the Danish National Centre for Social Research (SFI) 2013–2017
- Member of the 2013 Research Conference Program Committee for Public Management Research Association 2013
- Member of Trygfondens ”Forum for anvendt forskning i børn og unges trivsel” 2013
- Member of the chairmanship of the Council for Evaluation and Quality Assessment of the public school (Folkeskolen) (The School Council) 2009–2013

RESEARCH GRANTS

- 7.8 million DKK from the Novo Nordisk Foundation. Lasting impact of large-scale science education initiatives 2023
PI
- 70 million DKK from TrygFonden. Extension of TrygFonden’s Centre for Child Research 2022
Director
- 20 million DKK from the Novo Nordisk Foundation. Improving Reading Outcomes for Disadvantaged Students 2021
PI
- 40 million DKK from TrygFonden. Extension of TrygFonden’s Centre for Child Research 2018
Director
- 1.5 million DKK from Egmont Fonden 2017
NEST evaluates interventions aimed at including students with special needs in ordinary class rooms.
Co-PI with Helena Skyt Nielsen
- 4.4 million DKK from TrygFonden 2016
Project READ day care provides a home-environment intervention to support language development and development of personal skills (conscientiousness). PI.
- 3.0 million DKK from TrygFonden 2015
READ Implementation tests the effectiveness of a national rollout of the evidence-based READ intervention.
Co-PI with Ulrik Hvidman
- 9.3 million DKK from Ministry of Education 2015
Well-being of Children in Primary Schools and Students at Technical Colleges (youth). PI
- 6.4 million DKK from Ministry for Education 2014
The Mother Tongue Teaching Program includes four trials and a total of 8 interventions (e.g. extra Danish lessons). Co-PI with Maria Humlum
- 4.6 million DKK from TrygFonden 2013
Project READ tested a parent-reading intervention. PI
- 3.1 million DKK from Ministry of Education 2013
Co-teacher Classrooms evaluates three different interventions with co-teachers.
Co-PI with Helena Skyt Nielsen

PUBLICATIONS (PEER REVIEWED)

Andersen, S. C., & Hansen, J. A. (2025). Nudging parental engagement: Do reminders improve shared book reading? *Journal of Behavioral Public Administration*.

- Andersen, S. C., Hvidman, U., Junge, S. Y., & Rangvid, B. S. (2025). Performance-based accountability systems at the organizational level: Effects of a school program. *Journal of Public Administration Research and Theory*. <https://doi.org/https://doi.org/10.1093/jopart/muaf007>
- Andersen, S. C., Michel, B., & Nielsen, H. S. (2025). Coaching and implementation: Insights from a field experiment in danish schools. *Education Economics*. <https://doi.org/10.1080/09645292.2025.2491536>
- Andersen, S. C., Beuchert, L., & Nielsen, H. S. (2024). The effect of teacher's aides on students with special needs. *Scandinavian Journal of Economics*.
- Andersen, S. C., & Hvidman, U. (2024). Implementing Home-Based Educational Interventions at Scale. *Journal of Human Resources*. <https://doi.org/10.3368/jhr.0920-11173R2>
- Hjortskov, M., & Andersen, S. C. (2024). Lexicographic preferences in candidate choice. how party affiliation dominates gender and race. *British Journal of Political Science*. <https://doi.org/10.1017/S0007123424000048>
- Andersen, S. C., Bruntse, M., James, O., & Jillke, S. (2023). Does work quality differ between the public and private sectors? evidence from two online field experiments. *Journal of Public Administration Research and Theory*.
- Andersen, S. C., & Hjortskov, M. (2023). Lexicographic Preferences in Candidate Choice. How Party Affiliation Dominates Gender and Race. *British Journal of Political Science*.
- Andersen, S. C., Guul, T., & Humlum, M. (2022). How first-language instruction transfers to majority-language skills. *Nature Human Behavior*, 6(2), 229–235. <https://doi.org/10.1038/s41562-021-01200-x>
- Andersen, S. C., & Hjortskov, M. (2022). The unnoticed influence of peers on educational preferences. *Behavioural Public Policy*, 6(4), 530–553. <https://doi.org/10.1017/bpp.2019.14>
- Andersen, S. C., Nielsen, H., & Rowe, M. (2022). Development of writing skills within a home-based, shared reading intervention: Re-analyses of evidence from a randomized controlled trial. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2022.102211>
- Andersen, S. C., & Hvidman, U. (2021). Can Reminders and Incentives Improve Implementation Within Government? Evidence from a Field Experiment [**Winner of The Beryl Radin Award for best article in Journal of Public Administration Research and Theory in 2021**]. *Journal of Public Administration Research and Theory*, 31(1). <https://doi.org/10.1093/jopart/muaa022>
- Gensowski, M., Ludeke, S., John, O., & Andersen, S. C. (2021). Academic self perceptions in a national danish sample: Predictive power and development from grade 4 to 9. *Journal of Research in Personality*, 92. <https://doi.org/10.1016/j.jrp.2021.104090>
- Gissel, S. T., & Andersen, S. C. (2021). A cluster-randomized trial measuring the effects of a digital learning tool supporting decoding and reading for meaning in grade 2. *Journal of Computer Assisted Learning*, 37(n/a), 287–304. <https://doi.org/https://doi.org/10.1111/jcal.12488>
- Ludeke, S., Gensowski, M., Junge, S. Y., Kirkpatrick, R., John, O., & Andersen, S. C. (2021). Does parental education influence child educational outcomes? A developmental analysis in a full-population sample and adoptee design. *Journal of Personality and Social Psychology*, 120(4), 1074–1090. <https://doi.org/10.1037/pspp0000314>
- Rosholm, M., Paul, A., Bleses, D., Højen, A., S. Dale, P., Jensen, P., M. Justice, L., Svarer, M., & Andersen, S. C. (2021). "are impacts of early interventions in the scandinavian welfare state consistent

- with a heckman curve?: A meta-analysis". *Journal of Economic Surveys*, 35(1), 106–140.
<https://doi.org/10.1111/joes.12400>
- Vedel, A., Wellnitz, K. B., Ludeke, S., Soto, C. J., John, O. P., & Andersen, S. C. (2021). Development and Validation of the Danish Big Five Inventory-2. *European Journal of Psychological Assessment*, 37(1), 42–51. <https://doi.org/10.1027/1015-5759/a000570>
- Andersen, S. C., Beuchert, L., Nielsen, H. S., & Thomsen, M. K. (2020). The Effect of Teacher's Aides in the Classroom: Evidence from a Randomized Trial. *Journal of the European Economic Association*, 18(1), 469–505. <https://doi.org/10.1093/jeea/jvy048>
- Andersen, S. C., Gensowski, M., Ludeke, S. G., & John, O. P. (2020). A stable relationship between personality and academic performance from childhood through adolescence. An original study and replication in hundred-thousand-person samples. *Journal of Personality*, 88(5), 925–939.
<https://doi.org/https://doi.org/10.1111/jopy.12538>
- Andersen, S. C., Gregersen, M. K., Nielsen, H. S., & Thomsen, M. K. (2020). Parent Involvement, Socioeconomic Status and Reading Performance. *Scandinavian Journal of Educational Research*, 0(0), 1–16. <https://doi.org/10.1080/00313831.2020.1840429>
- Andersen, S. C., & Nielsen, H. S. (2020). Learning from Performance Information. *Journal of Public Administration Research and Theory*, 30(3), 415–431. <https://doi.org/10.1093/jopart/muz036>
- Andersen, S. C., Nielsen, H. S., & Thomsen, M. K. (2020). How to increase citizen coproduction: Replication and extension of existing research. *International Public Management Journal*, 23(5), 696–712.
<https://doi.org/10.1080/10967494.2018.1518851>
- Andersen, S. C., & Guul, T. S. (2019). Reducing Minority Discrimination at the Front Line—Combined Survey and Field Experimental Evidence. *Journal of Public Administration Research and Theory*, 29(3), 429–444. <https://doi.org/10.1093/jopart/muy083>
- Andersen, S. C., Christensen, M. V., Nielsen, H. S., Thomsen, M. K., Østerbye, T., & Rowe, M. L. (2018). How reading and writing support each other across a school year in primary school children. *Contemporary Educational Psychology*, 55, 129–138. <https://doi.org/10.1016/j.cedpsych.2018.09.005>
- Andersen, S. C., & Jakobsen, M. L. (2018). Political Pressure, Conformity Pressure, and Performance Information as Drivers of Public Sector Innovation Adoption. *International Public Management Journal*, 21(2), 213–242. <https://doi.org/10.1080/10967494.2018.1425227>
- Andersen, S. C., & Moynihan, D. P. (2018). How Do Socially Distinctive Newcomers Fare? Evidence from a Field Experiment. *Public Administration Review*, 78(6), 874–882.
<https://doi.org/https://doi.org/10.1111/puar.12957>
- Favero, N., Andersen, S. C., Meier, K. J., Jr, L. J. O., & Winter, S. C. (2018). How Should We Estimate the Performance Effect of Management? Comparing Impacts of Public Managers' and Frontline Employees' Perceptions of Management. *International Public Management Journal*, 21(1), 105–130.
<https://doi.org/10.1080/10967494.2016.1236763>
- Hjortskov, M., Andersen, S. C., & Jakobsen, M. (2018). Encouraging Political Voices of Underrepresented Citizens through Coproduction: Evidence from a Randomized Field Trial. *American Journal of Political Science*, 62(3), 597–609. <https://doi.org/https://doi.org/10.1111/ajps.12360>

- Pontoppidan, M., Keilow, M., Dietrichson, J., Solheim, O. J., Opheim, V., Gustafson, S., & Andersen, S. C. (2018). Randomised controlled trials in Scandinavian educational research. *Educational Research*, 60(3), 311–335. <https://doi.org/10.1080/00131881.2018.1493351>
- Andersen, I. G., & Andersen, S. C. (2017). Student-centered instruction and academic achievement: Linking mechanisms of educational inequality to schools' instructional strategy. *British Journal of Sociology of Education*, 38(4), 533–550. <https://doi.org/10.1080/01425692.2015.1093409>
- Andersen, S. C. (2017). From Passive to Active Representation—Experimental Evidence on the Role of Normative Values in Shaping White and Minority Bureaucrats' Policy Attitudes. *Journal of Public Administration Research and Theory*, 27(3), 400–414. <https://doi.org/10.1093/jopart/mux006>
- Andersen, S. C., & Jakobsen, M. (2017). Policy Positions of Bureaucrats at the Front Lines: Are They Susceptible to Strategic Communication? *Public Administration Review*, 77(1), 57–66. <https://doi.org/https://doi.org/10.1111/puar.12584>
- Andersen, S. C., Jakobsen, M., Serritzlew, S., & Thomsen, M. K. (2017). Coproduction of Public Services. In O. James, S. R. Jilke, & G. Van Ryzin (Eds.), *Experiments in public management research: Challenges and contributions* (pp. 329–344). Cambridge University Press. <https://doi.org/10.1017/9781316676912.016>
- Hestbaek, L., Andersen, S. T., Skovgaard, T., Olesen, L. G., Elmoose, M., Bleses, D., Andersen, S. C., & Lauridsen, H. H. (2017). Influence of motor skills training on children's development evaluated in the Motor skills in PreSchool (MiPS) study-DK: Study protocol for a randomized controlled trial, nested in a cohort study. *Trials*, 18(1), 400. <https://doi.org/10.1186/s13063-017-2143-9>
- Andersen, S. C., & Hjortskov, M. (2016). Cognitive Biases in Performance Evaluations. *Journal of Public Administration Research and Theory*, 26(4), 647–662. <https://doi.org/10.1093/jopart/muv036>
- Andersen, S. C., Humlum, M. K., & Nandrup, A. B. (2016). Increasing instruction time in school does increase learning. *Proceedings of the National Academy of Sciences*, 113(27), 7481–7484. <https://doi.org/10.1073/pnas.1516686113>
- Andersen, S. C., & Moynihan, D. P. (2016a). Bureaucratic Investments in Expertise: Evidence from a Randomized Controlled Field Trial. *The Journal of Politics*, 78(4), 1032–1044. <https://doi.org/10.1086/686029>
- Andersen, S. C., & Moynihan, D. P. (2016b). How Leaders Respond to Diversity: The Moderating Role of Organizational Culture on Performance Information Use. *Journal of Public Administration Research and Theory*, 26(3), 448–460. <https://doi.org/10.1093/jopart/muv038>
- Andersen, S. C., & Nielsen, H. S. (2016). Reading intervention with a growth mindset approach improves children's skills. *Proceedings of the National Academy of Sciences*, 113(43), 12111–12113. <https://doi.org/10.1073/pnas.1607946113>
- Hvidman, U., & Andersen, S. C. (2016). Perceptions of Public and Private Performance: Evidence from a Survey Experiment. *Public Administration Review*, 76(1), 111–120. <https://doi.org/https://doi.org/10.1111/puar.12441>
- Meier, K., Andersen, S. C., Jr, L. J. O., Favero, N., & Winter, S. C. (2015). Taking Managerial Context Seriously: Public Management and Performance in U.S. and Denmark Schools. *International Public Management Journal*, 18(1), 130–150. <https://doi.org/10.1080/10967494.2014.972485>

- Meier, K. J., Winter, S. C., O'toole, L. J., Favero, N., & Andersen, S. C. (2015). The Validity of Subjective Performance Measures: School Principals in Texas and Denmark. *Public Administration*, 93(4), 1084–1101. <https://doi.org/https://doi.org/10.1111/padm.12180>
- Andersen, S., & Loftager, J. (2014). Deliberative Democratic Governance. *Administrative Theory & Praxis*, 36, 510–529. <https://doi.org/10.2753/ATP1084-1806360404>
- Hvidman, U., & Andersen, S. C. (2014). Impact of Performance Management in Public and Private Organizations. *Journal of Public Administration Research and Theory*, 24(1), 35–58. <https://doi.org/10.1093/jopart/mut019>
- Jakobsen, M., & Andersen, S. C. (2013a). Coproduction and Equity in Public Service Delivery. *Public Administration Review*, 73(5), 704–713. <https://doi.org/https://doi.org/10.1111/puar.12094>
- Jakobsen, M., & Andersen, S. C. (2013b). Intensifying Social Exchange Relationships in Public Organizations: Evidence from a Randomized Field Experiment. *Journal of Policy Analysis and Management*, 32(1), 60–82. <https://doi.org/https://doi.org/10.1002/pam.21662>
- Andersen, S. C., & Thomsen, M. K. (2011). Policy Implications of Limiting Immigrant Concentration in Danish Public Schools. *Scandinavian Political Studies*, 34(1), 27–52. <https://doi.org/https://doi.org/10.1111/j.1467-9477.2010.00260.x>
- Andersen, S. C., & Mortensen, P. B. (2010). Policy Stability and Organizational Performance: Is There a Relationship? *Journal of Public Administration Research and Theory*, 20(1), 1–22. <https://doi.org/10.1093/jopart/mup005>
- Andersen, S. C. (2008a). The Impact of Public Management Reforms on Student Performance in Danish Schools. *Public Administration*, 86(2), 541–558. <https://doi.org/https://doi.org/10.1111/j.1467-9299.2008.00717.x>
- Andersen, S. C. (2008b). Private Schools and the Parents that Choose Them: Empirical Evidence from the Danish School Voucher System. *Scandinavian Political Studies*, 31(1), 44–68. <https://doi.org/https://doi.org/10.1111/j.1467-9477.2008.00195.x>
- Andersen, S. C., & Serritzlew, S. (2007). The Unintended Effects of Private School Competition. *Journal of Public Administration Research and Theory*, 17(2), 335–356. <https://doi.org/10.1093/jopart/mul019>
- Andersen, S. C. (2005). How to Improve the Outcome of State Welfare Services. Governance in A Systems-Theoretical Perspective. *Public Administration*, 83(4), 891–907. <https://doi.org/https://doi.org/10.1111/j.0033-3298.2005.00482.x>

PHD SUPERVISION

- Mette Kjærgaard Thomsen (Main supervisor) Employed at Department of Political Science, Aarhus University.
- Morten Jakobsen (Co-supervisor). Employed at Department of Political Science, Aarhus University.
- Poul Aagard (Co-supervisor). Employed at Department of Political Science, Aarhus University.
- Rikke Fuglsang Olesen (Co-supervisor). Employed at SFI.
- Maria Falk Mikkelsen (Main supervisor). Employed at SFI.
- Morten Hjortskov Larsen (Main supervisor). Employed at Department of Political Science, Aarhus University.
- Louise Beuchert (Co-supervisor) Employed at TrygFondens Centre for Child Research, Aarhus University.
- Thorbjørn Sejr Nielsen (Main supervisor). Employed at Department of Political Science, Aarhus University.

- Jakob Holm (Main supervisor). Employed at Department of Political Science, Aarhus University.
- Alva Albæk Nielsen (Main supervisor). Employed at The Danish Evaluation Institute, EVA.
- Sarah Junge (Main supervisor) Employed at Department of Political Science, Aarhus University.
- Lóa Björk Jóelsdóttir (Co-supervisor) Employed at VIA University College.
- Andreas Videbæk Jensen (Main supervisor) Employed at Department of Political Science, Aarhus University.
- Karoline Larsen Kolstad (Co-supervisor) Employed at Department of Political Science, Aarhus University.
- Nanna Vestergaard Ahrensberg (Main supervisor) Employed at Department of Political Science, Aarhus University.
- Mads Pieter Van Luthenfelt (Co-supervisor) Employed at Department of Political Science, Aarhus University.

Current PhD students

- Katrine Bønneland Tølbøll (Main supervisor)
- Astrid Jæger (Co-supervisor)
- Christian Noer (Main supervisor)

REVIEWER FOR

Acta Sociologica, Administration and Society, American Journal of Political Science, American Political Science Review, Economics of Education Review, Education Inquiry, Frontiers in Psychology, Heliyon, International Public Management Journal, International Review of Administrative Sciences, Israel Science Foundation, Journal of Behavioral Public Administration, Journal of Computer Assisted Learning, Journal of Human Resources, Journal of Public Administration Research and Theory, Labour Economics, Local Government Studies, Learning and Individual Differences, Nordic Research Council, Norwegian Utdanningsdirektoratet, Norwegian Research Council, National Science Foundation, Policy Studies Journal, Public Administration, Paideia, Public Administration Review, PLOS one, Public Management Review, Public Personnel Management, Presidential Studies Quarterly, Review of Public Personnel Administration, Reading and Writing, Scandinavian Political Studies, Social Science Research, Scientific Reports, Social Forces, Swedish research council