

# Indkaldelse til bestyrelsesmøde

Jeg har hermed fornøjelsen at indbyde dig til bestyrelsesmøde på SDU i Kolding

2. juni 2023

**Mandag den 12. juni 2023 kl. 13.30-18.00.**  
**Lokale: Gæstekantinen, 6 sal.**

Dagsorden for bestyrelsesmødet:

Bestyrelsesmødet indledes med en rundvisning på Campus Kolding og UC Syd, ved Campusleder Marianne Wolff Lundholt og rektor ved UC Syd Alexander von Oettingen. Rundvisningen starter kl. 13.30, i Gæstekantinen på 6. sal.

	Kl.	Tid
<b>0. Rundvisning på Campus Kolding og UC-Syd</b>	13.30	45 min.
<b>1. Bemærkninger til dagsordenen</b>	14.15	5 min.
<b>2. Ny strategi for Syddansk Universitet frem mod 2030</b> <i>Indstilling</i> <i>Supplerende fremlæggelse på mødet</i>	14.20	60 min.
<b>PAUSE</b>	15.20	15 min.
<b>3. Drøftelse af fremtidens studerende set i lyset af SDU's nye strategi</b> <i>Indstilling</i> <i>Supplerende fremlæggelse på mødet</i>	15.35	60 min.
<b>4. Prækvalifikation af nye uddannelser (runde 2023-II)</b> <i>Indstilling</i> <i>Supplerende fremlæggelse på mødet</i>	16.35	10 min.

	Kl.	Tid
<b>5. Orientering om kontrolleret opbremsning</b> <i>Orientering</i> <i>Supplerende fremlæggelse på mødet</i>	16.45	15 min.
<b>6. LUKKET: Orientering om status ift. Campus Slagelse</b> <i>Orientering</i> <i>Supplerende fremlæggelse på mødet</i>	17.00	10 min.
<b>7. Økonomisk afrapportering – økonomistatus 2</b> <i>Orientering</i> <i>Supplerende fremlæggelse på mødet</i>	17.10	10 min.
<b>8. Bæredygtighedsrapport 2022</b> <i>Indstilling</i> <i>Ingen supplerende fremlæggelse på mødet</i>	17.20	5 min.
<b>9. SDU's forsikringsmæssige forhold</b> <i>Orientering</i> <i>Supplerende fremlæggelse på mødet</i>	17.25	5 min.
<b>10. Etablering af studenterombudsmand</b> <i>Indstilling</i> <i>Supplerende fremlæggelse på mødet</i>	17.30	15 min.
<b>11. Byggesager</b>	17.45	5 min.
<b>12. Meddelelser fra bestyrelsесformand Søren Klarskov Vilby</b>		
<b>13. Meddelelser fra rektoratet</b>		
<b>14. Eventuelt</b>		

Ud over materiale til ovenstående vedlægges:

- Kort guide til PDF
- Opdateret adresseliste over bestyrelsens medlemmer

Med venlig hilsen

**Søren Klarskov Vilby**

Formand for bestyrelsen

# Indstilling

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 2

Rektorsekretariatet  
1. juni 2023

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Sag:	Ny strategi for Syddansk Universitet frem mod 2030
Anledning:	Bestyrelsen bad i december 2022 universitetsledelsen sætte en ny strategisk retning, der sikrer, at universitetets kerne – forskning og uddannelse af højeste internationale kvalitet – fortsat bliver bragt effektivt i spil og skaber værdi for og med samfundet.
Indstilling:	Det indstilles, at bestyrelsen <ul style="list-style-type: none"><li>• godkender det vedlagte oplæg til en ny strategi for universitetet.</li></ul>
Sagsfremstilling:	Der har fra januar til maj 2023 været afholdt en række tematiske strategiworkshops i direktionen under overskrifterne vision, forskning og samarbejde, uddannelse og organisation og afslutningsvist en workshop med et samlet udkast til strategi. Direktionens arbejde med strategien har været understøttet af en involverende proces med løbende høringer i bl.a. Universitetsrådet, Uddannelsesrådet, HSU, studie- og institutlederkredsen og et til formålet nedsat dialogforum med repræsentanter for studerende, VIP og TAP.  Direktionens strategiudkast har efterfølgende været i bred høring i institutråd, Universitetsrådet, fakulteternes Akademiske Råd, fakulteternes SU, ASU og HSU, hvorefter papiret af universitetsledelsen er blevet bearbejdet og tilrettet med udgangspunkt i høringssvarene.
Konsekvenser og finansiering:	Har sagen ressourcemæssige konsekvenser: <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nej  Det forventes at delstrategier og indsatser, der sættes i gang i forlængelse af strategiarbejdet, kan finansieres inden for rammerne af Direktionens Strategiske Pulje.
Videre proces:	I fase 2 af strategiprocessen vil der hen over efteråret blive iværksat en inddragende proces med udvikling af konkrete handleplaner og initiativer til implementering i de enkelte områder og enheder.
Bilag:	Udkast til ny strategi for Syddansk Universitet.

**Indstiller:**

Jens Ringsmose  
Rektor

**Sagsbehandler:**

Anya Aarenstrup  
Chefkonsulent

## Syddansk Universitet mod 2030

*"Vi skaber værdi for og med samfundet og former fremtiden gennem høj kvalitet, talentfulde mennesker og fremragende miljøer"*

### Syddansk Universitet 2023

Syddansk Universitet er et universitet i international klasse med dybe rødder i Region Syddanmark. Universitetet udmærker sig ved sin multicampusstruktur, og med fem stærke fakulteter samlet under ét tag på hovedcampus i Odense har Syddansk Universitet optimale rammer for tværdisciplinære samarbejder. Det afgørende udgangspunkt for universitetets aktiviteter er fremragende forskning på højeste internationale niveau; forskning i international klasse er afsættet for de uddannelser, den dannelse og den værdiskabelse, Syddansk Universitet tilbyder omverdenen.

Syddansk Universitet er kendtegnet ved høj kvalitet, ambitioner og mod. Med udgangspunkt i en produktiv balance mellem nysgerrighedsdrevet grundforskning og mere anvendelsesorienteret forskning og innovation interagerer universitetet med det omgivende samfund. Universitetet påtager sig et ansvar for at levere forskningsbaserede løsninger til gavn for samfundet.

Syddansk Universitet har en bred uddannelsesportefølje, nærhed mellem forskere og studerende samt veldrevne uddannelser. Med vilje, evne og mod eksperimenterer universitetet med nye formater og uddannelsesstilbud, som forløser de studerendes potentiale og bibringer dem nye erkendelser og kompetencer.

Syddansk Universitet bekender sig til og værner om de akademiske frihedsrettigheder som fundament for universitetets forskning, uddannelse og samarbejde med omgivelserne. Forskningsfrihed, undervisningsfrihed samt debat- og ytringsfrihed er forudsætningen for, at universitetets ansatte og studerende kan skabe og formidle nye erkendelser.

### En verden i konstant forandring

Klimaforandringer, den demografiske udvikling, pandemier, cybertrusler og en global økonomi i hastig forandring er væsentlige samfundsmæssige udfordringer, som Syddansk Universitet skal og vil adressere. Det 21. århundredes store udfordringer er kendtegnede ved at være komplekse og mangefacetterede; bæredygtige forandringer og løsninger kræver ny – og ofte tværvidenskabelig – forskningsbaseret viden, og Syddansk Universitet er en uomgængelig aktør i omstillingsprocessen.

Samtidig forandrer Syddansk Universitets rammeverk sig på afgørende måder: Såvel det nationale som det europæiske fundinglandskab er under opbrud, den demografiske udvikling går i retning af færre unge og flere ældre, og samfundets forventninger til, at universiteterne kan udbyde fleksible uddannelsesformater til et digitalt samfund og et arbejdsmarked i forandring, vokser.

Forandringerne i universitetets omgivelser skaber et presserende behov for, at Syddansk Universitet definerer udviklingsspor, der sikrer, at universitetets kerne – forskning og uddannelse af højeste internationale kvalitet – også i fremtiden vil blive bragt effektivt i spil.

### Visionen: Syddansk Universitet 2030

I 2030 er Syddansk Universitet fortsat anerkendt for at være et flerfakultært universitet i international klasse med tydelige rødder i Region Syddanmark. Syddansk Universitet frembringer excellent forskning og tilbyder fremragende uddannelser og innovation, der skaber bevægelse og positiv forandring uden for universitetets mure.

Men Syddansk Universitet er mere end det.

I 2030 er Syddansk Universitet anerkendt for

- Banebrydende og transformativ **forskning**, som former fremtidens samfund
- attraktive og fleksible **læringsmiljøer**, som uddanner efterspurgte og værdiskabende dimittender
- værdifuld **samskabelse, formidling og innovation**, som skaber en oplyst offentlighed og fremmer vækst, velfærd og udvikling
- motiverende **universitetsrammer og miljøer** kendtegnet ved excellence, komplementaritet og diversitet, som gør individer og grupper i stand til at realisere deres fulde potentiale.

Syddansk Universitet er med andre ord kendt for at skabe værdi for og med samfundet og for at forme fremtiden gennem høj kvalitet, talentfulde mennesker og fremragende miljøer.

### **Talentfulde mennesker i fremragende miljøer skaber høj kvalitet og værdi i en bred forstand**

Værdi, kvalitet, talentfulde mennesker og fremragende miljøer er omdrejningspunktet for Syddansk Universitets strategiske indsatser frem mod 2030.

#### *Værdi for og med samfundet*

Det er Syddansk Universitets eksistensberettigelse at skabe værdi for og med samfundet. Syddansk Universitet skal bidrage med forskningsbaseret viden, løsninger, rådgivning, myndighedsbetjening, innovation samt uddannelse og læring, der gør en positiv forskel for universitetets omgivelser. Vi skal adressere store samfundsmaessige udfordringer. Det betyder, at Syddansk Universitet prioriterer at bidrage til en bæredygtig fremtid.

#### *Værdi i en bred forstand via høj kvalitet*

Forudsætningen for, at Syddansk Universitet kan skabe værdi for og med samfundet, er, at universitetet leverer forskning, uddannelser og samarbejder af højeste internationale kvalitet. Værdiskabelsen og universitetets relevans tager ultimativt sit afsæt i den høje kvalitet. Særlig vigtig er imidlertid den excellente forskning. Det er den forskningsbaserede erkendelse og de forskningsbaserede uddannelser, som adskiller universitetet fra alle andre institutioner. Kvaliteten af universitetets uddannelses- og samarbejdsaktiviteter er til syvende og sidst ikke stærkere end de forskningsmiljøer, de tager deres afsæt i.

#### *Høj kvalitet via talentfulde mennesker og fremragende miljøer*

Vigtigst i bestræbelserne på at opnå høj kvalitet – og dermed indfri ambitionen om at skabe værdi for og med samfundet – er universitetets befolkning. Individer såvel som grupper. Det er universitetets forskere, undervisere, studerende, ledere og teknisk-administrative personale, der er den afgørende forudsætning for, at Syddansk Universitet kan levere høj kvalitet. Kvaliteten af universitetets forsknings-, uddannelses- og samarbejdsaktiviteter er afhængig af moderne laboratorieudstyr, driftsmidler, effektive kvalitetssikringssystemer, uddannelsernes fysiske rammer samt tidssvarende IT-infrastruktur. Men uden de rette individier og grupper har de fysiske rammer og infrastrukturen ingen værdi. Det er derfor afgørende, at Syddansk Universitet formår at fastholde, udvikle og rekruttere talenter og skabe fremragende miljøer.

### **Strategiske fokusområder: Forskning, uddannelse, samarbejde og organisation**

For at realisere 2030-visionen vil Syddansk Universitet have fokus på indsatser inden for fire kerneområder: forskning, uddannelse, samarbejde og organisation. Indsatserne vil blive udmøntet i delstrategier og enkeltindsatser, og de vil i stort omfang tage udgangspunkt i det strategiske hovedgreb: Prioriteringen af høj kvalitet, talentfulde individer og fremragende miljøer.

#### **Forskning**

I 2030 er Syddansk Universitet kendt og anerkendt *for banebrydende og transformativ forskning, som former fremtidens samfund*. Frem mod 2030 vil vi løfte universitetets generelle forskningshøjde yderligere og sikre, at SDU bliver verdensførende på flere forskningsområder.

#### **1) Vi vil fastholde og rekruttere talenter på internationalt topniveau**

Talenter på internationalt topniveau er afgørende for, at Syddansk Universitet kan løfte den generelle forskningshøjde yderligere, sikre forskningsbredden samt udvikle og kultivere verdensførende forskningsmiljøer. Succesfuld fastholdelse og rekruttering af forskningstalenter er hovedforudsætningen for, at universitetet kan skabe værdi for og med samfundet gennem høj kvalitet.

**2) Vi vil udvikle fremragende miljøer, som fostrer næste generation af excellente forskere**

Fremragende forskningsgrupper og -miljøer er afgørende for, at forskningstalenter kan vokse og udvikle sig. Syddansk Universitet skal være kendt for fagligt stimulerende, ambitiøse, inspirerende og mangfoldige miljøer, som kultiverer næste generation af excellente forskere og realiserer den enkelte forskers fulde potentiiale.

**3) Vi vil være verdensførende på udvalgte forskningsområder**

Syddansk Universitet er allerede i dag verdensførende indenfor enkelte forskningsområder. Vi vil fastholde disse styrkepositioner og udvikle nye verdensførende miljøer, der skaber banebrydende forskning og styrker universitetets evne til at fastholde og tiltrække internationale forskningstalenter.

**4) Vi vil udvikle forskningskvaliteten og -højden med afsæt i internationalt samarbejde og sparring**

Excellent forskning foregår, udbredes og evalueres i internationale netværk. Syddansk Universitet vil udvikle og styrke universitetets forskning gennem en øget grad af internationalt samarbejde samt sparring, der inspirerer og udfordrer universitetet til at leve endnu højere forskningskvalitet.

**5) Vi vil øge forskningsfinansieringen**

Fremragende forskningsmiljøer kræver betydelige økonomiske ressourcer. Syddansk Universitet vil styrke og udvikle universitetets forskningsaktiviteter ved at øge hjemtaget af eksterne forskningsmidler fra offentlige og private fonde. Syddansk Universitet vil udnytte de muligheder, som etændret landskab for forskningsfinansiering byder på.

### ***Uddannelse***

I 2030 er Syddansk Universitet kendt og anerkendt *for attraktive og fleksible læringsmiljøer, som uddanner efterspurgt og værdiskabende dimittender*. Frem mod 2030 vil vi udvikle universitetets uddannelsesportefølje i indhold og format og derigennem imødekomme samfundets – og særligt Region Syddanmarks – behov for kompetencer og ny viden.

**1) Vi vil uddanne kompetente mennesker, der udfordrer og bidrager til samfundsudviklingen**

Fagligt stærke, kompetente og engagerede mennesker er afgørende i løsningen af fremtidens komplekse samfundsudfordringer. Vi vil understøtte de studerendes motivation og dannelses- og styrke deres evner inden for samarbejde, kommunikation samt kreativ og kritisk tænkning. Vi vil uddanne digitalt kompetente og bevidste mennesker, der kan anvende digitalisering i en faglig kontekst og aktivt bidrage til udviklingen af den digitale fremtid.

**2) Vi vil skabe fremragende uddannelsesmiljøer, hvor talent og faglighed udvikles**

Uddannelsesmiljøet er afgørende for, at studerende realiserer deres fulde potentiale. Syddansk Universitet vil udvikle fysiske rammer og digitale løsninger, der understøtter excellente faglige fællesskaber og de studerendes trivsel på alle campusser. Vi vil have fokus på uddannelsesledelse og kompetenceudvikling af undervisere med henblik på at skabe attraktive internationale uddannelsesmiljøer af højeste kvalitet og undervisning baseret på relevant pædagogik og didaktik.

**3) Vi vil tilknytte nysgerrige, motiverede og talentfulde unge**

De unges faglige forudsætninger, evner, interesser og mod er forudsætningen for, at vi i mangfoldige og internationale uddannelsesmiljøer uddanner fremragende dimittender, som har kompetencer til at være en del af et højt specialiseret arbejdsmarked. Syddansk Universitet vil etablere en tidlig og varig relation mellem de unge og universitetets fagligheder, som understøtter et studievalg, der giver de unge mulighed for at realisere deres faglige og personlige potentiale. Vi vil samtidigt rekruttere talentfulde internationale studerende til Syddansk Universitets attraktive uddannelsesmiljøer.

**4) Vi vil skabe større sammenhæng mellem uddannelse og forskning gennem forskningsintegration**  
 Syddansk Universitetets samlede udbud af uddannelse i fleksible formater og til alle målgrupper skal i endnu højere grad baseres på universitetets forskning og udvikles løbende i et samspil med omverdenen. Fremragende forskningsmiljøer er grundlaget for at levere forskningsbaseret uddannelse af højeste kvalitet; vi vil øge forskningsintegrationen og stimulere den allerede nære kontakt mellem forskere og studerende.

**5) Vi vil understøtte livslang læring til mennesker i beskæftigelse**

Uddannelsessektoren står i en brydningstid, og samfundets behov for og syn på uddannelse er under hastig forandring. Syddansk Universitet har med sin regionale forankring en unik mulighed for at adressere arbejdsmarkedets behov for forskningsbaserede kompetencer. Vi vil i samspil med omverdenen transformere og skabe fleksible uddannelsesaktiviteter, der sikrer, at mennesker i beskæftigelse har tilknytning til universitetet hele livet.

**Samarbejde**

I 2030 er Syddansk Universitet kendt og anerkendt *for samskabelse, værdifuld formidling og innovation, som skaber en oplyst offentlig og fremmer vækst, velfærd og udvikling*. Frem mod 2030 vil vi styrke universitetets evne til at bringe forskningsbaseret viden i spil i samarbejder med virksomheder, myndigheder, NGO'er og øvrige partnere samt sikre, at Syddansk Universitets ansatte bidrager til at informere den offentlige debat.

**1) Vi vil prioritere særlige temaer og involvere fagmiljøer på tværs af fakulteter**

Kompetente og engagerede mennesker er afgørende i løsningen af fremtidens komplekse samfundsudfordringer. Med udgangspunkt i en stærk faglighed vil vi understøtte de studerendes motivation og dannelses og styrke deres evner inden for samarbejde, kommunikation samt kreativ og kritisk tænkning. Vi vil uddanne digitale kompetente og bevidste mennesker, der kan anvende digitalisering i en faglig kontekst og aktivt bidrage til udviklingen af den digitale fremtid.

**2) Vi vil styrke forskningens positive impact på det omgivende samfund**

Det er Syddansk Universitets ambition at være blandt de fremmeste universiteter, når det handler om at leve positiv samfundsmæssig impact i form af forskningsbaseret viden og løsninger, som svar på samfunds udfordringer. Vi vil arbejde målrettet for, at universitetets excellente forskning bliver bragt i spil til gavn for omgivelserne.

**3) Vi vil sikre værdiskabende formidling**

Syddansk Universitet skaber værdi for samfundet gennem formidling af forskningsbaseret viden og deltagelse i den offentlige debat. Universitetet er en kulturbærende institution, der bidrager med dannelses og viden, som tjener til at kvalificere den offentlige debat. Vi vil udvikle og styrke Syddansk Universitetets formidlingsaktiviteter og sikre, at sådanne aktiviteter har meriterende værdi for den enkelte forsker.

**4) Vi vil fremme innovationsinitiativer og -miljøer**

Syddansk Universitet har allerede i dag stor innovationskraft med spin-out fra forskning og et stærkt iværksættermiljø for studerende. Vi vil føje yderligere til denne styrkeposition og prioritere ressourcer, der skal understøtte, at Syddansk Universitetet også i fremtiden er anerkendt som et innovationsuniversitet.

**5) Vi vil bygge broer til omverdenen gennem strategiske partnerskaber**

Syddansk Universitet lykkes bedst, når universitetet indgår i stærke relationer og partnerskaber med centrale aktører i det omgivende samfund; det gælder til offentlige myndigheder, civilsamfund og institutioner, til virksomheder, organisationer og til fonde. Stærke partnerskaber kræver fokus på at skabe solide og bæredygtige relationer i et større økosystem.

**Organisation**

I 2030 er Syddansk Universitet kendt og anerkendt *for motiverende universitetsrammer for talentfulde mennesker og fremragende miljøer kendtegnet ved excellence, komplementaritet og diversitet*. Frem mod 2030 vil vi arbejde for at sikre fremragende organisatoriske og fysiske rammer, der tiltrækker, udvikler og forløser talent.

**1) *Vi vil fremme det gode universitetsliv***

Syddansk Universitet har allerede i dag et godt arbejds- og studiemiljø med stort fokus på at sikre medbestemmelse og medinddragelse. For at understøtte et universitet med fokus på talent og fremragende miljøer er det ambitionen, at universitetet også i fremtiden er kendt for et engagerende, motiverende og stimulerende universitetsmiljø. Uanset baggrund og forudsætninger skal ansatte og studerende være inkluderet i at skabe det gode universitetsliv, som på Syddansk Universitet er kendtegnet ved akademisk frihed, høj trivsel, ordentlighed og samarbejde.

**2) *Vi vil levere kvalitet ved højt kompetenceniveau og robuste miljøer***

Ligesom Syddansk Universitet sikrer et højt uddannelsesniveau i samfundet, har universitetet også fokus på at videreudvikle lederes og medarbejdernes viden, evner og kunnen til at løse opgaver – individuelt og i fællesskab som samlet organisation. Et fortsat højt kompetenceniveau hos ledere og medarbejdere samt robuste faglige og sociale miljøer er nødvendigt for at sikre universitetets evne til at levere høj kvalitet.

**3) *Vi vil løbende forbedre arbejdsgange og digitale løsninger***

Syddansk Universitet anvender i dag mange digitale løsninger, som er baseret på ambitionen om, at universitetet har en sammenhængende, robust og sikker digital infrastruktur. Ansatte og studerende skal opleve, at digitale løsninger er en hjælp og aflastning i hverdagen. Universitetet vil nysgerrigt vurdere nye innovative digitale muligheder, være fokuseret på løbende forbedring af arbejdsgange og digitale løsninger og løfte organisationens digitale evner.

**4) *Vi vil skabe attraktive, optimale og bæredygtige rammer***

Syddansk Universitet har omfattende fysiske faciliteter, som rummer teknologisk avancerede laboratorier og værksteder, undervisningslokaler og læringsrum, kontorarealer, fælles faciliteter og udenomsarealer. Det er ambitionen, at de fysiske rammer hele tiden er tilpasset og optimeret til universitetets behov og aktivitet. Universitetet vil gerne invitere eksterne parter ind på campus til innovativ kollaboration og samskabelse. Samtidig vil universitetet fortsat implementere bæredygtighed og klimahensyn i universitetets drift.

**5) *Vi vil sikre en god økonomi***

Syddansk Universitets økonomi er under forandring med tyngdeforskydninger fra uddannelse til forskning og fra heltidsuddannelse til mere fleksible formater. Samtidig står universitetet overfor store politiske reformer på uddannelsesområdet. Det er afgørende, at universitetet har en god økonomi, som kan understøtte, at universitetets opgaver kan løses, og strategiske prioriteringer kan gennemføres.

# Indstilling

Møde i bestyrelsen den 12. juni 2023

Dagsordenens punkt 3

SDU Studieservice

T +4565508250

stinne@sdu.dk

Sag: Drøftelse af fremtidens studerende set i lyset af SDU's nye strategi

Anledning: I udkastet til SDU's kommende strategi er der fokus på høj kvalitet som grundlag for, at SDU kan skabe værdi for og med samfundet. Rektoratet har derfor igangsat en analyse af, hvordan SDU kan sikre, at de studerende SDU optager i fremtiden har de kvaliteter, der skal til for at gennemføre en universitetsuddannelse og leve op til ambitionerne i strategien. Med denne sag ønsker rektoratet en drøftelse af forslag til virkemidler, baggrunden herfor og konsekvenser for SDU's optagelse.

Indstilling Det indstilles, at bestyrelsen

- Drøfter forslag til virkemidler til at forbedre kvaliteten af SDU's studenterpopulation  
Herunder drøftelse af
  - karakterkrav i kvote 1 og kravene til optagelsesprøven i kvote 2
  - konsekvenserne ved at justere i optagelseskravene

Sagsfremstilling: I udkastet til SDU's strategi står der følgende om den studenterpopulation, SDU skal efterstræbe:

*"I 2030 er Syddansk Universitet kendt og anerkendt for (...) attraktive og fleksible læringsmiljøer, som uddanner efterspurgt og værdiskabende dimittender (...)*

*Vi vil tilknytte nysgerrige, motiverede og talentfulde unge. De unges faglige forudsætninger, evner, interesser og mod er grundlaget for, at vi kan uddanne dimittender, som har kompetencer til at være en del af et højt specialiseret arbejdsmarked. Vi vil etablere en tidlig og varig relation mellem de unge i regionen og universitetets fagligheder, som understøtter et studievalg, der giver de unge mulighed for at realisere deres faglige og personlige potentielle."*

Det vil sige, at det bliver afgørende for SDU, at vi som universitet arbejder målrettet mod at optage talentfulde studerende, der kan blive dygtige dimittender. Som det fremgår i det følgende samt i det supplerende materiale i bilag 1, viser flere undersøgelser, at de krav, der stilles til ansøgere i optagelsesprocessen, kan mindske frafald og dimittendledighed og dermed have betydning for kvaliteten af SDU's uddannelser samt de dimittender SDU leverer til samfundet.

## ***Optagelsesmodeller for videregående uddannelser***

Der findes to optagelsesmodeller der giver adgang til en videregående uddannelse i Danmark; kvote 1 og kvote 2.

I kvote 1 får ansøgerne adgang til en universitetsuddannelse alene på baggrund af deres karaktergennemsnit fra den adgangsgivende eksamen, eksempelvis fra stx, htx og hhx, og ansøgerne med det højeste karaktergennemsnit bliver tilbudt en studieplads.

Kvote 2 giver mulighed for, at ansøgere kan blive optaget på andet end deres karaktergennemsnit fra den adgangsgivende eksamen. Det betyder, at det igennem kvote 2 er muligt at optage ansøgere, der ikke har et gennemsnit, der er højt nok til at blive optaget via kvote 1, eller fx har en adgangsgivende eksamen fra udlandet, en Rudolf Steiner-eksamen eller søger dispensation.

Universiteterne skal hver især opsætte kompetencemål, der ikke er karaktergennemsnittet, som ansøgerne kan rangeres ud fra. Institutionerne kan anvende prøver, motiveret ansøning, interviews, "pointindsamling" m.v. til dette kompetencemål.

På SDU anvendes uniTEST som optagelsesprøve i kvote 2.

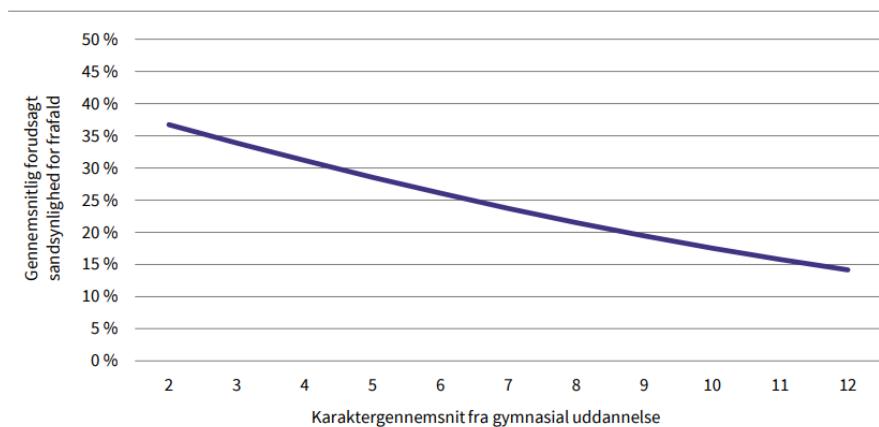
I begge optagelsesmodeller har universiteterne mulighed for at fastsætte adgangskrav, som de studerende som minimum skal opfylde for at kunne søge om optagelse. Kravene kan variere fra uddannelses til uddannelse og være enten en minimumskarakter (karaktergennemsnit eller fagkarakter) fra den adgangsgivende eksamen (kvote 1 og 2) eller en minimumsscore (kvote 2).

SDU er det universitet der anvender den største variation af adgangskrav og hyppigst ændrer adgangskravene. I 2023 spænder karakterkravet fra 4 og op til 9 og flertallet af uddannelserne har undtagelser fra kravet mod en bestemt karakter i specifikke fag.

#### ***Førsteårsfrafald og sammenhæng til karaktergennemsnit i kvote 1 og resultatet af optagelsesprøven i kvote 2***

En undersøgelse fra [EVA fra 2018](#) viser, at jo højere karaktergennemsnit fra gymnasiet de studerende har, jo mindre er deres sandsynlighed for at falde fra det første år (se figur 1). Undersøgelsen viser også, at de studerende, der har et karaktergennemsnit over ti, har lavere risiko for at falde fra (med visse undtagelser), de har en lavere ledighed, og chancen for, at de får en ph.d., er også større ([EVA 2018](#)).

***Figur 1. Sammenhæng mellem gymnasialt karaktergennemsnit og førsteårsfrafald på bacheloruddannelser på universiteterne.***



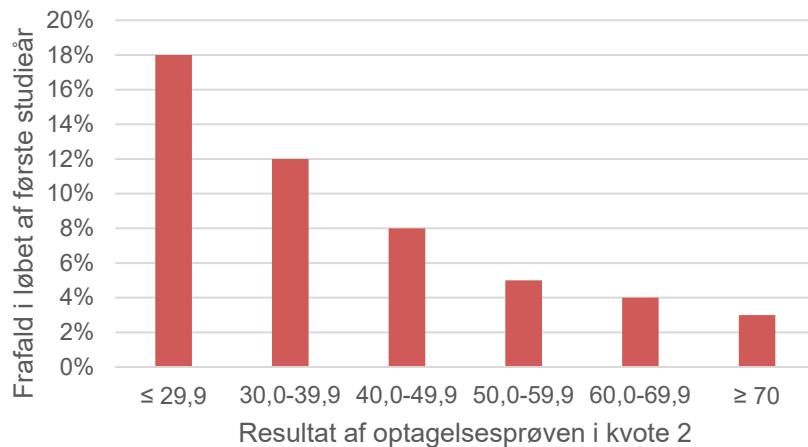
Kilde: Danmarks Evalueringssinstitut (EVA) på baggrund af Danmarks Statistik og Den Koordinerede Tilmelding.

Note: Estimeret på baggrund af 23.912 studieforløb. Der er kontrolleret for uddannelsesspecifikke forhold samt optagelseskvote. Omfatter data for 2016.

Derudover viser en undersøgelse, som Epinion har foretaget for Uddannelses- og Forskningsministeriet ([Frafald og uddannelsens faglige niveau 2018](#)), at 45 procent af de frafaldne studerende angiver, at uddannelsens faglige niveau i nogen eller høj grad var medvirkende årsag til at afbryde studiet. Det er den hyppigste årsag, de studerende angiver i en spørgeskemaundersøgelse blandt frafaldne studerende. Adgangskravene på uddannelserne fungerer dermed som en vigtig oplysning for ansøgerne om, hvilket minimumsniveau uddannelsen kræver og bidrager dermed til den forventningsafstemning, der er fordelagtig i forbindelse med et studievalg.

Tal fra SDU viser samme tendens. Af figur 2.a fremgår førsteårsfrafaldet for studerende optaget i 2022 koblet til forskellige resultater af optagelsesprøven i kvote 2 og grupperede karaktergennemsnit (figur 2.b). Der ses mindre frafald, jo højere resultat man har opnået i optagelsesprøven i kvote 2. De grupperede karakterer er mindre entydige, men overordnet set falder frafaldet, jo højere karakter den studerende har.

*Figur 2.a Førsteårsfrafald og resultat af optagelsesprøven i kvote 2\* for studerende optaget i 2022*



\* Ansøgere skal opnå en score på 35 (25 for diplomingeniører) for at bestå optagelsesprøven i kvote 2

**Figur 2.b Førsteårsfrafald og grupperede karaktergennemsnit for studerende optaget i 2022**



#### **Karaktergennemsnit og sammenhæng til succes på uddannelsen og jobmarkedet**

Flere nationale undersøgelser har påvist, at der er en sammenhæng mellem karaktergennemsnit i gymnasiet og succes på uddannelsen og arbejdsmarkedet:

- Der er ift. tidligere kommet en tættere sammenhæng mellem karakterer i gymnasiet, og hvordan man klarer sig senere i livet. Karaktergennemsnittet har bl.a. større betydning for fremtidig indkomst end tidligere ([Kraka 2023](#)).
- Jo højere karakterniveau, desto hurtigere kommer du i beskæftigelse. Det hænger sammen med, at karakteren afspejler en "generel ressourcestyrke" som omfatter faglig styrke, trivsel og overskud ([AAU og Aalborg Kommune 2022](#))
- Der er, med undtagelser, stor overensstemmelse med, hvilket karakterniveau de studerende har i gymnasiet og deres efterfølgende karaktergennemsnit på de vide-regående uddannelser. ([DEA 2022](#)).

De nationale sammenhænge mellem karaktergennemsnit i gymnasiet og beskæftigelsesgrad ses også for SDU's dimittender (Tabel 2).

På SDU-niveau gælder det, at dimittender med et karaktergennemsnit fra gymnasiet på 10,0 eller derover er hurtigere i første job end de dimittender, der havde et lavere karaktergennemsnit fra gymnasiet. Tabel 1 viser, at det tog 6,4 måneder for 80% af dimittenderne med et karaktergennemsnit fra gymnasiet på 10,0 eller derover at komme i beskæftigelse. Tilsvarende tog det 16,2 måneder, før 80% af dimittenderne med et karaktergennemsnit fra gymnasiet på 6,0 eller derunder havde deres første fuldtidsjob.

**Tabel 2. Antal måneder fra studerende har fuldført og til 80% af dimittenderne har deres første fuldtidsjob, fordelt på karaktergennemsnit fra gymnasiet, UFM**

Karaktergennemsnit fra gymnasiet	Fuldførte	Pct. Fordeling	80%
<b>Kvotient på 10 eller mere</b>	932	12%	6,4
<b>Kvotient mellem 6 og 10</b>	4.220	53%	10,2
<b>Kvotient under 6</b>	1.569	20%	16,2

#### **Karaktergennemsnit hos SDU's ansøgere**

Konklusionen fra ovenstående analyser er, at der er en sammenhæng mellem frafald på uddannelserne og de unges karaktergennemsnit fra gymnasiet, og at dimittender med de højeste karakterer kommer hurtigst i beskæftigelse.

En stor andel af SDU's ansøgere har et relativt lavt karaktergennemsnit. 20% af de studerende, der i 2022 fik tilbuddet en studieplads på SDU, havde under 6 i karaktergennemsnit fra gymnasiet, mens 34% havde under 7 i karaktergennemsnit fra gymnasiet. Karaktergensnittet for studenter på de almene gymnasiale uddannelser stx og htx var 7,7 i 2021. Dette tal var 7,3 i Region Syddanmark.

Med udgangspunkt i den aktuelle viden forventes det at højere kvalitetskrav til SDU's ansøgere vil få positive konsekvenser for kvaliteten af SDU's uddannelser.

#### **Konsekvenser ved at skærpe kvalitetskravene til ansøgerne til SDU**

Der er en forventning om, at et skærpet kvalitetskrav til ansøgere til SDU's uddannelser også vil have en positiv påvirkning på andet end frafald og ledighed. Det vil generelt sikre et højere fagligt niveau blandt de studerende. De faglige fællesskaber vil i højere grad bestå af motiverede studerende, der trives, fordi de er fagligt kompetente og har overskud til at bidrage aktivt til læringsfælleskabet. Et mindre frafald vil også styrke de faglige fællesskaber, da studiegrupper ikke i samme grad affolkes i takt med at medstuderende falder fra.

Ved skærpede adgangskrav skal SDU samtidig være forberedt på, at færre unge vil være kvalificerede til at blive optaget på SDU på baggrund af deres karaktergennemsnit fra gymnasiet. Der er en forventning om, at nogle af disse ansøgere vil kunne optages ved at bestå optagelsesprøven i kvote 2 og derigenem sandsynliggøre, at de har de efterspurgte kvalifikationer til at gennemføre en akademisk uddannelse.

Vi kan anskueliggøre, hvad konsekvenserne af et skærpet karakterkrav på 7 vil have, ved at se på karaktergennemsnittene for ansøgere, der blev tilbuddet en studieplads i 2022. Hvis man ser bort fra de uddannelser, der er indstillet til lukning i forbindelse med besparelsesprocessen i 2023, og antager at campus Slagelse overdrages til RUC, ville omkring 390 ansøgere, ikke kunne optages i kvote 1. Det svarer til 10% af optaget i 2022, hvor SDU op tog 3.647 bachelorstuderende.

Hvis SDU vælger at skærpe adgangskravene, kan det være en fordel at vælge ét fælles adgangskrav og fastholde adgangskravet i en årrække. Det vil gøre det nemmere for potentielle ansøgere at gennemskue optagelsesreglerne, og SDU vil have et enkelt og stærkt budskab til omverdenen omkring adgangen til SDU's uddannelser.

## Bilag

## 1. Præsentation om fremtidens studenterpopulation

**Indstiller:**

Helle Waagepetersen  
Præsident  
SDU

**Sagsbehandler:**

Stinne Hørup Hansen  
Kontorchef  
SDU Studieservice

# **Fremtidens studerende set i lyset af SDU's nye strategi**

# Hvad siger strategien om fremtidens studerende?

*De unges faglige forudsætninger, evner, interesser og mod er grundlaget for, at vi kan uddanne dimitrender, som har kompetencer til at være en del af et højt specialiseret arbejdsmarked.*

**Vi vil skabe uddannelsesmiljøer, hvor talent og faglighed udvikles**  
Uddannelsesmiljøet er afgørende for, at studerende realiserer deres fulde potentiale.

**Design**  
- Hvordan udfolder vi potentiale?

**Adgang**  
- Hvordan selekterer vi på potentiale?

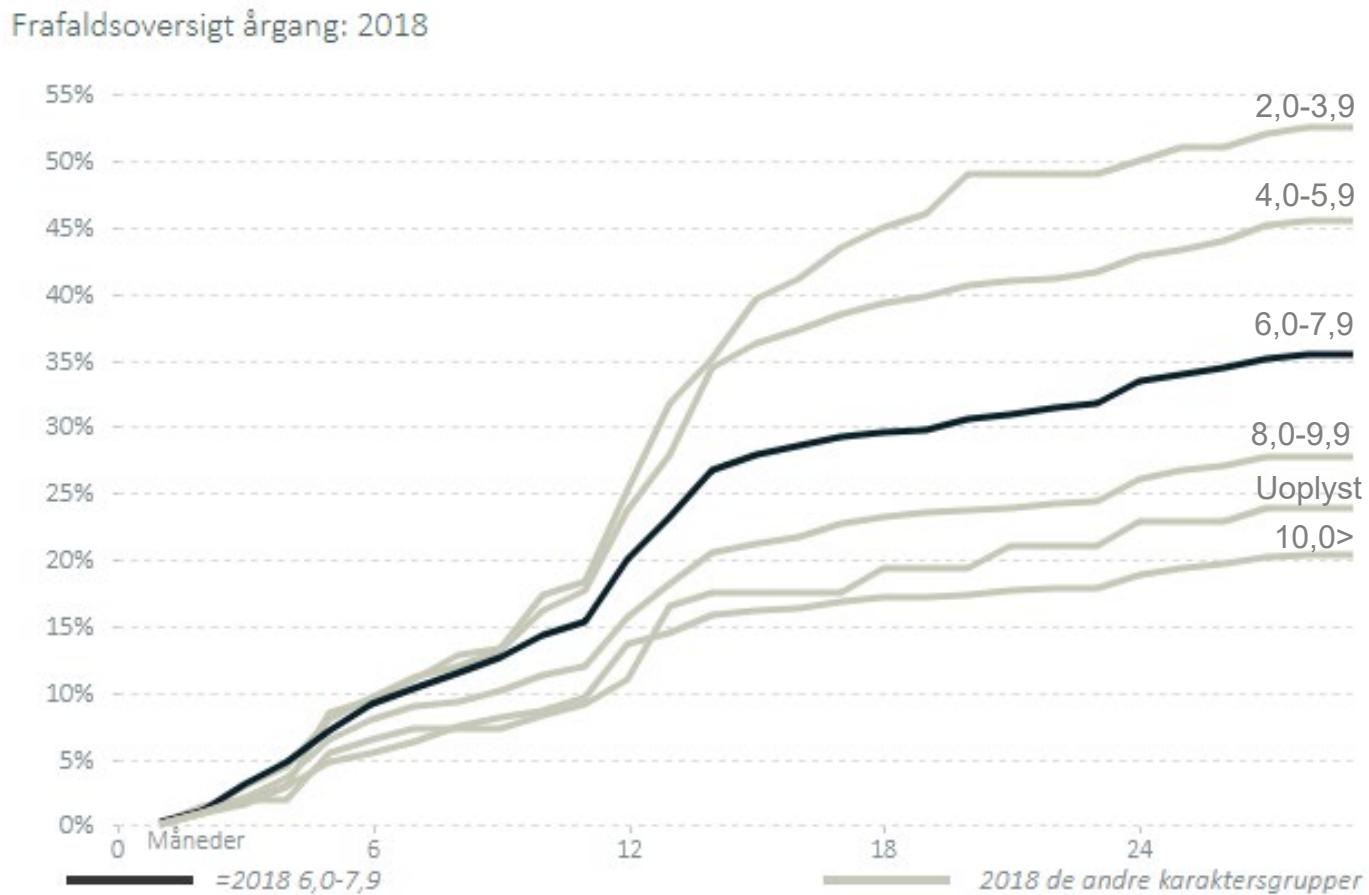
**Vi vil tilknytte nysgerrige, motiverede og talentfulde unge**

*Vi vil etablere en tidlig og varig relation mellem de unge i regionen og universitetets fagligheder, som understøtter et studievalg, der giver de unge mulighed for at realisere deres faglige og personlige potentiale.*

**Omdømme**  
- Hvordan tiltrækker vi potentiale?

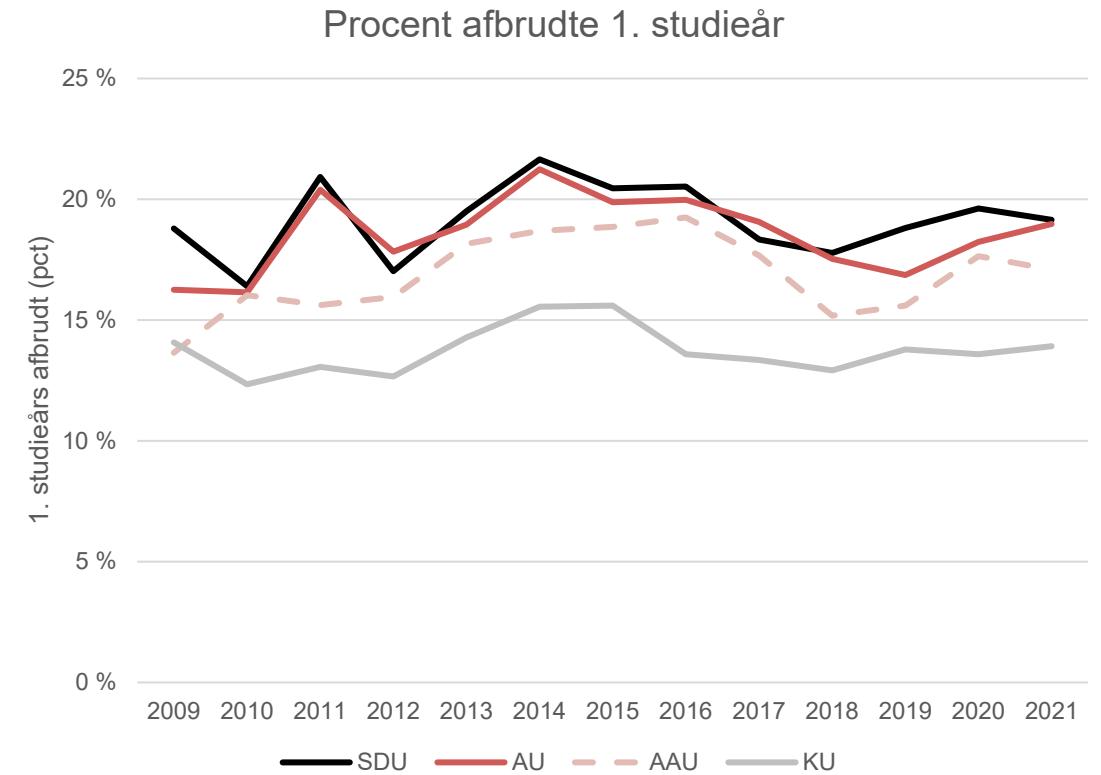
*I 2030 er Syddansk Universitet kendt og anerkendt for attraktive og fleksible læringsmiljøer, som uddanner efterspurgte og værdiskabende dimitrender.*

# Sammenhæng mellem karaktergennemsnit fra gymnasiet og frafald på studiet for SDU's studerende



# Frafald i løbet af første studieår for sektoren

Universitet	Optagsårgang					
	2016	2017	2018	2019	2020	2021
SDU	21 %	18 %	18 %	19 %	20 %	19 %
AU	20 %	19 %	18 %	17 %	18 %	19 %
DTU	17 %	19 %	19 %	18 %	19 %	18 %
AAU	19 %	18 %	15 %	16 %	18 %	17 %
RUC	16 %	14 %	14 %	14 %	18 %	15 %
KU	14 %	13 %	13 %	14 %	14 %	14 %
ITU	17 %	10 %	12 %	12 %	15 %	14 %
CBS	12 %	11 %	10 %	10 %	10 %	13 %
Sektoren	17 %	16 %	15 %	16 %	17 %	17 %

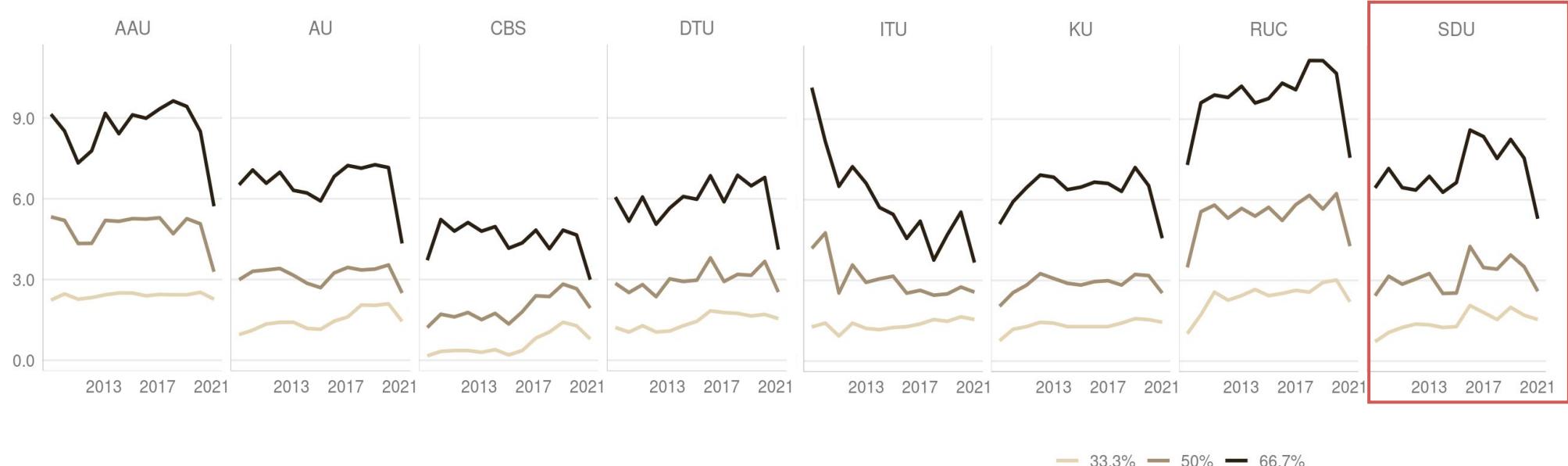


# Efterspørgslen på SDU's dimittender

Antal måneder fra SDU's studerende har fuldført, og til de har deres første fuldtidsjob, fordelt på karaktergennemsnit fra gymnasiet (2019-2021)

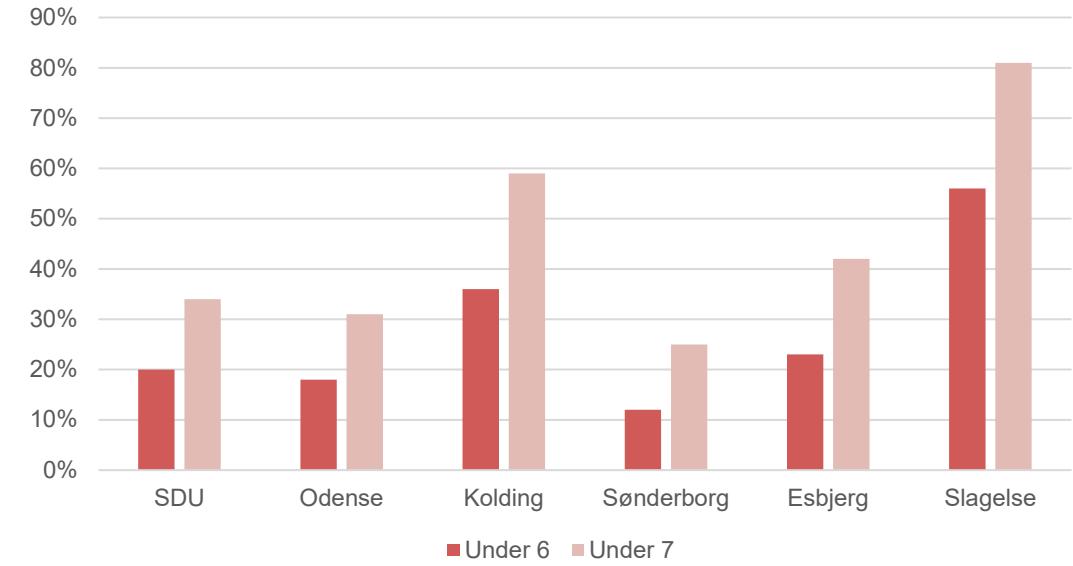
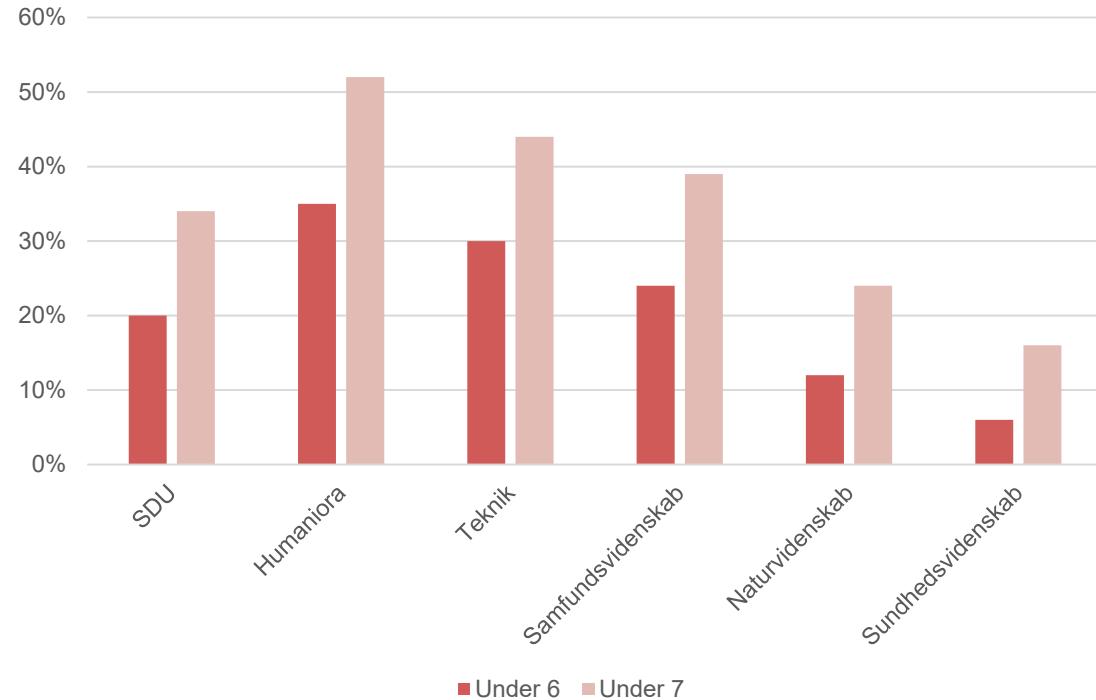
Karaktergennemsnit fra gymnasiet	Fuldførte	Pct. Fordeling	80%
<b>Kvotient på 10 eller mere</b>	932	12%	6,4 mdr.
<b>Kvotient mellem 6 og 10</b>	4.220	53%	10,2 mdr.
<b>Kvotient under 6</b>	1.569	20%	16,2 mdr.

Sektorsammenligning af antal måneder for hhv. 33,3%, 50% og 66,7% af dimittenderne får job



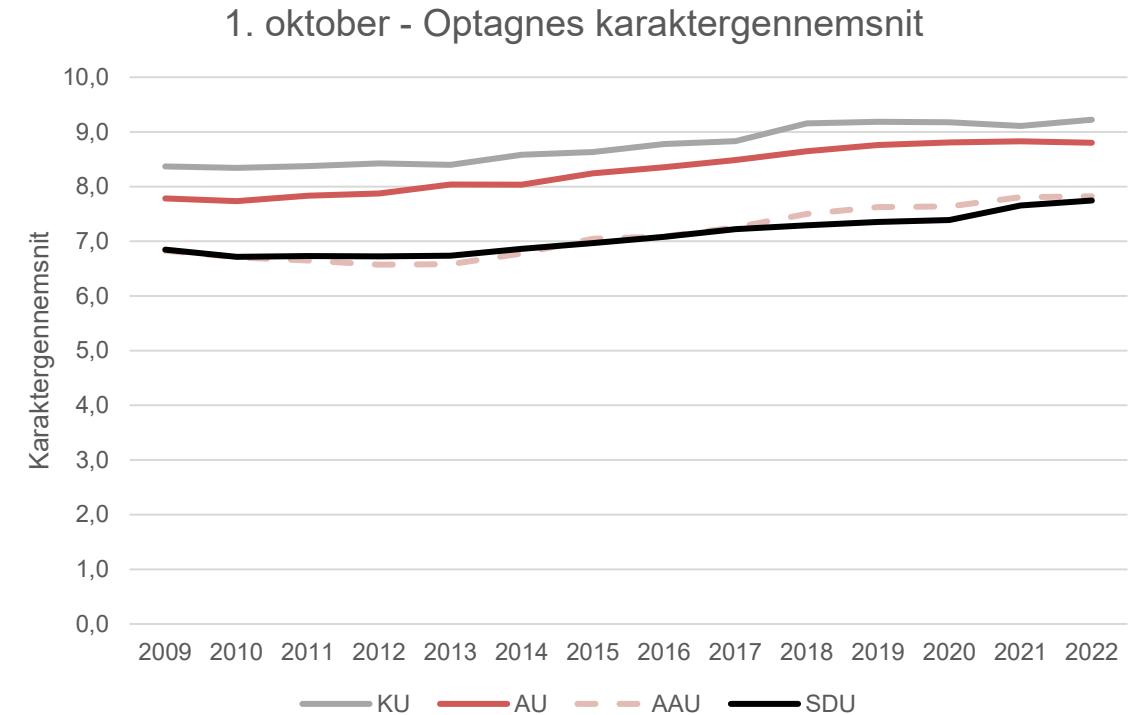
# Hvad ved vi om karaktergennemsnittet for SDU's studerende?

Antallet af ansøgere der i 2022 blev tilbuddt en studieplads, med karaktergennemsnit fra gymnasiet under 6 og 7



# Karaktergennemsnit i sektoren

Universitet	Optagsårgang						
	2016	2017	2018	2019	2020	2021	2022
ITU	8,7	9,0	9,3	9,2	9,0	9,1	9,2
KU	8,8	8,8	9,2	9,2	9,2	9,1	9,2
CBS	9,1	9,1	9,1	9,1	9,1	9,0	9,0
AU	8,4	8,5	8,6	8,8	8,8	8,8	8,8
DTU	8,0	8,1	8,0	8,1	8,1	8,1	8,0
AAU	7,1	7,3	7,5	7,6	7,6	7,8	7,8
<b>SDU</b>	<b>7,1</b>	<b>7,2</b>	<b>7,3</b>	<b>7,4</b>	<b>7,4</b>	<b>7,7</b>	<b>7,7</b>
RUC	6,9	7,0	7,0	7,0	7,1	6,7	6,9
Sektoren	8,0	8,1	8,3	8,4	8,4	8,4	8,5

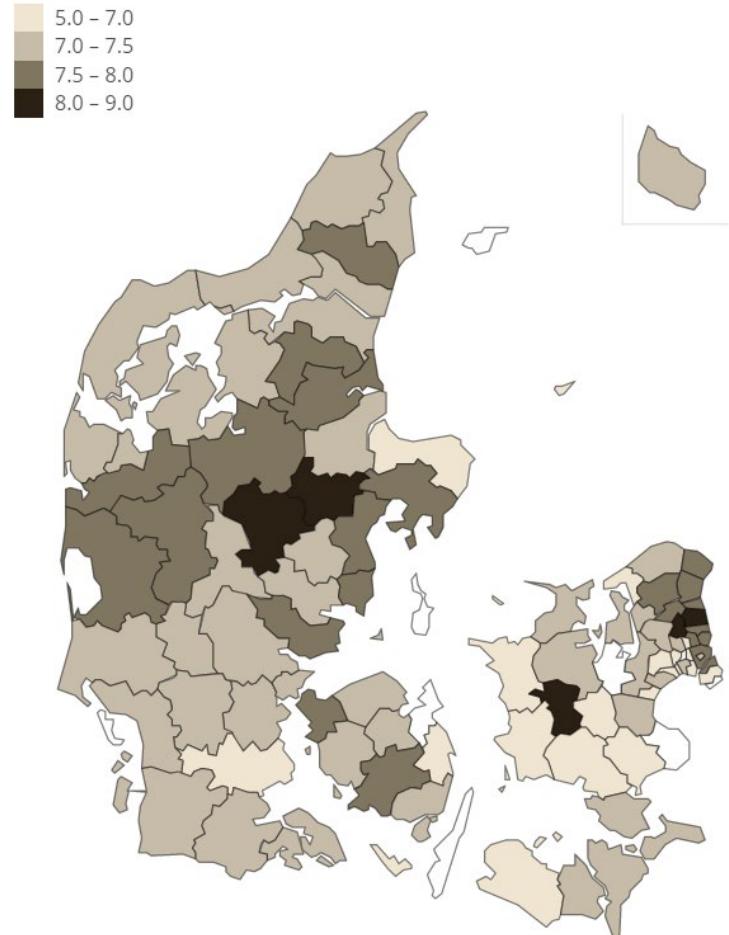


# Hvad er karaktergennemsnittet for potentielle ansøgere?

## Kvote 1

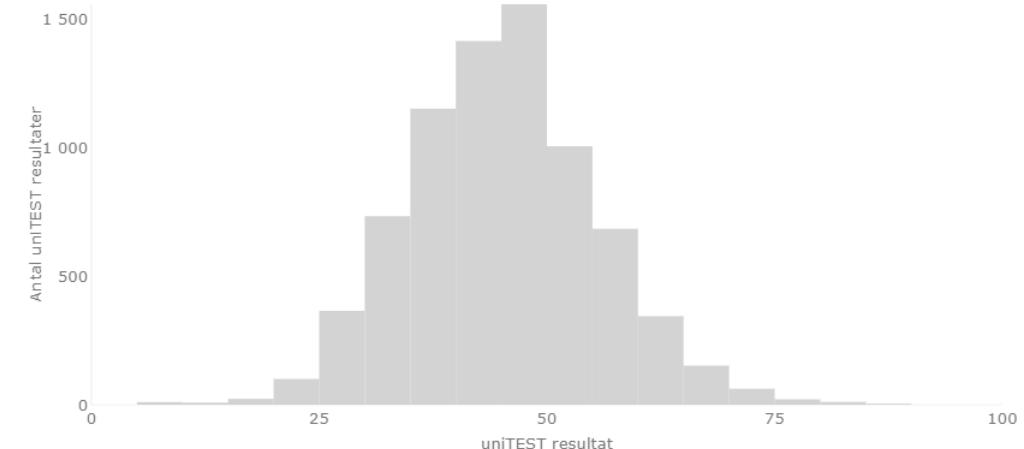
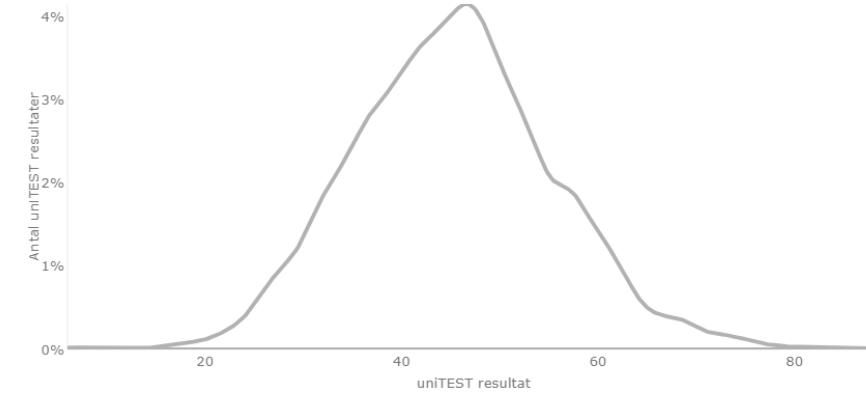
Karaktergennemsnit i Region Syddanmark 2021: 7,3

Karakter gnms. - 2022, alle kommuner



## Kvote 2

Gennemsnit for optagelsesprøven i kvote 2 i 2022: 45,3



# Selektion på karakterkrav har konsekvenser for optaget på SDU

Fakultet	Antal studiepladser med under 6	Antal studiepladser med under 7	% Studiepladser med under 6	% Studiepladser med under 7
Humaniora	121	204	15%	25%
Teknik	14	38	4%	10%
Samfundsvidenskab	121	222	9%	17%
Naturvidenskab	8	33	2%	7%
Sundhedsvidenskab	11	29	1%	4%
SDU	275	526	7%	14%

Campus	Antal studieplads er med under 6	Antal studieplads er med under 7	% Studieplads er med under 6	% Studieplads er med under 7
Odense	142	297	5%	10%
Kolding	30	63	16%	34%
Sønderborg	7	20	3%	9%
Esbjerg	4	9	11%	24%
Slagelse	92	137	43%	64%
SDU	275	526	7%	14%

- 389 ansøgere (526 med Slagelse) ville ikke kunne tilbydes en studieplads i kvote 1, hvis karakterkravet er 7
- En del af ansøgerne vil kunne optages i kvote 2

# Indstilling

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 4

SDU Studieservice  
16. maj 2023

T +4565504774

naro@sdu.dk

Sag: Prækvalifikation af uddannelser med ansøgningsfrist 15.september 2023 – Forhåndsgodkendelse af forventede ansøgninger

Anledning: Uddannelses- og Forskningsministeriet har to gange årligt ansøgningsfrist for indsendelse af ansøgning om prækvalifikation af uddannelser. Næste ansøgningsfrist er den 15. september 2023.

I henhold til "*SDU's principper for udvikling af nye uddannelser*", er det SDU's bestyrelse, der træffer den endelige beslutning om fremsendelse af forslag om nye uddannelser til prækvalifikation.

Indstilling: Det indstilles, at bestyrelsen

- Forhåndsgodkender de to uddannelsesforslag.
- Giver bestyrelsesformand og rektor fuldmagt til at fremsende ansøgningerne med henblik på prækvalifikation og godkendelse i UFM, den 15. september 2023 kl. 12.

Sagsfremstilling: Med denne sag orienteres bestyrelsen om de forslag til prækvalifikationsansøgninger, som fakulteterne aktuelt arbejder på frem mod ansøgningsfristen den 15. september.

Direktionen godkendte den 20. april 2023 følgende uddannelsesforslag:

Uddannelse	Fak.	Campus	Sprog	Ansøgningstype hos UFM	SDU's indsendte institutionsplan
Data Stewardship (master)	NAT	Odense	Dansk	Ny uddannelse	Indgår ikke
Folkesundhedsvidenskab (KA)	SUND	Odense	Dansk	Ny uddannelse	Indgår ikke

I vedlagte bilag har fakulteterne udarbejdet et kort resume for hver uddannelse.

Efter bestyrelsesmødet behandles forslagene igen af uddannelsesrådet og direktionen på et fællesmøde den 24. august 2023. Bestyrelsesformand og rektor godkender eventuelle endelige ansøgninger inden indsendelse til UFM den 15. september 2023.

Bilag: 1. Resume af forslag til prækvalifikationsansøgninger

**Indstiller:**

Helle Waagepetersen  
Prorektor

**Sagsbehandler:**

Nanna Rosenberg  
AC-fuldmægtig  
SDU Studieservice

## Master i Data Stewardship, Det Naturvidenskabelige Fakultet

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### **Uddannelsens formål og erhvervssigte**

En Data Steward skal kunne håndtere data igennem hele dets livscyklus, hvilket omfatter planlægning, generering/indsamling og processering, opbevaring, analyse, formidling og deling samt arkivering og/eller sletning/anonymisering.

En Data Steward skal således arbejde med at sikre kvalitet og konsistens af data på tværs af processer og operationer i en organisation for dermed at optimere anvendelighed og reproducerbarhed af data. En Data Steward skal også bidrage til at udvikle og implementere en organisations strategi for datahåndtering.

En Data Steward kan udfylde funktioner i private virksomheder i forskellige brancher, fx marketing, produktion, bygge- og anlæg, sundhed og farma, energi, IT og software og konsulentvirksomheder. De kan også udfylde funktioner i offentlige organisationer som fx nationale, regionale og kommunale myndigheder, sygehuse, forskningsinstitutioner og biblioteker.

### **Uddannelsens strategiske forankring**

Denne Master i Data Stewardship erstatter ikke eksisterende uddannelser. Den er et efteruddannelsestilbud indenfor IT-området, og er dermed på linje med SDU's såvel som fakultetets strategi om at tilbyde mere fleksible uddannelser til fremtiden.

### **Behovet for uddannelsen, herunder det lokale behov**

Virksomheder og organisationer, regionalt og nationalt, er i stigende grad datadrevne. Skøn siger, at der alene i europæiske virksomheder og organisationer vil være brug for flere hundrede tusinde Data Stewards i de kommende år for at bygge bro mellem e-infrastruktur, organisationer, data og brugere eller kunder<sup>1</sup>,

At samle og håndtere data er blevet vigtigt for dansk erhvervsliv i takt med øget digitalisering, og der er herunder højere krav til virksomhedernes kompetencer til at sikre høj datakvalitet. Virksomhederne skal have en solid datastyringsplan, og de skal samtidig opfylde lovkrav om datasikkerhed.

I undersøgelsen til rapporten "National Coordination of Data Steward Education in Denmark"<sup>2</sup> fra 2020 svarede 41% af de adspurgte virksomheder, at de forventede at ansætte en Data Steward inden for de næste par år. Vi forventer, at behovet er steget siden 2020. I takt med at videnskab og forskning bliver mere dataforevne, vil behovet for Data Stewards på forskningsinstitutioner også stige og forventes at komme på niveau med laboratorie-teknikere.

Rapporten fra aftagerundersøgelsen er under udarbejdelse, men responsen fra aftagerne er generelt positive til uddannelsen og bekræfter, at der er et voksende behov for data stewards i erhvervslivet.

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<sup>1</sup> Versweyveld, L. (2016). We need 500.000 respected data stewards to operate the European Open Science Cloud.  
<https://www.youtube.com/watch?v=sJPFR7bkz4Q>

<sup>2</sup> National Coordination of Data Steward Education in Denmark, DEIC and DM Forum, 2020, <https://zenodo.org/rec-ord/3609516#.ZE5dAXZBxDc>.

**Forventet optag på uddannelsen**

Vi forventer et optag fra 25 det første år, 40 det andet år og 60 derefter.

**Ressourcemæssige konsekvenser**

Vi har endnu ikke lavet beregningerne for break-even, men erfaringerne fra andre uddannelsesansøgninger viser, at det forventede optag her som minimum dækker de forventede udgifter.

**Eventuelle særlige forhold omkring uddannelsen**

Uddannelsen vil være forankret på Institut for Matematik og Datalogi på Det Naturvidenskabelige Fakultet, og udbydes i samarbejde med SDU's bibliotek. Vi er også i dialog med andre fakulteter, fortrinsvis Det Samfundsvidenskabelige Fakultet, om eventuelt samarbejde omkring uddannelsen.

**Eventuelle udfordringer for en succesfuld prækvalifikation**

Ingen bemærkninger.

## Kandidat i Folkesundhedsvidenskab, Det Sundhedsvidenskabelige Fakultet

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### **Uddannelsens formål og erhvervssigte**

Kandidatuddannelse i Folkesundhedsvidenskab er målrettet det samlede sundhedsvæsenets udfordringer i at sikre kvalificeret grundlag for indsatser, implementeringer og evalueringer på tværs af fagområder og sektorer – også i relation til digitalisering og teknologi.

Dimittenderne vil aktivt kunne afhjælpe aktuelle og fremtidige udfordringer i sundhedsvæsenet i forhold til personalemangel og opgaveglidning, samarbejde og kommunikation mellem sundhedsvæsenets mange aktører (sygehuse, almen praksis, kommuner osv.), stigende forventning om individuelle behandlingsforløb, fokus på ulighed i sundhedsvæsenet og ressourceknaphed både form af tid, personale og økonomi.

### **Uddannelsens strategiske forankring**

SDU's kandidatuddannelse i Folkesundhedsvidenskab (Campus Esbjerg) udbyder tre profiler inden for *Intervention and evaluation, health economics og global health*.

SUND vil gerne målrette Campus Esbjerg udbuddet endnu mere i retning af en international profil (undervisningen er engelsksproget). Dette også med fokus på potentiale i at udbyde hele eller dele af uddannelsen i udlandet, hvor eksempelvis Kina kan være en mulighed.

Som supplement til den internationalt rettede kandidat i Folkesundhedsvidenskab (Campus Esbjerg) – og som overbygning på den danskssprogede bachelor i Folkesundhedsvidenskab der udbydes fra Campus Odense - vil SUND gerne udbyde en ny, danskssproget kandidatuddannelse i Folkesundhedsvidenskab med fokus på implementering og evaluering i dansk kontekst. Dette således at der bliver en samlet Folkesundhedsvidenskabsmiljø (bachelor og kandidat) ved Campus Odense. Denne primært understøttet af Institut for Folkesundhedsvidenskab (SDU København).

Den eksisterende profil *Intervention and Evaluation* tænkes nedlagt i samme proces. Det bemærkes at størstedelen af de studerende der pt. er tilknyttet denne profil, er bosat øst for Lillebælt.

### **Behovet for uddannelsen, herunder det lokale behov**

Sundhedsvæsenet generelt - men med særligt fokus i Region Sjælland og Syddanmark - står i dag med markante udfordringer i relation til sammenhængen mellem det primære og sekundære sundhedsvæsen, dagsorder med digitalisering (f.eks. AI, Big Data, borgernære digitale løsninger mm.), ulighed i borgernes anvendelse af sundhedsydslser, rekrutteringsproblemer inden for flere personalegrupper, udfordringer med at få løsninger implementeret i den kontekstnære praksishverdag samt fremtidige, livsstilsygdomme, epidemier mm.

Fælles for alle udfordringerne er, at implementering, evaluering, data, digitalisering og forståelse for at virke i det samlede sundhedsvæsen vil være afgørende kompetencer, der skal imødegå fremtidens sundhedsudfordringer.

Grundlæggende mestrer dimittenderne at arbejde i komplekse problemfelter, omsætte viden til løsninger og lede tværsektoruelle processer. Dimittenden mestrer at udvikle, implemente og evaluere indsatser med udgangspunkt i en grundlæggende viden om sundhedsvæsenet, dets dynamikker, udfordringer og muligheder. Fokus er praksisnært, hvor ophold i den kliniske hverdag intetænkes. Dette med fokus på, at dimittenderne kan overtage administrative, kvalitetssikrende, udviklende og evaluerende arbejdsprocesser, der så kan frigøre sundhedspersonel til i højere grad at fokusere på kerneopgaverne.

Derudover tilvejebringer profilen *implementering og evaluering* viden, færdigheder og kompetencer i relation til det digitale og tekniske område både i relation til etik, MTV, AI, datasikkerhed, teknologisk grundforståelse og digitale og teknologiske muligheder og begrænsninger. Dette med fokus på udvikling, implementering og evaluering af sundheds- og velfærdsteknologiske og digitale løsninger – et fokus der i høj grad underbygger Danmarks digitaliseringsstrategi og som ikke kobles så direkte med sundhedsvæsenet i andre uddannelser.

### **Forventet optag på uddannelsen**

Kandidatuddannelsen i Folkesundhedsvidenskab (implementering og evaluering – Campus Odense) vil indgå i den samlede dimensionering på 59 studerende, der for nuværende er gældende for SDU's kandidat i Folkesundhedsvidenskab. Det forventede optag vil således blive justeret derefter – den konkrete antal afventer nærmere proces i relation til afdækning af samfundsrelevans og -behov.

### **Ressourcemæssige konsekvenser**

Idet SDU i høj grad allerede understøtter den beslægtede profil (*intervention and evaluation*) på Campus Esbjerg, så vurderes det, at nærværende udbud ikke vil få negative konsekvenser. Tværtimod vil det logistisk være en aflastning af forskningsmiljøerne ved Institut for Folkesundhedsvidenskab samt kunne sikre en bedre overgangsfrekvens fra den eksisterende bachelor i Folkesundhedsvidenskab til nærværende nye kandidatuddannelse i Folkesundhedsvidenskab (Campus Odense).

### **Eventuelle særlige forhold omkring uddannelsen**

SUND kunne ved prækvalifikationsansøgningen for kandidatuddannelsen i Folkesundhedsvidenskab (Campus Slagelse) vise en markant aftageropbakning – og afslaget var ikke begrundet i manglende samfundsbehov eller aftageropbakning. Det er fakultetets vurdering, at en tilsvarende opbakning vil kunne vises i den Syddanske Region.

I relation til prækvalifikationen vil SUND i juni supplere indsatsen (dialog, høringer mm.) fra Campus Slagelse processen med yderligere møder med lokale (Fyn) interesser: Steno diabetes center, Danish Life Science Cluster, Odense Kommune (Sundhedschef), Svendborg Kommune (Sundhedschef), OUH (Direktion, CIMT og CAI-X) og Digital psykiatri.

### **Eventuelle udfordringer for en succesfuld prækvalifikation**

SDU fik i januar 2023 afslag på at oprette nærværende kandidatuddannelse i Folkesundhedsvidenskab ved Campus Slagelse – i relation til en flytning af bachelor i Folkesundhedsvidenskab fra Campus Odense til Campus Slagelse. Ministeriet begrundede deres afslag med, at man ikke så grund til yderligere regionalisering af Folkesundhedsvidenskabsuddannelserne samt at implementerings- og evaluering profilen ikke adskilte sig markant fra øvrige Folkesundhedsvidenskabsuddannelser. Endvidere opponerede AU, RUC og KU mod at SDU søgte om 50 nye studiepladser uden om dimensioneringen.

SUND vil i forlængelse heraf anføre, at en placering ved Campus Odense dels ikke medføre yderligere regionalisering; dels at SUND tænker at oprette nærværende uddannelse inden for gældende dimensionering.

# Orientering

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 5

Rektorsekretariatet  
2. juni 2023

Sag: Orientering om kontrolleret opbremsning

Anledning: Den 23. marts informede ledelsen om, at SDU's økonomi er under pres på grund af faldende uddannelsesindtægter og prisstigninger, og at ledelsen havde besluttet at gennemføre en tilpasning af universitetets økonomi.

Den 31. maj har ledelsen meddelt, at tilpasningsprocessen er afsluttet.

Sagsfremstilling: I perioden den 23. marts til den 31. maj har ledelsen gennemført en tilpasning af SDU's økonomi for at skabe balance mellem indtægter og omkostninger svarende til 95 mio.kr. årligt fra den 1. januar 2024.

De 95 mio.kr. er fundet ved øgede indtægter på 7,1 mio.kr., reducerede lønomkostninger på 79,6 mio.kr. samt reducerede driftsomkostninger på 8,3 mio.kr.

De reducerede lønomkostninger svarer til, at 112 fuldtidsstillinger (årsværk) bliver nedlagt enten ved naturlig afgang, ved at vakante stillinger ikke genbesættes, ved fratrædelsesaftaler eller ved uansøgte afskedigelser. Dertil kommer, at 27 fuldtidsstillinger bliver omlagt til enten reduceret arbejdstid (seniorordning eller nedsat tid) eller til finansiering på eksterne forskningsprojekter på grund af øget hjemtag af ekstern forskningsfinansiering. Samlet set er 139 fuldtidsstillinger direkte berørt af tilpasningen.

Antallet af medarbejdere, som fratræder både som konsekvens af fratrædelsesaftaler og via afskedigelser, kan opgøres til 101 personer (hoveder). Fordelingen på fakulteter, campusser, VIP/TAP og fratrædelsestype fremgår af nedenstående oversigt.

**Oversigt over fordelingen af fratrædelser - antal personer (hoveder)**

Organisation (personer)	Antal	Campus (personer)	Antal	VIP-TAP (personer)	Antal	Fratrædelser (personer)	Antal
HUM	17	Odense	86	VIP	38	Aftaler	98
NAT	9	Esbjerg	3	TAP	63	Afskedigelse	3
SAMF	14	Kolding	7	I alt	<b>101</b>	I alt	<b>101</b>
SUND	26	Sønderborg	5				
TEK	14	I alt	<b>101</b>				
FÆL.ADM.	21						
I alt	<b>101</b>						

Tilpasningen har et omfang, hvor det er nødvendigt, at alle hovedområder justerer opgaver med fokus på opgavebortfald, omfordeling af opgaver, effektiviseringer og dæmpet aktivitetsniveau. Det må forventes, at de oplevede serviceniveauer bliver forringet, eksempelvis ved længere svartider eller ændrede åbningstider.

På to fakulteter har det endvidere været nødvendigt at nedlægge flere uddannelser og linjer på uddannelser.

På enkelte hovedområder vil det være nødvendigt at foretage løbende justeringer af indtægter og omkostninger frem mod 2027. Ledelsen på de enkelte hovedområder vil informere nærmere om dette.

**Indstiller:**

Thomas Buchvald Vind  
Universitetsdirektør

**Sagsbehandler:**

Rikke Rønnest Helmer-Hansen  
Chefkonsulent  
Rektorsekretariatet

# Orientering

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 7

Økonomiservice  
26. maj 2023

T +4565509458

lidc@sdu.dk

Sag: Økonomisk afrapportering – Økonomistatus 2, 2023

Anledning: På hvert bestyrelsesmøde fremlægger ledelsen en økonomistatus for indeværende år.

Sagsfremstilling: Økonomistatus 2 for 2023 er udarbejdet på baggrund af registreret forbrug af løn og øvrig drift til og med april måned 2023.

Bestyrelsen godkendte den 9. december 2023 budget 2023 med et planlagt driftsmæssigt underskud på -167,6 mio. kr. Forventningen ved Økonomistatus 2 er, at driftsresultatet i 2023 kommer til at udgøre -147,8 mio. kr. Driftsresultatet viser dermed en lille forbedring i forhold til det budgetterede.

Der er fortsat en del usikkerhed forbundet med vurderingen, og resultatet skønnes at kunne variere i et spænd på -108 mio. kr. til -174 mio. kr. Denne usikkerhed bunder bl.a. i fortsat ustabile markeder, inflation og stigende omkostninger, samt igangværende tilpasninger på SDU.

Bilag: Økonomistatus 2, 2023

**Indstiller:**

Thomas Buchvald Vind  
Universitetsdirektør  
Rektoratet

**Sagsbeandler:**

Linda DaCosta  
Budgetchef  
Økonomiservice

# Økonomistatus 2 til bestyrelsen, 12. juni 2023

På hvert bestyrelsesmøde fremlægges en status på SDU's økonomi for indeværende år.

Økonomistatus 2 er udarbejdet på baggrund af registreret lønforbrug til og med april måned, driftsforbrug til og med april måned 2023, og prognosen for uddannelsesindtægter fra oktober 2022.

Der er afholdt økonomistyringsmøder mellem universitetsdirektøren og dekanerne ultimo marts 2023 og mellem rektor, universitetsdirektør og dekanerne primo juni 2023.

## Økonomistatus SDU

Bestyrelsen godkendte den 9. december 2022 budget 2023 med et driftsmæssigt underskud på -167,6 mio. kr. Vurderingen ved Økonomistatus 2 er, at driftsresultatet for 2023 kommer til at udgøre -147,8 mio. kr. (Se tabel på side 3). Der forventes en lille forbedring i forhold til det oprindeligt budgetterede resultat. Resultatet forventes forbedret med 19,8 mio. kr.

Ordinære indtægter forventes at ligge 12,4 mio. kr. over budget, mens ordinære omkostninger forventes at ligge -7,4 mio. kr. under det budgetterede.

Usikkerhederne omkring og i universitetets økonomi er fortsat stor. Finansloven for 2023 er vedtaget 16. maj 2023 og indeholder ingen væsentlige nye konsekvenser, som ikke allerede er indarbejdet på baggrund af FFL23. Inflationen i Danmark og EU ser ud til at være stagnerende eller svagt faldende, men ligger fortsat på et højt niveau, og der er endnu stor usikkerhed vedrørende det forventede omkostningsniveau. Trods fremgang på de finansielle markeder er der fortsat usikkerhed og store udsving. Også internt på SDU er der usikkerhed – dispositionsbegrensningen på 1,5 procent i 2023, som er en del af den kontrollerede opbremsning, er under implementering, og den øvrige kontrollerede opbremsning for 2024 og frem kan give afledte effekter også i 2023.

Driftsresultatet skønnes på baggrund af de indeholdte usikkerheder at kunne ligge inden for et ikke-symmetrisk resultatspænd fra -108 mio. kr. til -174 mio. kr. Det svarer til, at omkostningerne på ordinær virksomhed bliver hhv. 1,5 procent mindre (39 mio. kr.) eller 1,0 procent større (26 mio. kr.) end budgetteret, eller modsat, at indtægterne bliver hhv. 1,5 procent større eller 1,0 procent mindre end budgetteret.

## 1. Indtægter (ordinær virksomhed)

### 1.1 Uddannelse

Uddannelsesindtægterne i 2023 udviser et fald på -5,6 mio. kr. i forhold til budgettet. Ved udmelding af finansloven for 2023 er der foretaget en regulering af pris- og lønniveauet for både Takst 1-forhøjelsen og de centrale grundtildskud, hvilket svarer til, at pris- og lønstigningen siden 2017 er fjernet.

Budgettet for uddannelsesindtægter baserer sig på den prognose, der er udarbejdet i oktober 2022, på baggrund af det realiserede optag i 2022. I prognosen er indregnet de første elementer af aftalen om 'Flere og bedre uddannelsesmuligheder i hele Danmark', herunder en forøgelse af de centrale campustilstskud med samlet 8 mio. kr. årligt og en forøgelse af taksten for decentralt optjente STÅ med 5 procent i 2023. SDU lever ligeledes op til målsætningen om at optaget på Campus Odense skal reduceres med 5 procent frem imod 2023. En række nye uddannelser er under opbygning på de centrale campusser, herunder jura i Esbjerg.

Maj måneds revision af prognosen for uddannelsesindtægter er endnu ikke komplet, men de foreløbige data peger på, at prognosen fra oktober 2022 for niveauet af uddannelsesindtægter i 2023 fortsat holder.

### 1.2 Forskning

Forskningsindtægterne udgøres af finanslovsbevillingen og er indarbejdet med det niveau, der fremgår af FFL23. Finansloven for 2022 indeholdt tilførsel af ekstra basisforskningsmidler på 20 mio. kr. årligt, og dette har bragt de samlede basisforskningsmidler op på de budgetterede 1.003,1 mio. kr. Rektor har besluttet en intern fordeling af de ekstra basisforskningsmidler i 2022 og 2023, hvorefter SDU's reviderede budgetmodel fra 2024 vil håndtere en varig fordeling af disse midler på SDU.

### 1.3 Øvrige indtægter og andre indtægter

Øvrige indtægter forventes at falde marginalt, med -2,5 mio. kr., og andre indtægter forventes at stige med 20,4 mio. kr. i forhold til budgettet. Sidstnævnte indeholder flere forskydninger:

Udviklingen i de finansielle indtægter betød, at SDU i 2022 måtte driftsføre store tab - primært vedrørende ikke-realiserede tab på værdipapirer. Seneste vurdering fra SDU's kapitalforvaltere viser, at der i 2023 kan

forventes en indtægtsstigning på 10 mio. kr. – fra de budgetterede 7 mio. kr. til aktuelt forventet 17 mio. kr. Usikkerheden i de finansielle markeder er dog fortsat stor.

Forud for Økonomistatus 2 er der foretaget en revurdering af volumen af den eksternt finansierede forskning. Som følge heraf er også niveauet for overheadindtægter på de eksterne projekter blevet revurderet, hvilket har medført en justering af den forventede stigning til +3,7 mio. kr. i forhold til budgettet. I forhold til Økonomistatus 1 er der dog tale om en nedskrivning med 6,7 mio. kr.

Endelig er det forudsat, at diverse indtægter – herunder salg af varer og tjenesteydelser - vil stige med 5,1 mio. kr. i forhold til det budgetterede.

## **2. Omkostninger (ordinær virksomhed)**

De samlede ordinære omkostninger forventes at udgøre 2.778,1 mio. kr., hvilket er -7,4 mio. kr. under det oprindelige budget, og 2,8 procent over niveauet fra 2022. Forbrugsprocenten ligger på 32 procent af forventet regnskab, hvilket stort set svarer til normen efter 4 måneders drift.

Lønomkostningerne på ordinær virksomhed forventes at udgøre 1.733,2 mio. kr., hvilket ligger -10,2 mio. kr. under budgettet, svarende til en afvigelse på -0,6 procent.

Direktionen har for 2023 udmeldt en dispositionsbegrensning svarende til 1,5 procent af finanslovsindtægterne i 2023 – i alt 35,6 mio. kr. Denne er under implementering på alle hovedområder på SDU. Samtidig er der nu sket konkretisering af elementerne i den kontrollerede opbremsning fra 2024 og frem. Den samlede tilpasningsopgave lyder på 95 mio. kr., hvoraf det er lykkedes at finde de 57 mio. kr. ved frivillige fratrædelsesordninger og øvrige afværgeseforanstaltninger. De resterende 38 mio. kr. skal findes primært ved personalereduktioner. Nedlæggelse af stillinger betyder en ekstraomkostning i indeværende år, idet løn til opdagte medarbejdere og fratrædelsesaftaler i opsigelsesperioden udgiftsføres i 2023. Til gengæld kan de bebudede nedlæggelser af uddannelser, omorganiseringer m.v. betyde, at flere medarbejdere end de varslede, vælger at forlade SDU i løbet af 2023, hvorved vakanceperioder vil kunne opstå.

Øvrig drift på ordinær virksomhed forventes forøget med 12,2 mio. kr. i forhold til budgettet, og udgør 1.000,4 mio. kr. Indflytningsplanen for Nyt SUND betyder, at der bliver en kortere periode med overlap imellem den gamle og den nye adresse, hvilket betyder en besparelse på ca. 20 mio. kr. Til gengæld er en række af de planlagte anskaffelser ikke mulige at afskrive, hvorved driftsudgiften belaster med det fulde beløb i 2023.

Inflation og forsyningsproblemer er fortsat et usikkerhedsselement i vurderingen af driftsomkostningerne for 2023. SDU's fastprisaftale for el løber frem til ultimo 2023 og varmeforsyningen er overvejende baseret på fjernvarme. Eksisterende kontrakter på varer og tjenesteydelser vil ved fornyelse skulle justeres til et højere inflationsniveau, dog søger SDU's indkøbere løbende at finde billigere erstatningsprodukter, hvor det er muligt. For de finanslovsfinansierede dele af SDU's aktivitet gælder, at universitetet bliver kompenseret via den årlige pris- og lønregulering på Finansloven. Dog sker dette som regel først på næste års finanslov.

## **3. Ekstern virksomhed**

Den eksternt finansierede virksomhed forventes ved Økonomistatus 2 at udgøre i alt 1.113,2 mio. kr., hvilket svarer til en stigning på 37,8 mio. kr. i forhold til budgettet. Der er dermed tale om et løft på 14,6 procent fra 2022 til forventet niveau 2023. De realiserede forbrugsprocenter på ekstern virksomhed ligger stort set på normtallet for de første fire måneder, nemlig på 31 procent. Dette er højere end for samme periode i 2022.

Den eksternt finansierede forskning forventes at udgøre 1.001,7 mio. kr., hvilket er 36,1 mio. kr. over budget, og svarer til en stigning i forhold til niveauet fra 2022 på 15,4 procent. Der er stigning både på Det Naturvidenskabelige Fakultet og på Det Tekniske Fakultet. Sidstnævnte skyldes primært tidsforskydninger i projektomkostninger fra 2022 til 2023 vedr. Large Structure Production.

Efter fire måneders drift er der fortsat ret stor usikkerhed omkring vurderingen af den eksterne aktivitet. Den eksterne virksomhed er - måske endnu mere end den ordinære drift - utsat for risiko via påvirkninger af inflation og forsyningssvigt på varer. For en række af de igangværende projekter vil der kunne opstå både forsinkelser og forøgede omkostninger, som vil presse projekterne, og det er fortsat udfordrende at rekruttere de rette medarbejdere på en række områder.

På bestyrelsesmødet i juni 2022 præsenterede rektoratet SDU's fundingstrategi, som adresserer, hvordan SDU kan tilpasse sig de store ændringer, der finder sted i det danske fundinglandskab. Hensigten er at øge andelen af eksterne finansieret forskning på SDU markant (30 procent stigning fra 2020 til 2030), og dermed yderligere understøtte den udvikling i volumen, som er i gang. Hvis den forventede omsætning på eksternt finansieret forskning nås i 2023, vil SDU have taget et stort og vigtigt skridt imod realisering af målsætningen.

## Økonomistatus 2 - 2023

Mio. kr. Alle tal i 2023 prisniveau	Jan-Apr 2022	Regnskab 2022	Jan-Apr / regnskab 2022	Jan-Apr 2023	regnskab ØS2 2023	Budget 2023	Jan-Apr / forventet regnskab	ØS1 2023
<b>Universitet</b>								
<b>Indtægter</b>								
Ordinær virksomhed								
Uddannelse	442,5	1.312,5	34%	428,5	1.285,5	1.291,1	33%	1.291,7
Forskning	334,2	983,7	34%	0,0	1.003,1	1.003,1	0%*	1.003,1
Øvrige indtægter (på finansloven)	13,4	66,9	20%	0,0	68,3	70,8	0%*	68,3
Andre indtægter (ikke på finanslov)	29,1	242,5	12%	78,5	273,4	253,0	29%	268,1
<b>Ordinær virksomhed i alt</b>	<b>819,2</b>	<b>2.605,5</b>	<b>31%</b>	<b>507,1</b>	<b>2.630,3</b>	<b>2.617,9</b>	<b>19%</b>	<b>2.631,2</b>
Ekstern virksomhed og særlige tilskud								
Kommerciel indtægtsdækket virksomhed	2,1	19,5	11%	5,4	22,4	19,8	24%	20,3
Retsmedicinske undersøgelser	5,3	30,8	17%	8,2	28,2	28,2	29%	28,2
Tilskudsfinansieret forskning	234,1	868,2	27%	294,3	1.001,7	965,6	29%	996,2
Andre tilskud	9,4	50,1	19%	39,9	61,0	61,8	65%	61,8
<b>Ekstern virksomhed og særlige tilskud i alt</b>	<b>250,9</b>	<b>968,5</b>	<b>26%</b>	<b>347,9</b>	<b>1.113,2</b>	<b>1.075,4</b>	<b>31%</b>	<b>1.106,6</b>
<b>Indtægter i alt</b>	<b>1.070,1</b>	<b>3.574,0</b>	<b>30%</b>	<b>855,0</b>	<b>3.743,5</b>	<b>3.693,3</b>	<b>23%</b>	<b>3.737,8</b>
<b>Omkostninger</b>								
Ordinær virksomhed								
Løn	589,7	1.779,1	33%	588,7	1.733,2	1.743,5	34%	1.745,0
Øvrig drift	302,9	854,4	35%	290,4	1.000,4	988,2	29%	993,3
Afskrivninger	21,4	68,3	31%	21,7	44,4	53,8	49%	53,4
<b>Ordinær virksomhed i alt</b>	<b>914,0</b>	<b>2.701,8</b>	<b>34%</b>	<b>900,8</b>	<b>2.778,1</b>	<b>2.785,5</b>	<b>32%</b>	<b>2.791,6</b>
Ekstern virksomhed og særlige tilskud								
Løn	171,7	612,2	28%	209,9	638,1	651,8	33%	637,8
Øvrig drift	80,9	358,8	23%	133,5	475,1	423,6	28%	468,8
<b>Ekstern virksomhed og særlige tilskud i alt</b>	<b>252,6</b>	<b>971,0</b>	<b>26%</b>	<b>343,5</b>	<b>1.113,2</b>	<b>1.075,4</b>	<b>31%</b>	<b>1.106,6</b>
<b>Omkostninger i alt</b>	<b>1.166,6</b>	<b>3.672,8</b>	<b>32%</b>	<b>1.244,3</b>	<b>3.891,3</b>	<b>3.861,0</b>	<b>32%</b>	<b>3.898,2</b>
<b>Driftsresultat</b>								
Ordinær virksomhed	-94,9	-96,3		-393,7	-147,8	-167,6		-160,4
Ekstern virksomhed og særlige tilskud	-1,7	-2,5		4,42	0,0			0,0
<b>Driftsresultat i alt</b>	<b>-96,5</b>	<b>-98,8</b>		<b>-389,3</b>	<b>-147,8</b>	<b>-167,6</b>		<b>-160,4</b>
<b>Primo reservation ordinær virksomhed</b>								
<b>Primo reservation ekstern virksomhed</b>								
<b>Ultimo reservation ordinær virksomhed</b>								
<b>Ultimo reservation ekstern virksomhed</b>								

Alle tal er i 2023 prisniveau - undtaget egenkapitalen der ikke pristalsreguleres.

\* På grund af den sene vedtagelse af Finanslov 2023 er indtægter herfra endnu ikke bogført

# Orientering

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 8

Rektorsekretariatet  
1. juni 2023

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Sag: Bæredygtighedsrapport 2022

Anledning: Der udarbejdes årligt en bæredygtighedsrapport på SDU. Denne præsenteres for bestyrelsen på bestyrelsesmødet i juni.

Sagsfremstilling: I bilaget præsenteres SDU's bæredygtighedsrapport for 2022.

Rapporten udgør den årlige afrapportering til bestyrelsen på SDU's arbejde med bæredygtighed i forskningen, uddannelserne og driften. Rapporten har også til formål at skabe gennemsigtighed omkring SDU's arbejde med bæredygtighed og tydeliggøre SDU's bidrag til bæredygtighedsdagsordenen.

Bilag: Bæredygtighedsrapport for SDU 2022

**Indstiller:**

Thomas Buchvald Vind  
Universitetsdirektør

**Sagsbehandler:**

Flemming Bridal Rasmussen  
Chefrådgiver  
Rektorsekretariatet



# Sustainability Report 2022



The SDG HUB at SDU



Her sidder en SDU  
Klimaambassadør  
- til tjeneste



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# Foreword by the Rectorate



  
**Jens Ringsmose**  
 Rector

The progress towards the targets of the 2030 Agenda has been significantly affected by the unfolding of the COVID-19 pandemic since late 2019. Therefore, there seemed to be a light at the end of the tunnel when WHO declared that most of the world during 2022 was moving beyond the emergency phase of the pandemic response.

However, the hope for a better future was overshadowed by Russia's war of aggression against Ukraine on 24 February 2022. In addition to great human suffering for the people of Ukraine, the war has exacerbated the global economic uncertainty and vulnerability that followed the pandemic. The result is violently rising energy prices, inflation and a cost-of-living crisis.

2022 also once again brought tangible examples that climate change is no longer a hypothetical scenario with potential future consequences. Large parts of Europe were hit by intense heat waves, reaching over 40°C in many places. In Pakistan, the extreme temperatures triggered a rapid melting of the Himalayan glaciers, and the resulting violent floods displaced 32 million Pakistanis.

These climate impacts occur against the background of a larger biodiversity crisis caused by overexploitation, degradation of ecosystems and pollution and increasingly exacerbated by climate change. From land to sea, many ecosystems are in danger, and many species are threatened with extinction.

This picture of multiple and simultaneous crises is a complex and challenging situation that we have not faced before. Our natural systems, health and economy are also vulnerable. Most global crises point to a single root cause: the unsustainable use of our planet's resources.

This report shows that researchers at University of Southern Denmark (SDU) are occupied with sustainability and are engaged in a wide variety of research related to the current crises: reducing our dependence on fossil fuels, developing renewable energy sources, restoring nature and biodiversity, strengthening the circularity of the economy, etc.

At the same time, there is a preoccupation with the fact that the creation of a more sustainable and life-friendly world – socially, environmentally and economically – requires fundamental changes to the very deepest notions about the world and man's place in it.

This report is aimed at a wide range of local, national and international audiences across the public, private, NGO, policy and education sectors. We hope it stimulates further ideas, actions and collaboration opportunities and partnerships so that, together, we can play a full role in restoring the balance between humans and the planet Earth.

Research, education and partnerships are more important than ever to help society get back on track in terms of sustainable development.



  
**Helle Waagepetersen**  
 Pro-rector



  
**Thomas Buchvald Vind**  
 University Director





# About this Report

Sustainability reports are a difficult discipline. The time for simple answers is over. Also when it comes to credible sustainability communication. Therefore, organisations must be clear about what they know and honest about what they don't know when reporting on their sustainability efforts – even though it can be difficult, if not impossible, to capture everything that goes on in large and complex organisations.

At the same time, sustainability reports must have both a rear light and a headlight. The rear light highlights how we have performed so far, while the headlight sheds light on what we must look at from now on to give a true impression of our efforts and to be able to improve. In addition, even though we live in a society that is supported by data, we do not have data on everything

To meet these challenges as best as possible, we sought, in preparing the report for 2021, advice from Professor Jan Vang and Associate Professor David Hansen. This applied to both the structure, the choice of indicators and the continued effort to develop the format. The format of the sustainability report for 2022 builds on their advice.

The report covers our work with sustainability in areas such as governance, research and innovation, teaching and learning, public engagement and campus operations. In each of these areas, we highlight some of the University's sustainability-related activities alongside performance indicators.

Sustainability reports often describe an organisation's efforts to strengthen sustainability within a calendar year. For a university, such punctuation may seem random. Many years of research work lie behind many of the examples in this report, and the research is in an early stage in some areas.

The report thus constitutes a snapshot of the University's work with sustainability. It is also important to stress that the report covers examples of SDU's sustainability activities, and as such the report is not an exhaustive review of every aspect of SDU's sustainability-related activities and achievements.

## Acknowledgement

This report has been created through collaborations across SDU. Through cases, the faculties have provided exciting insights into how sustainability is being included in research and teaching. We have received more cases than we can include in the report, but they all demonstrate the commitment among researchers and lecturers. Similarly, several units in the Central Administration have contributed with examples of how committed work is being done to make the operation of the University more sustainable.

A special thank you to SDU Analytics, SDU RIO, SDU HR, SDU Centre for Teaching and Learning, SDU Technical Services and SDU Financial Services for analysis and sparring. Also, thanks to Associate Professor Caroline Schaffalitzky de Muckadell, Professor Morten Sodemann and Professor Steen Rasmussen for the critical perspectives on SDU's work with sustainability.

# Inner Sustainability

The purpose of this chapter is to offer the reader a lens for reading the sustainability report and for assessing SDU's work with sustainability. In 2021, we did this by introducing the reader to different angles on sustainability including regenerative sustainability. Sustainability as a science, practice and movement has undergone development, and we are currently facing what may be a new wave of sustainability in the form of regenerative sustainability.

This year we look at the inner dimension of sustainability. Although it is a relatively under-researched area of sustainable transformation, there seems to be a growing realisation that the complex sustainability challenges of the twenty-first century cannot be resolved at merely the material, physical or technological levels.

Consequently, scholars and practitioners increasingly highlight that the techno-scientific (outward) focus of sustainability transformations and transitions needs to be complemented with psychological, cultural, artistic and spiritual dimensions of human life (inward focus) and its future possibilities.

## **Inner Development Goals**

The inward focus relates to various aspects of human existence and interactions, such as consciousness, mindsets, values, worldviews, beliefs, spirituality and human-nature connectedness. The idea is that our inner worlds, such as our emotions, thoughts, identities and beliefs, lie at the root of sustainability challenges and are fundamental to the solutions to some of the world's greatest challenges.

Among various proposals for what inner sustainability could be, there seems to be support from a part of academia and organisational developers for the Inner Development Goals (IDGs). IDGs are a research-based framework presenting five categories (Being, Thinking, Relating, Collaborating and Acting) with 23 skills and capabilities critical to succeed with sustainable transformations. The IDGs can, therefore, also be seen as an accelerator for achieving the Sustainable Development Goals (SDGs).

As such, the IDGs are not based on a special theory or method but are built on input from over 1,000 people from two completed surveys and on conversations with thinkers and researchers such as Robert Kegan, Peter Senge, Otto Scharmer, Amy Edmondson and Jennifer Garvey Berger. The goals are a work-in-progress that may continue to change as the project evolves and new information and input come in.

On a practical level, the IDGs are intended to provide an essential framework of transformative skills for sustainable development – on an individual and organisational level. The five categories create a comprehensive framework that shows how we need to develop both cognitive, emotional and relational skills to succeed in working with complex challenges.

In an educational context, it is worth noting that the IDGs overlap with the competencies that UNESCO describes as essential in relation to the SDGs, e.g. critical thinking, systems thinking, collaboration and self-awareness. There is also an overlap with the three transformative competencies in the OECD Learning Compass 2030: creating new value, reconciling tensions and dilemmas, and taking responsibility. Competences that students, according to the OECD, need to contribute to our world and shape a better future.

### Inner Development Goals



Being a framework for dialogue about competences necessary for a sustainable transformation in an organisational context, the IDGs can also be brought into play in a dialogue about employability in a labour market where sustainability plays an increasingly important role. In such a context, the IDGs cannot of course stand alone, but must be supplemented by profession-specific knowledge, skills and competences.

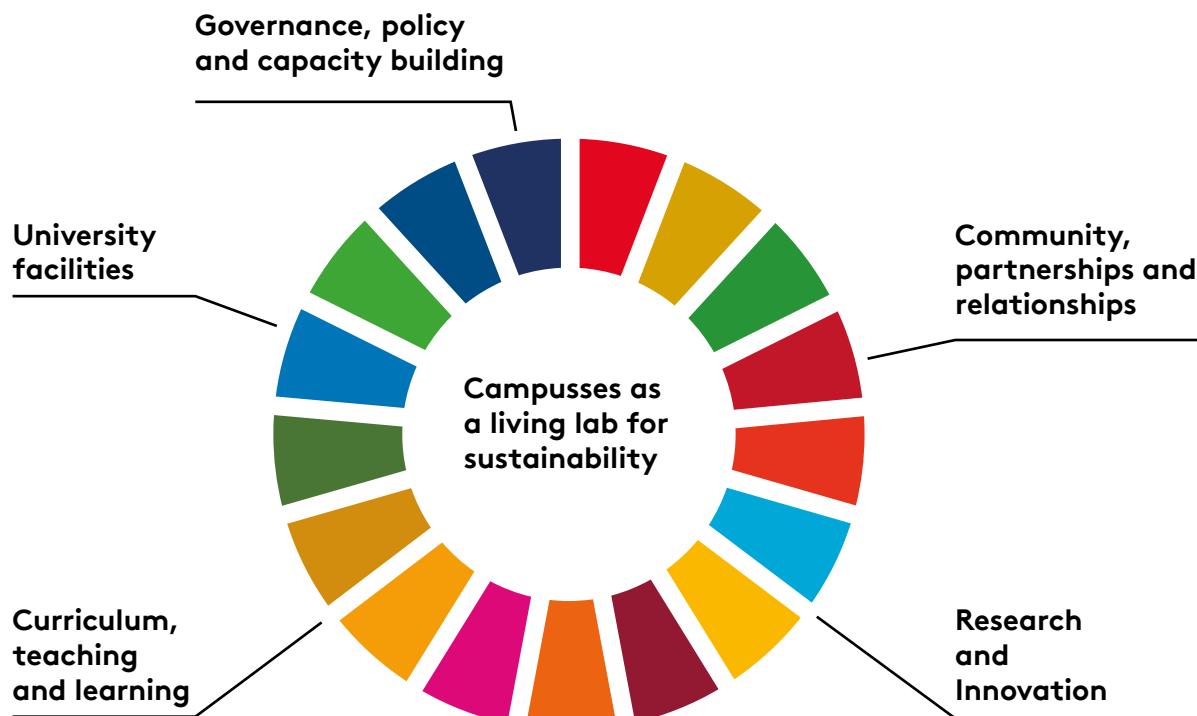
# Knowledge for a Sustainable Future

In this chapter, we take a look at our strategic intentions guiding our work with sustainability in 2022. At SDU, we remain strongly committed to a more sustainable future for the generations to come. We do this through our research and innovation, teaching and learning, governance, campus operations and our engagement regionally and globally. We see our efforts in these areas as interrelated and contributing to SDU becoming a living laboratory for sustainable solutions.

When it comes to research, our contribution is embedded in how we practise research: as a classic research-intensive university founded on deep academic knowledge and as a modern university seeking holistic solutions through interdisciplinary research projects. The knowledge needed to address sustainability's wicked problems often requires interdisciplinary research synthesising insights from two or more disciplines.

And at the same time, endeavours to find solutions to complex social, environmental and economic challenges will also increasingly require collaboration between universities and industry because few organisations have the internal capacity to deliver results on their own.

*Whole-institution approach*



**| Our strategic focus is on supporting initiatives which promote sustainability as a theme for inter- and transdisciplinary research and collaboration.**

It is important to stress that SDU views academic freedom as an essential prerequisite for the independence, quality and legitimacy of research – and thus also the University’s opportunities to contribute in response to today’s great societal challenges. In 2022, SDU’s board approved a statement defining a framework for how the University relates to freedom of research, teaching, and speech and debate.

Universities equip students with the knowledge and skills that enable them to contribute to creating a sustainable future. At SDU, academic competencies such as critical thinking, systems thinking, integrated problem solving, etc. combined with a strong in-depth professionalism give our graduates a strong starting point in taking an active part in the sustainable transition.

**| Our strategic focus is on expanding offers to students who want to improve their skills in relation to sustainability.**

The role of universities in sustainable development extends beyond their role in research and teaching. Institutions also contribute to sustainability through their policies and practice, and increasingly institutions everywhere are working hard to ensure continuous improvement and are leading by example.

SDU is committed to embedding sustainability in all our campus operations to conserve resources, reduce pollution, reduce carbon emissions and support positive behaviour in connection with sustainable issues. We also want to ensure that SDU is a diverse employer with innovative and creative research environments and an inclusive and healthy work environment.

### **Performance Indicators**

As performance indicators, we have chosen SDU’s ranks on two internationally recognised rankings. The first is the *Times Higher Education* Impact Ranking. They are the only global performance tables that assess universities against SDG research, outreach and stewardship. The second is the UI Green Metric World University Ranking. This ranking focuses more on the current condition and policies related to sustainable operations at the universities and to a lesser degree on research and education.

In the 2022 *Times Higher Education* Impact Ranking, SDU, like many other universities, lost ground in the ranking itself due to increased competition. However, SDU’s overall score is largely unchanged, and the reported effort on most SDGs is still placed among the 25% best scores in the world.

All SDGs are measured on research on a scale from 0–100. Generally, SDU is scored at the high end between 69–99 on this scale. Research is assessed slightly differently in each category, but all are assessed based on bibliometric indicators that the *Times Higher Education* Impact Ranking automatically retrieves (keyword search via Scopus).

The SDGs where SDU’s research achieves the lowest scores are SDG 1 (No poverty), 14 (Life below water) and SDG 7 (Affordable and clean energy). Here the scores are 72.8, 79.6 and 69.5, respectively. Our highest scores in research are in SDG 9 (Industry, innovation and infrastructure), SDG 16 (Peace, justice and strong institutions) and SDG 8 (Decent work and economic growth). Here the scores are 98.4, 92.6 and 92.1, respectively.

*Times Higher Education Impact Ranking – SDU's overall ranking*

<b>2022</b>	<b>2021</b>
<b>92<sup>nd</sup></b>	<b>23<sup>rd</sup></b>
<b>1,406 entries</b>	<b>1,118 entries</b>

When it comes to the UI Green Metric World University Ranking, in 2022 SDU ranked 13th in the world and thus retains its place in the top 15 for the third year in a row. This is remarkable because the competition gets tougher every year, as more universities make their way onto the list. As mentioned above, the UI Green Metric World University Ranking places greater emphasis on operations than the *Times Higher Education Impact Ranking*.

*UI Green Metric World University Ranking – SDU's overall ranking*

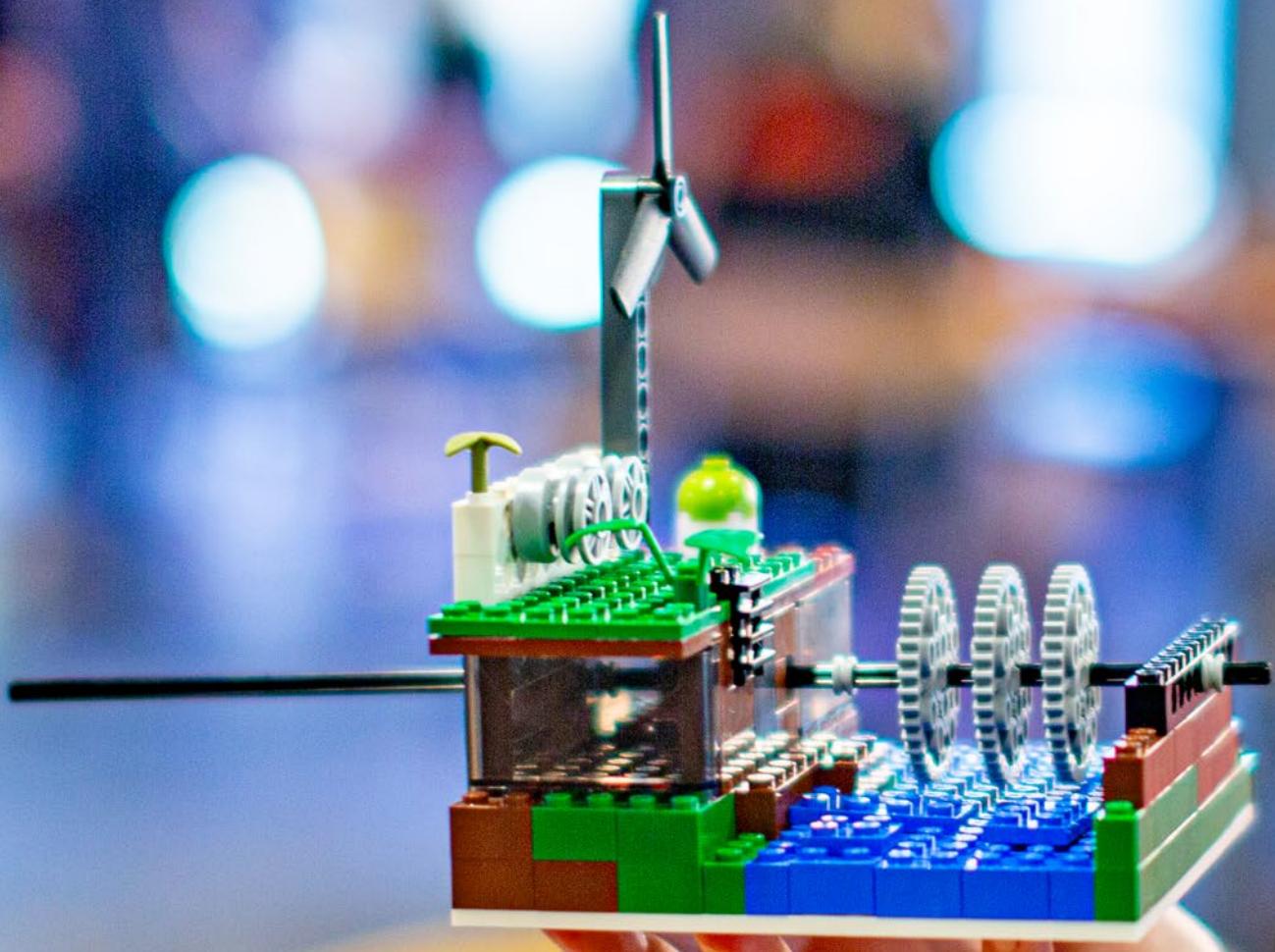
<b>2022</b>	<b>2021</b>
<b>13<sup>th</sup></b>	<b>11<sup>th</sup></b>
<b>1,050 entries</b>	<b>956 entries</b>

Despite the good rankings, it is also possible through both rankings to derive possible focus areas in the further work to make the operation of SDU more sustainable. These focus areas will be presented in the chapter on the operation of SDU.

## Moving Forward

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Despite this strong starting point, there is a need to upscale existing activities and implement new types of activities that go beyond ‘business as usual’ if significant results are to be delivered on the sustainability agenda by 2030. This means that we also want to focus on initiatives that develop and experiment with new forms of collaboration on sustainability with external partners, new ways of promoting interdisciplinary and transdisciplinary research and, not least, continue to expand our offers to students who want to excel as important players in the sustainable transition.



# Research and Innovation

As previously mentioned, SDU views academic freedom as an essential prerequisite for the independence, quality and legitimacy of research. This means that the research agenda, to a high degree, is set by local research groups combined with strategic initiatives from the management at faculty or university level.

## SDGs in focus



Researchers across the University have in 2022 continued to contribute to global sustainability work, producing a range of papers and articles that address not only the scientific aspects of climate and sustainability but also the societal impacts. Applied and translational work is underpinned by fundamental and conceptual research – both are essential to delivering effective and sustainable impact.

As described in the previous sustainability reports, several new sustainability research units have been established at the faculties in recent years, dealing with various areas within sustainability. The appendix lists 58 research centres at SDU whose research activities include sustainability.

As the titles of some of the centres indicate, sustainability is the basis of their work. Examples include the Center for Sustainable Business Development and Politics, the Center for Law, Sustainability and Justice, SDU Global Sustainable Production and SDU Life Cycle Engineering. But on closer inspection of the other research centres, one also comes across research that is important for sustainable development.

This applies, for example, to the Center for Adipocyte Signaling, which researches fat cells and the mechanisms that control the formation of new fat cells. Cells which are crucial for both the healthy and the unhealthy body, and the research can thus provide knowledge about diabetes and cardiovascular diseases. The centre's research on fat cells and their formation mechanisms is directly relevant to SDG 3 (Good health and well-being), which seeks to reduce mortality from non-communicable diseases such as diabetes, cardiovascular diseases, cancer and chronic respiratory diseases by 30% by 2030.

Another example is the Center for Culture and Technology, dedicated to investigating culture and technology by focusing on a plethora of topics that stem from experiences with technology, such as automation, human-machine interaction and AI. The centre thus touches on the fact that people and technology must interact in new, smart ways if the 2030 agenda is to be met. Innovation is, therefore, as much about society as it is about technology.

Both the above and other centres at SDU are characterised by a high degree of collaboration across faculties at SDU and with companies and other knowledge institutions outside SDU.

## Performance indicators

Below is a summary of the number of SDG-related publications from researchers at SDU. The calculation is based on Elsevier SDG classification queries in the database Scopus<sup>1</sup>. The publications are either published by the individual researcher alone or in collaboration with other researchers. Since Elsevier has updated their approach to SDG classification in 2022, we have updated the figures for 2020 and 2021, which we listed in last year's sustainability report.

For each year, the table shows the number of publications for each SDG, the total number of publications and the number of unique publications. The number of unique publications is lower, as publications in the table are counted several times if they affect multiple SDGs. The table also shows the proportion of unique SDG-related publications out of the total amount of unique publications from researchers at SDU. Finally, the table also shows scholarly SDG-related publications (articles, conference papers and book chapters). As the table shows, there is an increase in the number of SDG-related publications over the past three years.

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<sup>1</sup> Scopus is an abstract and citation database of research literature and web sources covering thousands of titles from more than 5,000 publishers.

**Total number of publications by SDU in any SDG in 2020, 2021 and 2022 in Scopus<sup>2</sup>**

SDG	2022	2021	2020
SDG 1 No poverty	24	20	15
SDG 2 Zero hunger	32	23	26
SDG 3 Good health and well-being	1,478	1,433	1,262
SDG 4 Quality education	69	50	53
SDG 5 Gender equality	46	49	50
SDG 6 Clean water and sanitation	37	30	28
SDG 7 Affordable and clean energy	108	107	110
SDG 8 Decent work and economic growth	61	62	66
SDG 9 Industry, innovation and infrastructure	139	134	119
SDG 10 Reduced inequalities	96	87	46
SDG 11 Sustainable cities and communities	38	50	36
SDG 12 Responsible consumption and production	82	72	63
SDG 13 Climate action	62	53	44
SDG 14 Life below water	48	57	38
SDG 15 Life on land	34	28	16
SDG 16 Peace, justice and strong institutions	83	69	80
<b>Total SDG-related publications</b>	<b>2,437</b>	<b>2,324</b>	<b>2,052</b>
<i>Total unique SDG-related publications</i>	1,750	1,750	1,556
<i>Percentages, unique SDG-related publications of total unique publications</i>	34%	35%	35%
<b>Total scholarly SDG-related publications</b>	<b>1,691</b>	<b>1,666</b>	<b>1,490</b>

At present, it is not possible to quantify academic literature relevant to SDG 17 (Partnerships for the Goals). Therefore, this SDG is not included in the table above. Concerning SDG 3, the numbers are huge when counting absolute numbers of publications because of several reasons: the Faculty of Health dominates at SDU; health is a huge area in academic science in general; and finally, because health is often used and easy to identify as a keyword – therefore ‘all’ health publications are picked up and therefore well represented.

<sup>2</sup> According to Elsevier SDG classification queries 2022.

# Cases

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Below are some of the cases within research and innovation which we would like to highlight.

## Deep dive I: SDU Climate Cluster

At the end of June 2022, SDU's largest investment in climate research to date opened its doors. The ambition of the SDU Climate Cluster is to create optimal conditions for groundbreaking, excellent and interdisciplinary research, education and communication within the climate area. For this purpose, SDU has allocated DKK 96 million to five financial instruments to stimulate interdisciplinary climate research at SDU and in collaboration with society by 2030.

SDU Climate Cluster is a mission-driven climate research cluster tasked with promoting cutting-edge climate research and education across all SDU's faculties. Thus, research on climate change and its consequences is not limited to forecasts of temperature rises and rising sea levels but will deal equally with the societal, political, health, biological, cultural and behavioural consequences of climate change. This is to support the need for a sustainable transition in society.

SDU Climate Cluster clears the way for a broader and deeper understanding of climate and climate-related issues through purposeful research on climate change, adaptation and mitigation. The three themes are accessed from a variety of disciplines in an interdisciplinary perspective that transcends traditional faculty divides and main fields.

Similarly, research on climate adaptation and climate mitigation will not only encompass research into new sustainable energy sources for CO<sub>2</sub> reduction and climate protection of urban and inhabited areas. They may also involve research into behaviour, opinion formation and political systems, as well as in the fields of tension between the professions, where research excellence is brought into play in an interdisciplinary context and identifies solutions and new opportunities.

According to Sebastian Mernild, Climate Professor, IPCC Lead Author and Head of SDU Climate Cluster, research has an important role in that societal transformation:

*'Knowledge is the foundation for the growth and development of society. We must make growth greener than in the past, develop our society in a far greener way and do so faster than before. However, we need to know how to do it, at what pace, with what intensity – and with whom,' he says and continues:*

*'It is through interdisciplinary research that we develop and test new methods, technologies and ways of thinking that we can use to equip society against climate change and push it in a more sustainable direction. Here, the SDU Climate Cluster works with themes such as behaviour, consumption, decision-making power, innovation, design, health and the balance of nature.'*

The SDU Climate Cluster's ambitions to promote collaboration on solving climate challenges extend beyond the interdisciplinary research at SDU. The centre must also contribute to promoting collaboration with other universities and other actors in the climate area. This was clear when the SDU Climate Cluster hosted nine talks called *Climate Thursday* with participants from, among others, other Danish and foreign universities and representatives from business and think tanks.

During the first quarter of 2023, the centre will focus on bringing the first funds into play and hereby supporting SDU's researchers with funding of exciting climate projects. The support will be given to research ideas and hypotheses within climate research as well as to establish pilot projects which can later form the basis for larger external research applications.

## **Less mould, more food<sup>3</sup>**

Foods like fruit, vegetables and dairy products often get attacked by mould or fungus and therefore must be discarded. If the shelf life can be extended just a few days, we can save a lot of food from being thrown out. SDU researchers are trying to contribute to that.

Many foods can last quite a long time before mould starts to develop, often because they have been treated with an anti-fungal agent. One such agent is Natamycin (e-number 235), which works keeping mould and fungus at bay. In Denmark, it is used to treat the surface of matured cheeses, cheese products and certain meat products while other countries use it for the preservation of milk, yoghurt, wine, juice, sausages, bread, fruits, vegetables, etc.

But even though Natamycin is both effective and suitable for food protection, there are limits – after 3-4 weeks, the first mould spots on the cheese may start to appear. So, what if you could prolong the effect of Natamycin? Or make it more efficient? That's where the SDU researchers come in. They want to find ways to make Natamycin more effective so that it can extend the shelf life of treated foods even further.

Certain conditions, such as sunlight, make Natamycin less effective, and just a few days more shelf life could make a huge difference for producers and consumers, said Daniel Wüstner, who leads a research group at the Department of Biochemistry and Molecular Biology.

Natamycin is a fungicide produced by a commonly occurring bacterium that lives in the soil. Natamycin's advantages are that you cannot smell, see or taste the substance after a food item has been treated with it. This is done, for example, by dipping the food in a solution containing Natamycin, so that the surface is protected against attack by mould and fungus.

One of the group's current areas of interest is studying Natamycin by directly observing it using advanced microscopes, thereby gaining better insight into exactly how this fungicide keeps mould and fungus at bay. If the researchers can modify Natamycin to become more effective, it can potentially increase the shelf life of foods, thus reducing food waste and ensuring that more food makes it to our plates instead of ending up in the trash.

## **Generation Healthy Children<sup>4</sup>**

The proportion of overweight and severely obese Danish schoolchildren rises from 13% when they enter school to 18% when they leave school. For many people, obesity in childhood and adolescence carries over into adulthood. It constitutes a significant risk factor for a wide range of diseases and conditions.

Researchers from the University of Southern Denmark, the University of Copenhagen, the Center for Clinical Research and Prevention and the Norwegian Public Health Institute, in collaboration with local and national partners, will seek to do something about this through the Generation Healthy Children initiative.

The initiative includes experts in children's movement, nutrition, sleep, digital habits and prevention. Along the way, the partners must collect solid documentation for which measures work best. The project will involve 2,500 schoolchildren aged 6-9 over the next four years. Generation Healthy Children is supported by the Novo Nordisk Foundation with DKK 80 million.

<sup>3</sup> The case description is based on an **article** by Birgitte Svennevig published 22nd November 2022.

<sup>4</sup> The case description is based on an **article** by Bo Kousgaard published 5th May 2022.

According to Professor Jens Troelsen, Head of the Department of Sports and Biomechanics at the University of Southern Denmark, it is crucial to look at children's health and life from several angles and to collaborate with the actors who have an influence on the children's lives if you want to make a positive difference:

*"We are bringing together a group of researchers and a lot of local and national forces in an effort that will be very ambitious, completely unique and not least scalable. We thus gain valuable knowledge, and the effort can subsequently be carried out on a larger or smaller scale in other areas," he says and elaborates:*

*"Throughout the process, we must have a close collaboration with the children and with all the actors who are around the children: the family, the school, the associations, the after-school programme, before- and after-school care, the municipality, the supermarket, the fast-food chains and so on. It is essential for success."*

## Robot technology and the green transition<sup>5</sup>

Already today, robot companies play a major role in creating a green transition in Danish business life. As the industry's sub-suppliers, they enable other companies across industries to become more efficient, which creates gains on both the economic and environmental bottom line.

While integrating robotic technologies into operations can result in significant financial and environmental benefits for companies, many are yet to realise the full potential of this technology, as shown in a study by Associate Professor Kristina Vaarst Andersen from the Department of Business & Management, SDU

The study shows that a major challenge faced by robot companies is the limited branding value of a green profile. As these companies contribute indirectly to their customers' production and operate far back in supply chains, customers have been unwilling to pay more for environmentally sustainable solutions.

However, there is a positive shift in focus towards environmental sustainability among robot companies and their customers. Environmental sustainability is now the focus of most robot companies and their customers, and this focus is only expected to increase in the future.

Considering this, it is essential for robot companies to implement measures to ensure environmentally sustainable production in both internal and external value chains. This requires a data-driven approach and business models that facilitate documentation and circularity. As the focus on sustainability is expected to increase in the future, robot companies must act swiftly to meet the growing demand for environmentally sustainable solutions.

## The SDGs in vocational upper secondary educations

The project 'Verdensmål som fagmål' (SDGs as course objectives) is led by Professor and Head of Center for High School Research Ane Qvortrup. Focusing on responsible consumption and production (as outlined in SDG 12), the project's overall objective is to contribute to vocational upper secondary education students gaining increased professional knowledge, insight and action skills to participate in innovative processes that aim to design a society characterised by responsible consumption and production.

The climate crisis requires changes in all sectors of society. Central to this is the need to rethink how products are produced and consumed. New technological and structural

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<sup>5</sup> The case description is based on: Kristina Vaarst Andersen and Nanna Meilbak (2022), 'Grønne effektkæder i robotindustrien', Odense Robotics.

solutions must be developed to, for example, store renewable energy, sort waste, and utilise residual products from production.

At the same time, both green solutions and responsible consumption and production must be disseminated to several companies, the public sector and citizens. Both the work towards new solutions and the dissemination of these are central focus areas for vocational upper secondary education, which has a major responsibility for training future employees for the business world.

The starting point for the project is that the vocational upper secondary educations must work with the theme not just for very limited periods of time, but meaningfully integrated into courses in several subjects. This way, the students will, through working with the core material of the subjects, become aware of the knowledge and resources of different subjects and can bring the core substance into dialogue with private and public companies working with responsible consumption and production.

The project is organised as school development projects: 'Svendborg Erhvervsskole og Gymnasier' and 'Rybners Handelsgymnasium'. The Center for High School Research contributes to the school development projects by conducting seminars that upskill 17 school leaders and teachers to the task of communicating the project to their colleagues. Furthermore, The Center for High School Research conducts research on the project and provides ongoing research findings to the participants as a contribution to their reflection on the project. Examples of this include studies on students' understanding of sustainability, as well as teachers' and administrators' positions on and perceptions of the project.

## Turning CO<sub>2</sub> into green gas

Together with the companies Nature Energy A/S, Biogasclean A/S and DTU, SDU has developed a technology to produce PtX gas (carbon neutral natural gas) from CO<sub>2</sub> and hydrogen. The technology is simple and robust and can be implemented in all biogas plants and in connection with all CO<sub>2</sub> sources regardless of origin. For an investment of only 5–10% extra on biogas plants, gas production can be increased by 67%.

A full-scale plant is expected to be established soon at Nature Energy's biogas plant near Sønderborg. Nature Energy, Denmark's largest biogas producer, expects the technology to be established at all their Danish plants by 2025. From 2025 onwards, PtX gas is expected to be produced cheaper than biogas. If fully implemented, it can increase Danish biogas production by up to 70 PJ/year and will contribute decisively to making Denmark independent of imported gas within the next five years.

The technology can offer the world an affordable and supply-secure gas made from CO<sub>2</sub> and water (hydrogen from water). Everyone has access to CO<sub>2</sub> and water, and the technology will contribute significantly to a more peaceful world without energy-related conflicts. The export potential is enormous, for instance via Nature Energy, which is internationally leading and export focused.

The idea for the research project and the biofilter technology for PtX gas production was conceived by Professor Henrik Wenzel at SDU, and the laboratory work was carried out by Senior Consultant Lars Yde and Assistant Professor Muhammed Tahir Ashraf.

Research and development of the technology has been carried out in collaboration with the companies Nature Energy, which is responsible for implementing it in their biogas plant, and Biogasclean A/S, which has developed the biofilter plant on a pilot scale and is building full-scale biofilter plants. Likewise, Professor Irini Angelidaki and staff from DTU have participated in the research work.

## Moving Forward

The world needs universities that engage critically and constructively and take responsibility for our shared future by transforming complex challenges into sustainable change. At SDU, we believe that this is best achieved by standing guard over academic freedom as an essential prerequisite for the independence, quality and legitimacy of research – and thus also the University’s opportunities to contribute in response to today’s great societal challenges through breakthroughs within basic research, strategic research and applied research. It is also about creating the best possible conditions for research environments, giving individual researchers the opportunity to develop their potential and supporting them in the competition for positions and grants.



# Teaching and Learning

Of the 17 SDGs, SDG 4 is Quality Education, which discusses the need to ensure inclusive and equitable quality education for all without discrimination. SDG 4 has 10 targets concerning different aspects of education. One of the targets focuses on ensuring that all learners acquire the knowledge and skills needed to promote sustainable development.

## SDGs in focus



In 2022, 2,923 students across SDU completed the introductory course on sustainability. The course is a research-based introduction to the SDGs and their relevance to academic studies. The course provides students with an interdisciplinary platform for working with the SDGs. The students also gain experience in working critically and reflectively with the SDGs. In 2021, 2,394 students across SDU were enrolled in the course. Eight out of ten students who have completed the course find that it has given them a deeper knowledge of the SDGs.

The course was initiated as a pilot project in the autumn semester of 2020, where around 1,000 students completed the course. For now, it is up to the individual boards of studies to decide whether the course should be included in the education programme and, if so, when. The course is typically placed in the first semester. In general, there is great interest in the course among the programmes, and it is now offered, with a few exceptions, on all programmes across SDU.

The course is intended as a common introduction to the SDGs across SDU, after which the students in different ways across the faculties and programmes will have the opportunity to work more in-depth with sustainability. The faculties apply different strategies when integrating sustainability into their curriculums. Overall, academic competencies such as critical thinking, systems thinking, integrated problem solving, etc., combined with a strong in-depth professionalism, give our graduates a strong starting point in taking an active part in the sustainable transition.

### Performance Indicators

	2022	2021
Percentage of courses and subjects offered related to SDGs	43%	N/A
Extra- or co-curricular sustainability related activities offered	21	17
Percentage of first-generation students <sup>6</sup>	54%	61%

6 The numbers for 2021 and 2022 cover the years 2019 and 2022.

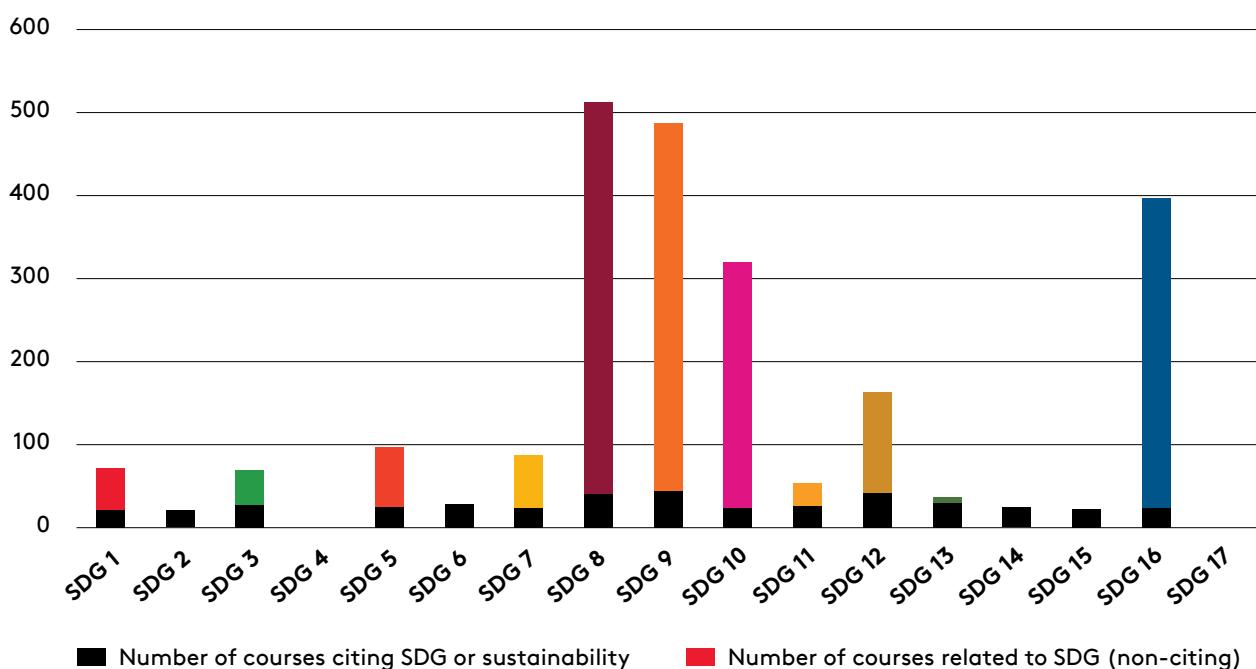
In mapping the relevance of sustainability, we decided to use the same approach as last year and this year to map sustainability-relevant research publications. This entailed using a machine learning model trained to classify scientific publications into SDGs. This model was trained by using publications classified according to the various SDG categories via keyword queries.<sup>7</sup>

Because the publication training set excluded SDG 17 (Partnerships for the Goals), no courses could be classified as SDG 17. We also excluded SDG 4 (Quality education) from the classification model before applying it to courses. The texts considered for the classification of the courses as per the various SDGs included the title, the description of the purpose, and the description of the content of the courses.

We analysed 3,816 course descriptions and excluded from the classification courses that corresponded to a Bachelor's or Master's degree thesis, as well as individual or collective projects. Since the students can define the topic of their thesis or projects, such courses cannot be a priori classified according to the SDGs. After removing theses and projects, we managed to classify 3,342 course descriptions.

Out of these 3,342 courses, 1,423 unique courses were found to be related to at least one SDG, which amounts to 43% of the courses classified. Within the 1,423 courses classified according to the SDGs, 107 explicitly cited 'SDG' or 'sustainability' in their respective descriptions.

**Number of courses related to SDGs (with in black the courses already citing SDGs)**



<sup>7</sup> The automated testing of our classification model when classifying scientific publications yielded an accuracy of 92%. After classifying the course descriptions, we reviewed 107 courses citing SDG in their title/purpose/description and manually checked the classification. This human validation yielded an accuracy of 88%.

The peaks observed for SDG 8 (Decent work and economic growth) and 9 (Industry, innovation and infrastructure) can be explained by the fact that these SDGs apply to many courses at the Faculty of Engineering and the Faculty of Business and Social Sciences. Additionally, SDG 10 (Reduced inequalities) and 16 (Peace, justice and strong institutions) apply to many courses at the Faculty of Business and Social Sciences and the Faculty of Humanities.

SDG 3 (Good health and well-being) may appear relatively minor, but it is important to keep in mind that we are classifying courses that relate to the targets of each SDG, and the targets of SDG 3 do not cover all issues related to health sciences.

In general, for all SDGs, there is a risk of underestimating the number of courses related to a particular SDG if the vocabulary used in the description is too far away from the vocabulary used in describing the targets of that SDG. For some areas, such as SDG 13 (Climate action), 14 (Life below water) or 15 (Life on land), the number of categorisations could be boosted by, for example, modifying the way the courses are described.

The 21 extra- or co-curricular sustainability-related activities offered cover a wide range: the SDU Sustainability Academy, the Citizen Science Talent Programme, the Green Camp at Campus Esbjerg, the Behavioural Change Challenge at Campus Sønderborg, etc.

Of the first-year students admitted to bachelor's programmes at SDU for the past two reporting years, first-generation students constitute 54% and 61%, respectively. As the footnote indicates, there is a delay in calculating these figures. *First-generation students* are defined as the number of students starting a degree programme who identify as the first person in their immediate family to attend university.

## Cases

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Below are some of the cases within teaching and learning, which we would like to highlight.

### **Deep dive II: Built environment and sustainable urban development**

The MSc in Engineering programme at SDU is not only committed to educating future civil engineers but also to promoting the SDGs. The programme provides a holistic curriculum that integrates theoretical knowledge with practical experience to equip students with the necessary skills to design and build environmentally sustainable and socially responsible infrastructure.

The programme's curriculum, research and practical projects align with the SDGs. The students are trained to incorporate sustainability principles into their designs and minimise the environmental impact of their projects by using renewable materials, green building techniques and sustainable energy solutions. Social responsibility is also highlighted, and students learn to design infrastructure that is accessible, inclusive and resilient to natural disasters and climate change.

Already in the first semester, through the course 'Sustainable Development for the Built Environment', the students get to know how their education can contribute to the SDGs. The course introduces students to sustainable development principles in the context of and applied to the built environment. The course provides a general introduction to the built environment at different scales and to the design professionals shaping it.

This course addresses the global challenges of sustainability, development and climate change, and it provides a framework for understanding those challenges in the form of complexity and transdisciplinarity. The course allows students to work critically with the SDGs.

According to Nicola Tollin, Professor in Urban Resilience at SDU Civil and Architectural Engineering, it is an important course on several levels.

*"I think it's fundamental that all the students are introduced to the principle of sustainability as early as possible in their careers and that they are able not just to understand the theory behind it but also to try and apply the concept to something very close to them, and nothing is closer than the place where they spend most of their time," he says and continues:*

*"One of the skills they will develop is to have a systemic approach to sustainability, not only thinking about efficiency – energy efficiency, material efficiency – but thinking about sustainability in a more holistic way and in a transdisciplinary manner, thereby being able to collaborate with other professionals. That is also very much needed – working together to enable the sustainable transition."*

In addition to the course in the first semester, students will continue to improve their skills and competencies in the built environment and sustainable urban development in courses on sustainable urban development and sustainable urban design and planning in the following semesters.

## Energy Management

Designed to prepare students to tackle the challenges of transitioning to a sustainable energy future, SDU's Energy Management programme combines economics and business administration courses and equips students with the necessary knowledge and skills to manage energy systems and projects. When emphasising the importance of sustainability, the programme teaches students how to analyse energy use patterns, assess energy efficiency and evaluate the economics of renewable energy sources. By doing so, students will be able to identify energy efficiency opportunities and implement sustainable energy strategies in their future careers.

The demand for energy management professionals will continue to rise as the world transitions towards a low-carbon economy. Graduates of SDU's Energy Management programme will be well-prepared to take on leadership roles in this transition. They will have the skills to navigate the complex energy policy landscape and implement sustainable energy practices, helping companies and organisations reduce their carbon footprint and fight climate change.

SDU's Energy Management programme contributes to developing a sustainable energy future by promoting sustainable energy practices and raising awareness among students about their importance. The programme also offers opportunities for students to work on real-world projects in close cooperation with the local community of Esbjerg and gain practical experience in sustainable energy management.

The graduates who have completed the programme are highly valued. All the graduates have found employment – either directly after earning their BSc degree or after earning an MSc degree afterwards. Many of the graduates today work for local and national energy companies.

## Communicating sustainability in and around organizations

SDU's 'Communicating sustainability in and around organizations' course is a valuable contribution to the University's sustainability efforts. Covering various communication strategies such as stakeholder engagement, sustainability reporting and sustainability marketing, the course aims to provide students with the necessary knowledge and skills to effectively communicate sustainability issues within and outside organisations.



Additionally, it emphasises the importance of clear and honest communication that aligns with an organisation's values and goals.

The course provides a comprehensive framework for analysing and addressing topics, such as greenwashing and social injustice, by leveraging nuanced multimodal communication perspectives. In the context of sustainability, where deceptive marketing practices can undermine genuine efforts towards sustainable development, this course equips students with critical thinking skills and an in-depth understanding of greenwashing and other sustainability issues.

By fostering integrity and discernment in sustainability communication, the course empowers students to navigate the complexities of sustainability discourse and make informed decisions that contribute to authentic sustainability practices.

Upon completion of the course, students will be able to employ terms and concepts in a qualified manner when describing and analysing multimodal organisational communication about sustainability, catering to diverse stakeholder groups. They will demonstrate a deep understanding of sustainability, including the UN's Sustainable Development Goals and its strategic utilisation in organisations, with a particular emphasis on communication.

Students will be equipped with the knowledge and skills to analyse and interpret sustainability communication practices in organisations critically, consider their strategic implications and effectively communicate their findings.

The 'Communicating sustainability in and around organizations' course is an excellent example of how some courses at SDU directly address sustainability.

## **Climate Adaptation**

SDU's MSc programme 'Master of Climate Adaptation' is a highly relevant programme that addresses the urgent global sustainability challenges caused by climate change. The programme prepares students to design and implement strategies that adapt to and mitigate the impacts of climate change. The programme is highly interdisciplinary and draws on various fields, such as geography, biology, engineering and social science, to provide students with a comprehensive understanding of the complex nature of climate change and its effects.

The Master of Climate Adaptation programme at SDU also emphasises the importance of practical, hands-on experience facilitated through case studies, projects and field trips. Students work alongside leading experts to gain real-world experience in climate adaptation planning and implementation. Additionally, the program recognises the importance of stakeholder engagement and collaboration in designing effective solutions.

The programme is also closely aligned with the UN's Sustainable Development Goals (SDGs), particularly SDG 13, which aims to combat climate change and its impacts. By addressing other SDGs, such as SDG 11 (sustainable cities and communities) and SDG 6 (clean water and sanitation), the programme also recognises the critical interconnections between climate change and sustainability challenges.

Overall, SDU's Master of Climate Adaptation programme plays a vital role in addressing global sustainability challenges by equipping students with the knowledge and skills required to design and implement effective strategies for climate adaptation. Graduates of the programme are well-prepared to take on roles in government, the private sector and civil society, where they can contribute to mitigating the impacts of climate change and building a sustainable future for all.

## **Reproductive Health**

SDU's MSc in Midwifery programme provides a comprehensive course on reproductive health with significant sustainability implications. While sustainability is not explicitly mentioned in the course description, the course covers topics that are directly related to the SDGs, particularly SDG 3, which aims to ensure healthy lives and promote well-being for all ages. The course also addresses SDG 5, which aims to achieve gender equality and empower all women and girls, as reproductive health is crucial to women's health and well-being.

Reproductive health is a crucial element of sustainable development, and this course equips midwives with the essential knowledge and skills to promote reproductive health and tackle the associated challenges. Reproductive health encompasses many issues, such as family planning, maternal and child health, sexually transmitted infections, gender-based violence and sexual and reproductive rights, all of which are critical to achieving the SDGs.

Midwives play a critical role in promoting reproductive health, which can significantly impact the sustainability of healthcare systems. By providing high-quality care, including family planning services and antenatal and postnatal care, midwives can help to reduce maternal and infant mortality rates, improve the health outcomes of women and children and contribute to the overall well-being of communities. The course covers diverse topics, including human reproduction's biological and psychosocial aspects, reproductive healthcare services, and the cultural, social and economic factors that influence reproductive health outcomes.

Furthermore, the course also addresses issues related to reproductive health and sustainability, such as population growth, family planning and the impact of environmental factors on reproductive health outcomes. The future midwives learn to promote sustainable reproductive health practices, including using environmentally friendly contraceptive methods and promoting sustainable behaviours that support reproductive health.

## **Below Zero**

SDU RIO's Below Zero programme is a unique talent programme that aims to equip students with the necessary tools to create innovative green solutions for the future. The programme is open to third-year bachelor and master students from all fields of study and from all campuses of SDU. The programme covers 20 extracurricular ECTS and provides a hands-on approach, guiding students through venture creation during weekend workshops.

The programme strongly focuses on entrepreneurship and sustainability, teaching students how to become entrepreneurs and discover opportunities within the field of climate change. The programme includes coaching, mentoring and business development to help students progress their green business ideas. Students will work with the industry's heaviest carbon emitters, rewilding nature, bringing zero-carbon products to market or even developing breakthrough green technology. The possibilities are endless, and it is up to students to decide which impact they want to make.

Led by a team of national and international industry experts, scientists, ecologists, researchers and business developers, the programme offers a unique opportunity to develop innovative solutions. The programme's goal is to create green entrepreneurs who will make a positive impact on the planet's future.

The talent programme has a successful track record of inspiring startups to create green businesses, such as Hydrovertic and Mewalii.

## **Moving Forward**

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In 2023, we will continue to develop and make visible our curricular, extra- and co-curricular offers to students who want to improve their skills in relation to sustainability. Another area of focus will be rethinking our guidance to students. We are now standing on the threshold of a new transition in the labour market: the sustainable transition. At the same time, we are experiencing that more students want to contribute to a sustainable future through participation in communities. The task here will be to support students and see to it that their individual career trajectory is connected to the societal and global trajectory and that 'I too' through education, work and career, can contribute to the actual creation of a sustainable future.

# Engaging Globally and Locally



Sustainable development can only be achieved through collaboration and partnerships. SDG 17 focuses on strengthening global partnerships for sustainable development. The goal is to strengthen the Global North and South cooperation by supporting national plans to achieve all SDGs. As a part of that, action should be taken to enhance North-South collaboration on science, technology and innovation and knowledge sharing. In the following, we focus on SDU's engagement with the Global South in 2022.<sup>8</sup>

## Performance Indicators

	2022	2021
Percentage of all co-authored publications from SDU researchers published with non-SDU researchers from the Global South <sup>9</sup>	20%	20%
Number of co-authored publications from SDU researchers published with non-SDU researchers from the Global South <sup>10</sup>	810	702
PhD fee waivers from the Global South studied at SDU.	13	16

Since 2012 there has been a yearly increase in the number of co-authored publications and the proportion published in cooperation with non-SDU researchers from the Global South, where the number of co-authored publications was 220. The share of 20% for the two most recent years is due to a greater increase in research collaboration with the Global North.

Among publications published in collaboration with researchers from the Global South, almost a third deal with topics that relate to SDG 3 (Good health and well-being). Next come publications that relate to SDG 7 (Affordable and clean energy), 9 (Industry, innovation and infrastructure) and 12 (Responsible consumption and production). Together they make up about 15%. In particular, in relation to SDG 7, there has been an increase in the number of co-authored publications in recent years.

The 13 PhD fee waivers from the Global South were all enrolled at the Faculty of Engineering. In the case of fee waivers, it is the department or section that covers the expenses associated with the elements of the PhD programme.

<sup>8</sup> The Global South refers to the less-developed countries of the world.

<sup>9</sup> The numbers for 2021 and 2022 cover the years 2020 and 2021.

<sup>10</sup> The numbers for 2021 and 2022 cover the years 2020 and 2021.

Just as we make an impact on the global stage, the University also makes a positive contribution locally and regionally. SDU is the only university in Denmark to be deeply regionally entrenched, which is underlined not least by the fact that SDU has campuses in Odense, Kolding, Esbjerg, Sønderborg, Slagelse and Copenhagen.

Through our activities in these places, we also contribute to strengthening regional and local sustainability and thus to SDG 12: Make cities and human settlements inclusive, safe, resilient and sustainable. Therefore, the rest of this chapter will also contain examples of our local, regional and global commitments to sustainability.

# Cases

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Below we would like to highlight some of the cases within our collaboration with external partners.

## **Deep dive III: Municipalities on a climate mission**

In recent years, missions have become a recognised policy tool in the European Union and in several member states to solve or contribute to solving grand societal challenges. From 2021 to 2023, a study focuses on the missions of Danish municipalities to fulfil their goals in areas such as climate and sustainability. The study is conducted because Danish municipalities are increasingly taking a proactive approach towards sustainability by initiating their own missions to achieve their goals in areas such as climate and sustainability.

However, there is limited knowledge about how missions are carried out at local and regional levels, which means there is a need for more knowledge to design missions with a real municipal impact.

Mads Bruun Ingstrup, Head of the Center for Sustainable Business Development and Policy at SDU, points out:

*'To date, we know very little about how missions are carried out at local and regional levels. Research has focused on international and national contexts, which is why we need more knowledge to show how missions can make a difference locally.'*

The project 'Municipal Climate Missions' focuses on examining the possibilities and limitations of a mission-oriented innovation policy approach in Danish municipalities.

Specifically, the study focuses on how municipal missions are identified, selected, and implemented to provide insights and recommendations on how municipal missions can be designed and implemented to inspire other municipalities in Denmark and beyond.

In general, the study finds that missions can benefit from strong organisational embeddedness, implementation, and engagement from various stakeholders such as company leaders, citizens, policymakers, etc. One recommendation is re-evaluating how climate initiatives are placed and supported organisationally in municipalities. Do municipalities, for example, have an appointed climate director or climate coordinators in each department to increase involvement and ownership? Also, thematic public-private partnerships to tackle one or more climate challenges are suitable to bring forward different resources and co-create solutions.

The study is conducted by three researchers at the Center for Sustainable Business Development and Policy in collaboration with Middelfart Municipality and Sønderborg Municipality. Together with German and other Danish partners, the aim is to take these insights into a joint Interreg-application targeting the Danish-German border region.

## **SDU drones to help secure property rights in Sierra Leone**

The SDU has launched a pilot initiative called ‘SDU drones to secure property rights in Sierra Leone’. So far, only a small amount of testing has been done. The researchers travelled to Sierra Leone and mapped two plantations to investigate the potential opportunities and challenges of using drones. The project aims to help improve the land rights situation in Sierra Leone, where land ownership is often uncertain, and disputes over land rights and exploitation by foreign companies are persistent issues.

The project leverages drone technology – which would likely be used in combination with satellite images, aircraft mapping and ground-based techniques – to support a digital land registry that maps out the country’s land holdings. This makes it easier for residents to register their land and secure ownership rights. The drone technology could support the rapid collection of accurate, high-resolution images of the landscape, which are then used to create a detailed map of land ownership.

The project is significant because it addresses the issue of land disputes and exploitation by outside interests such as mining companies, which can lead to social unrest, displacement and poverty, thereby promoting social sustainability. By creating a more transparent and accurate land registry, the project helps to reduce the likelihood of conflicts and provides a more secure basis for land transactions, which is vital for investment and development.

The project has already made significant initial findings in mapping land ownership in Sierra Leone using drones. It has garnered support from the government of Sierra Leone and has partnered with local organisations to engage with local communities and promote education about land rights. Overall, the ‘SDU drones to secure property rights in Sierra Leone’ project is an excellent example of the innovative use of technology to promote sustainability and social justice.

## **Climate Future Fiction**

In 2022, SDU initiated a citizen science project known as ‘Climate Future Fiction’, which provided high school students with a unique opportunity to engage in conversations about climate change and its potential impact on our future. The project recognised that high school students are particularly aware of the impact of climate change on their lives and futures compared to previous generations. However, the same generation may also feel ignored or marginalised by institutions that are supposed to represent their interests.

The project was co-created in consultation with teachers and high school students and focused on developing fictional stories about how climate change will affect people’s lives in 2062. As part of their English course, seven high school classes from four high schools in Fyn participated in the citizen science project ‘Climate Future Fiction’.

Coordinated by SDU Citizen Science, researchers participating in the project hailed from various departments in SDU such as the Department of the Study of Culture (now Department of Language, Culture, History and Communication), the Department of Business & Management and the Department of Biology.

The project sought to encourage young people to explore possible scenarios through creative writing, writing short stories and analytical essays on the future impact of climate change on their lives and society. Building on the DIAS Citizen Science project ‘Write your Future’, the initiative examined the possibility of engaging high schools in a similar project.



## Conference on inner sustainability

In January 2022, researchers, experts and practitioners gathered at a conference at SDU with around 200 participants from municipalities, private companies, educational institutions and NGOs to search for the deeper human causes of the crises we face as a society. The conference was held in collaboration between the SDG HUB, the Faculty of Humanities and the external partner Center for Inner Sustainability.

As mentioned in the chapter earlier in the report on the IDGs, many of the imbalances, challenges, problems, etc. that the SDGs have come to remedy and solve are man-made. They are caused by the motives, values and success criteria that drive people's actions. Although technological advances will be essential to achieving the SDGs, relying solely on technologies to get us there is dangerous and overlooks the real task we as humanity have in transitioning to a sustainable species.

At the conference, the focus was therefore on the motivations, motives, values, ideas, etc. when we as people make (or fail to make) decisions in relation to creating a more sustainable future for the planet. The conference also marked the opening of Science Year 22. UNESCO had declared 2022 the Year of Basic Science for Development to focus on the connection between basic research and the UN's goals for sustainable development.

The conference emphasised the importance of interdisciplinary collaboration, with experts from various fields contributing to the discussion. The conference featured a range of parallel sessions, including presentations and workshops, providing attendees with a valuable opportunity to learn from experts and engage in meaningful discussions on the importance of inner sustainability, and the critical role that personal and interpersonal factors play in shaping our collective capacity for sustainable action.

## The Sustainability Academy 2022 – how can we together create the sustainable city of the future?

In late June 2022, the SDU Sustainability Academy was held for the second time. The Academy is a yearly extracurricular activity for students at SDU who want to improve their skills and knowledge in relation to sustainability. In 2022, the focus of the Sustainability Academy was on the sustainable city of the future and how co-creation can play an important role in developing sustainable cities (SDG 11). Sustainable cities and communities are one of the 17 SDGs.

More than half of the world's population now lives in urban areas. By 2050, this figure will have increased to 6.5 billion people – corresponding to two-thirds of the world's population. Sustainable development cannot be achieved without changing how we build and design our urban spaces.

The Academy was carried out in close collaboration with Kolding Municipality, which provided cases on sustainable urban development that the students worked on during the week. The Academy took place at SDU in Kolding and therefore also drew on the extensive knowledge there in relation to design thinking, communication and behavioural science.

In contrast to the Academy in 2021, students from SDU's partners in the European university alliance EPICUR were invited to join the 2022 Sustainability Academy. In addition, in 2022, it was also possible for international students at SDU to participate, as the Academy was held in English this year.

A survey among the participants shows that SDU has successfully created an academy that fulfils the goal of creating networks between students concerned with sustainability. The survey also indicates that the participants left the Academy with new knowledge about sustainability and design thinking as an approach to dealing with sustainability challenges.



## Moving Forward

SDU acknowledges the indispensable role of collaboration and partnerships in achieving sustainable development, also underscored by SDG 17. Sustainable development cannot be accomplished in isolation; it demands collective efforts and partnerships among diverse stakeholders, including academia, governments, NGOs and communities on a local, regional and global level. As we move forward, SDU is committed to enhancing collaboration to advance the sustainability goals further.

In 2021, SDU joined the European EPICUR alliance together with eight other universities. The alliance constitutes a so-called European University whose goal is to create a common superstructure with joint educational and research activities as part of the realisation of the EU's vision of an integrated European Education Area.

Sustainability is a central area for EPICUR both in terms of research, education and operations. In 2023, SDU will contribute to the development of a joint strategy for EPICUR in relation to the role of universities in the socio-ecological transformation.

Over almost 25 years, SDU has established a broad geographical presence and wants to continue to offer high-quality regional research-based education as it provides the greatest value for students, staff and the surrounding community. With its institutional plan, SDU seeks to strengthen the University's existing campuses with the establishment of new courses of study and a more distinct, individual campus profiles.



# Operations

Through our research, education and innovation we, as a university, make our most significant contribution to creating a more sustainable future. As a place of study for 21,000 students (FTE) and 4,000 employees (FTE), we also impact the environment and climate through our operations. Correspondingly, we also want to be a place of study and a workplace characterised by openness, diversity and equality, and focus on the well-being of our students and employees. In other words, it's about walking the talk in our operations.

This year, we have chosen to build this report's section with inspiration from the taxonomy behind ESG, which stands for 'Environmental, Social and Governance' and covers important information about the environment and climate, the company's social/societal impact and the general management of the company (governance).

The decision to draw inspiration from ESG means that this year's report includes significantly more indicators to the operation of SDU. This also means that the report lists processes that aim to describe how SDU through due diligence identify and remedy environmental, social and governance risks.

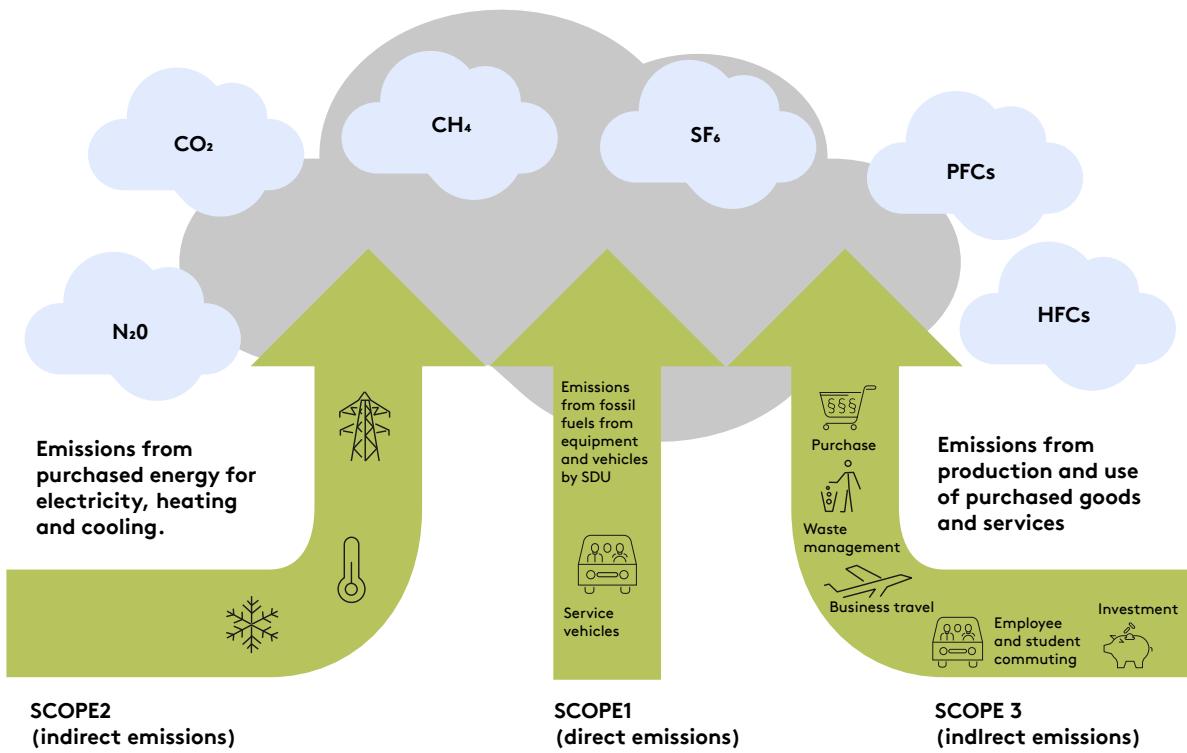
## Performance Indicators

*ESG indicators*

	2022	2021
<b>Environmental</b>		
Consumption of electricity (kWh)	18,199,705	17,549,713
Consumption of heat (kWh)	20,619,052	21,943,304
Consumption of water (m³)	45,835	36,697
Tonnes of waste	567	476
- Recycled (percentage)	50%	48%
- Waste incineration and landfill (percentage)	50%	52%
Tonnes of greenhouse gases emitted (CO <sub>2</sub> e)	7,990	6,588
- Scope 1 (tonnes CO <sub>2</sub> e)	125	89
- Scope 2 (tonnes CO <sub>2</sub> e)	5,520	6,029
- Scope 3 (tonnes CO <sub>2</sub> e)	2,344	470
<b>Social</b>		
Percentage of female technical-administrative employees	65%	65%
Percentage of female senior academics <sup>11</sup>	27%	26%
Number of employees on social conditions <sup>12</sup>	79	N/A
Occupational accidents (number of accidents)	45	32
<b>Governance</b>		
Percentage of women on the Board of Governors	33%	22%
Percentage of women on the Executive Board	25%	13%
Percentage of female senior managers	28%	28%

<sup>11</sup> The numbers for 2021 and 2022 cover the years 2020 and 2021.

<sup>12</sup> As this form of employment is not registered separately in the HR system, this is a manual count, as it looked at the end of March 2023.



#### ESG due diligence processes

SDU Climate Plan	<p>In December 2021, the board of SDU adopted a climate plan that will contribute to reducing the University's emissions of greenhouse gases by 57% in 2030 compared to 2018. Since January 2022, work has therefore been carried out with implementing concrete efforts that will contribute to, among other things, reduction of SDU's emission of greenhouse gases. The efforts are categorised into four work packages:</p> <p>Campus, buildings and operations Circular resource consumption Transportation Behaviour, involvement and communication</p> <p><a href="#">Read more about the climate plan here.</a></p>
SDU Purchasing Policy	<p>In 2020, SDU adopted a new purchasing strategy and policy with a strong focus on sustainability. The policy states that SDU will work to promote environmentally conscious and responsible purchasing and change the way we consume goods and resources. SDU will use our resources smarter, consume less and have the courage to do away with old habits and find innovative solutions to the challenges of the future. SDU places demands on sustainability for all procurements and cooperates with suppliers who actively work with the SDGs.</p> <p><a href="#">Read more about the purchasing policy here.</a></p>
SDU Gender Equality Plan	<p>SDU's Gender Equality Vision Statement states that 'SDU is a diverse organization, where inclusive and welcoming conduct is promoted and where there is room and respect for differences. We continuously strive to minimize bias in decision making as well as adverse effects of intersecting diversity parameters such as gender, race and social background. We actively, purposefully and continuously strive to be an organization free of sexism, unwanted sexual attention or other types of harassment.' The statement is supported by SDU's Gender Equality Plan, which organises and monitors the equality efforts across the entire organisation.</p> <p><a href="#">Read more about the gender equality plan here.</a></p>

Both rankings introduced in the chapter ‘Knowledge for a sustainable future’ look at sustainability in the operation of the universities. If one looks across the two rankings, the following areas emerge, which, judged based on the scores obtained, could call for a stronger strategic and managerial focus:

- The energy consumption measured per square metres and per person.
- The extent of own production of renewable energy.
- Gender equality – especially in relation to the low percentage of female senior academics.

In our review of SDU’s operations, we will start from these improvement proposals. However, before we look at the data, it should be noted that for much of 2021, SDU was still subject to lockdowns due to COVID-19. This is particularly important for indicators in relation to the environment and climate. As a result of lower activity on the campuses in 2021, the increases in consumption in 2022 are primarily due to a return to normal activity. However, it is interesting to note that consumption during lockdown periods has been relatively high.

In December 2021, the board of SDU adopted a climate plan that will contribute to reducing the University’s emissions of greenhouse gases by 57% in 2030 compared to 2018. The climate plan contains more than 30 different efforts, some of which will contribute to reducing the consumption of electricity and heat and increasing the share of renewable energy. There is also a focus on reducing the amount of waste and increasing the share of recycled waste. In October 2022, the climate plan was supplemented with initiatives that, because of the energy and supply crisis in Europe, will further reduce the University’s energy consumption during the winter months.

Based on the data above, which was calculated at the end of the year, it cannot be determined what effect these measures will have or if they already have had one. In addition, the measures in the climate plan around energy include, among other things, a takeover of transformer stations and a subsequent expansion of the University’s own production of renewable energy, which currently makes up six percent of the total energy consumption. The takeover of the transformer stations will also provide the opportunity to set up more charging stations on the campus in Odense.

In terms of emissions of greenhouse gases, it is important to be aware that SDU does not currently have a full climate account. The current climate statement fully covers scope 1 (emissions that a company makes directly –for example, while running its boilers and vehicles) and scope 2 (emissions that a company makes indirectly –like when the electricity or energy SDU buys for heating and cooling buildings is being produced on its behalf).

Scope 3 is almost always the biggest culprit in terms of emissions. It includes all associated emissions – not with SDU itself, but those which the University is indirectly responsible for, up and down its value chain – e.g. from buying products from its suppliers, the waste it generates, etc. Currently, the number for scope 3 only includes the emissions associated with business trips (plane, rail, taxi or car), waste and water consumption.

The large increase in scope 3 is primarily because, in large parts of 2021, there were travel restrictions due to COVID-19. The expectation is that once all of scope 3 has been mapped, SDU’s total emission of greenhouse gases will be three to four times higher. As mentioned, SDU’s goal is to reduce emissions by 57% in 2030 compared to 2018. As we are in the process of further developing and updating the model behind the climate accounting, this year we are unable to conclude on the development in relation to the baseline, but we expect to be able to do so next year.

A third area on which, according to the rankings, SDU should have a strategic focus is gender equality. As the table with performance indicators shows, there are challenges in terms of gender equality in relation to senior leadership positions and senior academics. In relation to the latter, it should be noted that we are seeing a 5% increase in the proportion of female senior academic staff compared to previous years.

As described under due diligence processes, SDU has launched Gender Equality Plans to strengthen gender equality. SDU's Gender Equality Plan organises and monitors the equality efforts across the entire organisation. For several years, even before SDU's GEP was launched in 2021, local and central committees and individuals have been engaged in important initiatives. The GEP framework will offer a way to gather and disseminate and thus optimise and further develop this work.

# Cases

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Below are some of the cases within operations which we would like to highlight.

## **Deep dive IV: Procurement as a driver in sustainable operations**

When mapping a company's climate footprint based on the GHG protocol's three scopes, scope 3 will typically make up 70–95% of the company's climate footprint. Scope 3 includes emissions that are not produced by the company itself and are not the result of activities from assets owned or controlled by them but by those for which it is indirectly responsible, up and down the value chain. An example is when we purchase, use and dispose of products from suppliers. Our purchases and consumption thus play a major role in the emission of greenhouse gases.

With our procurement policy from 2020, laid down in SDU's Purchasing Strategy, we set a new standard for our purchases, and we are now seeing the results of our policy. Since 2019, we have doubled the share of purchases that we place on contracts with sustainability targets. Similarly, the share of agreements with sustainability targets has increased from 46% in 2019 to 65% in 2022. We have also succeeded in reducing the number of purchases below DKK 250 from 7,411 in 2019 to 5,572 in 2022. All things being equal, this means less transport in connection with the delivery of goods.

In autumn of 2022, as part of SDU's climate plan, we set about developing a consumption program for 2023–2026. With this programme, we will strengthen our efforts to make our purchases more climate-friendly and sustainable. The programme includes more than 50 efforts seeking to reduce the University's consumption, strengthen the sustainability focus on procurement and increase the circular economy. Examples of efforts include:

- Increased requirements directed at suppliers when entering contracts regarding, for example, take-back arrangements, life extension, certifications, etc.
- Follow-up on contracts to ensure the supplier's compliance with sustainability requirements.
- More consumption analyses, standardisation and common goods.
- Expansion and greater use of SDU's used goods exchange.
- Waste and disposal plan.

The Commodity Exchange is an example of the work to strengthen the circular economy at SDU. The Commodity Exchange draws attention to goods that are no longer used for the original purpose but can serve other purposes at SDU. SDU's procurement system is the platform used for the Commodity Exchange, which displays reusable goods which all employees can acquire at no cost.

In addition, through networks with other public buyers, we will influence the sustainability agenda outside SDU and contribute to realising the Danish objective of reducing the emission of greenhouse gases by 70% in 2030.

## SDU Moves

SDU Moves is a Citizen Science project that aims to contribute to integrating a culture with more movement into everyday life for employees and students at SDU. The project's purpose is partly to increase awareness of the importance and effects of movement during the work and study day, and partly to create space in the culture for more movement activities.

SDU Moves has a particular focus on creating a culture of movement with, among other things, active meeting forms, annual and monthly movement activities and 'Intelligent Training' to prevent and reduce pain because of a sedentary work and study day.

In 2022, eight movement activities were carried out with over 1,000 participants across SDU's campuses.

SDU Moves consists, in addition to the project manager and administrative staff, of over 100 movement ambassadors from SDU, all of whom help to spread knowledge of the project and to promote the culture of movement at SDU.

In an evaluation from 2022, around one in five employees who took part in a questionnaire stated that in the two years that SDU Moves has been running, they have moved more during a working day.

## Moving Forward

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Work on the University's climate plan will be intensified in 2023 when several initiatives will be launched. This means, among other things, increased waste sorting, setting up more charging stations, dissemination of experience from a pilot project with sustainable laboratories to all laboratories, implementation of a carpool scheme, training of more climate ambassadors and much more. A biodiversity plan for university campuses will also be launched. In 2023, we will also strengthen cooperation with Danish and foreign universities in relation to knowledge sharing and experience exchange about making the operation of the universities more sustainable.



# A Critical View

In this last chapter of the report, we give the floor to Associate Professor Caroline Schaffalitzky de Muckadell, Professor Morten Sodemann and Professor Steen Rasmussen from SDU. Based on this report, we have asked them to comment on SDU's work on sustainability.

## **Professor Morten Sodemann, Faculty of Health Sciences, SDU**

A few years ago, the University of Southern Denmark was labelled a 'missionary station' by a member of the Danish parliament when it flagged its commitment to the SDGs. The present report repudiates this claim. Sustainability reports are a difficult discipline, but they are nevertheless a necessary discipline in times where truth is increasingly being modulated by artificial intelligence, social media and opportunism. Sustainability is also about resilience and being prepared for the unexpected, even when the unexpected is unlikely or comes from unpredicted quarters. Politicians, pandemics and armed conflicts are unpredictable, yet they repeatedly interfere with our lives, and in doing so expand the significance of sustainability and how we teach, research and practise it.

I have witnessed how my clinical field – infectious diseases – has developed from tropical diseases into international health, global health and now planetary health. It is no longer a list of strange worms, parasites and odd vectors of disease – rather, it is a cross-disciplinary, cross-regional global research field where the aim is for the planet to survive as a complete and healthy biosystem.

In this process, I have found my knowledge, skills and competencies from medical school to be less and less useful. We can cure patients, sure, but we send them straight back to the toxic environment of chemicals, work hazards, social inequality and psychological stress that made them sick in the first place. I know this, but my colleagues and I ignore it and there are no incentives for any of us to change it. We don't have the skills, or guts, to make what we do sustainable from a social point of view.



This leads me to my first point: how do we secure that students at universities develop future-oriented knowledge and skills AND the courage to fight for them when they meet the hidden curriculum of real life where time, money and innovation are a rare luxury? How do we train professional courage and persistence despite pandemics, recessions and rapidly changing geopolitical power structures?

Maybe we need to develop symbolic capital in the sense that students learn the ability to activate their knowledge and skills. Shouldn't universities measure whether the skills and expertise acquired during studies are applied and lead to change and innovation? Do we train candidates to solve yesterday's problems or the unknown problems of the future – and do they do what we think they should? Sustainability is also about preparing for the hidden curriculum of real life and to scrutinise the official curriculum more thoroughly for what is nice to know, good to know and need to know. Regarding performance indicators, there is one issue concerning the volume and scientific quality and referencing. Another issue is whether students apply their knowledge and skills after they graduate and whether the research opens new fields of research or innovations. We should also prepare students for social sustainability.

At SDU there are several initiatives supporting the promotion of sustainability as a theme for inter- and transdisciplinary research and collaboration. I have with great pleasure been part of the Human Health initiative at SDU, but in many ways it was a one-way cross-disciplinarity because very few clinicians from healthcare participated – that is hardly cross-anything. Does the University do what it claims it does?

Percentage of all co-authored publications from SDU researchers published with non-SDU researchers from the Global South is (20%). How many studies are performed in or about the South without the participation of researchers from the South (or compare low-income with high-income countries)?

Percentage of female senior academics (27%): A study from British Medical Journal illustrated how COVID-19 increased gender inequality in research publishing and careers (Clark J. How pandemic publishing struck a blow to the visibility of women's expertise BMJ 2023; 381:p788 doi:10.1136/bmj.p788). Sustainability is also about expecting the unexpected and preparing for it. Was SDU better at this than the other universities?

Publications related to SDGs: Maybe SDU needs a much a stronger focus on the difficult topics, wicked ethics, and intersectionality, resilience, syndemics etc.? The least represented topics are also those which constitute the biggest challenges to sustainability. It seems there are patterns of research fashion that need to be addressed and discussed with the biggest funders of research.

Although not addressed in the report, several recent scientific reports have pointed out how private funds define university research strategies, not vice versa. The average age of recipients of research funds has increased by over ten years in the last 20 years, and funds are monopolised on fewer and fewer persons. These are all impediments to sustainability.

And just a final thought: If only 35% of research pertains to the FDGs (that cover almost every imaginable topic) – what does the remaining 65% of research focus on, if not real-world challenges? That could have been a separate focus area in the report.

Large media houses have a readers' editor that independently checks if journalists adhere to ethical protocols and policies. Universities that claim to aim at sustainability should probably do the same with an independent office that independently checks if researchers and the university management are doing what they are supposed to do: make the planet a healthy place to live a life in equality and resilient to science-sceptical politicians, zoonotic pandemics, and armed conflicts.

**Associate Professor Caroline Schaffalitzky de Muckadell, Faculty of Humanities, SDU**

The framework and cases in this year's report offers the opportunity not only to see SDUs many sustainability efforts and achievements, but also to consider blind spots and possible future considerations.

One thing we learned from the COVID 19 crisis was that biotechnological successes were not sufficient in themselves: the existence of vaccines will not solve the problem unless people are also willing to be vaccinated. Similar considerations of necessary prerequisites for change apply to problems concerning sustainability. It is interesting that this year's SDU report on sustainability introduces an IDG framework for addressing *inner sustainability* in the form of emotions and thinking. The IDG framework refers to Inner Development Goals and is concerned with trans-curricular competencies such as moral integrity, critical thinking, cohesion, trust, and creativity.

So, what role do dimensions such as values, self-images and emotions play in our university's work on sustainability goals?

The 2022 report offers six examples of *Research and innovation* cases that contribute to the creation of knowledge about sustainability. However, only the description of a project from educational research includes a focus on thoughts and motivation in relation to sustainability. This points to opportunities to consider incorporating the IDG perspectives in future research projects through interdisciplinary collaborations to support sustainability efforts.

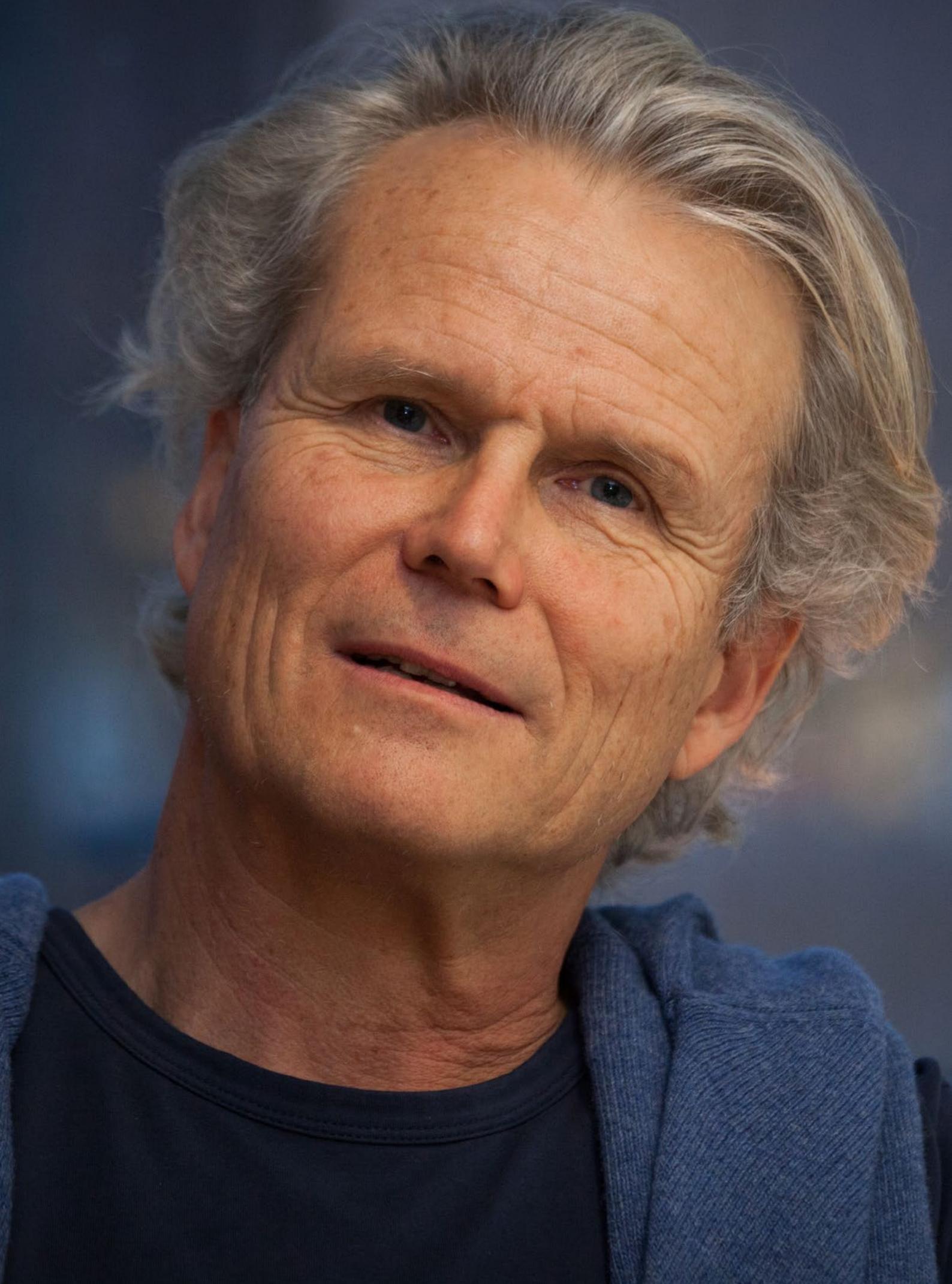
An analysis of IDG perspectives in the report's section *Teaching and learning* shows that while the activities largely support the competencies under the categories Thinking (e.g., complexity awareness), Collaborating (e.g., communication skills) and Acting (e.g., creativity), none of the six cases in the report encompass the competences under the categories Being and Relating (such as, e.g., moral integrity and cohesion).

Similarly, while the activities in the section *Engaging globally and locally* (e.g., outreach projects) include competences from the categories Collaborating and Acting, they do not seem to involve the competences in the categories Being (e.g., inner moral compass), Thinking (e.g., critical thinking), and Relating (e.g., empathy and compassion).

Perhaps we could also employ perspectives such as these in looking at SDU as an organisation: What do students and employees think of the sustainability agenda: is it important? How are current SDU efforts evaluated: are they acceptable and relevant? For example, the report mentions that a large majority of students themselves declare having learned something about the SDGs from the compulsory course, but was there also an impact on their thinking and behaviour in an IDG perspective?

However, it should also be said that there are certain challenges in working with dimensions such as motivation and moral attitude as this kind of focus will invariably raise questions about the university's role in the social debate. Should we stick to endeavours to create, discuss, and disseminate theoretical and practical knowledge? Or do we have an additional responsibility to justify values and motivate actions?





**Professor Steen Rasmussen, Faculty of Science, SDU**

We need to develop sustainable ways to co-exist with the rest of the biosphere and our other planetary systems, which means a major societal transition. To obtain an appropriate historical perspective, recall our previous major transitions, e.g. from agricultural to industrial societies and before that from hunter-gathers to agrarians. We are currently transitioning into a new human epoch that will require changes and efforts on a similar scale, but at a much faster pace.

For us to become sustainable requires deep and fundamental changes at multiple levels that go beyond technology and include new narratives and cultural ideals, new and updated institutions, as well as new workings of the economy. Obviously, this also means revisions of our educational system, including our universities.

I have had vivid discussions with my academic colleagues at SDU and elsewhere about whether it is wise to define an academic institution as a Sustainable Development Goal (SDG) university. It could be seen as an early attempt to respond to a much-needed reorganisation of academic training and outlook, and if that is the case, it is an admirable move. Also in that vein, it is great to see that SDU has produced an intriguing report that seeks to address sustainability activities across multiple dimensions and that includes values; research and teaching; physical and psychological work environment; local and global engagement; as well as operations. Despite that, critics say that SDU is just being opportunistic and using the SDGs as a marketing action in the hope of attracting students and projects in the ongoing struggle to stay economically afloat.

Universities today are unfortunately neither well suited for exploring new cross-cutting educational pathways nor for supporting investigations of our many complex disciplinary and, in particular, interdisciplinary sustainability challenges. This is due to our universities' historically defined, disciplinary organisations, each with a unique subculture and incentive structure. Students do not take courses across faculties, not only because of educational structures and cultures but also because such actions are financially bad for disciplinary departments in the zero-sum budget struggle. Further, our disciplinary research councils tend to disqualify interdisciplinary work as well as shy away from supporting projects that challenge current thinking that seeks to explore alternative trajectories that go beyond technological fixes. In that sense, neither our educational nor research support models are sustainable any longer.

Will SDU lead such needed changes both internally and externally? It cannot be done with a 1 ECTS course and a few minor internal grants, so I hope we will see more internal in-depth explorations and experimentations as well as the opening of a larger conversation about how to develop more sustainable educational and research support models.

# Appendix I:

## Research centres with sustainability-related research

The mapping has been carried out after contacting the faculties and the centres. It is thus based on the centres' assessments of which SDGs their research is relevant to.

Center	SDG
Centre for Primary and Lower Secondary Education Research	SDG 4
Center for High School Research	SDG 4
Center for Gender and Diversity	SDG 3, 5, 10 and 16
Center for Narratological Studies	SDG 4, 8, 9, 10, 16 and 17
Centre for Tourism, Innovation and Culture	SDG 8 and 12
Center for Culture and Technology	Across the SDGs
Center for Sustainable Business Development and Policy	SDG 8, 9 and 10
Centre for Fisheries & Aquaculture Management &Economics	SDG 14
Center for Law, Sustainability and Justice	SDG 16
Centre of Maritime Health and Society	SDG 3, 8, 14 and 16
Danish Centre for Rural Research	SDG 11
Danish Centre for Welfare Studies	SDG 10 and 16
Digital Democracy Center	SDG 3, 7, 8, 9, 11 and 16
The Interdisciplinary Centre on Population Dynamics	SDG 3, 4, 5, 10, 12, 13 and 16
Center for Adipocyte Signalling	SDG 3
Centre for AI Science and Applications	Across the SDGs
Danish Center for Hadal Research	SDG 14
Center for Functional Genomics and Tissue Plasticity	SDG 3
Centre for Clinical Proteomics	SDG 3
ERGO – EndocRine Guideline Optimisation	SDG 3
Center for Intervention Research in Health Promotion and Disease Prevention	SDG 3
Centre for Sports, Health and Civil Society	SDG 3
Centre for COPD Research	SDG 3
World Playground Research Institute	SDG 3
Center for Muscle and Joint Health	SDG 3
BRIDGE – Brain Research Inter Disciplinary Guided Excellence	SDG 3
Center for Active and Healthy Ageing	SDG 3, 4 and 5
DRIVEN – Danish Centre for Motivation and Behaviour Science	SDG 3
Centre for Adapted Physical Activity Participation Studies	SDG 3 and 10
Research and Innovation Centre for Human Movement and Learning	SDG 3
Flash – Center for Liver Research	SDG 3
Centre for Industrial Electronics	SDG 3, 7, 8, 9 and 11
Centre for Industrial Mechanics	SDG 3, 6, 7, 8 and 9
Centre for Integrative Innovation Management	SDG 9
SDU Center for Energy Informatics	SDG 7 9, 11 and 12
SDU UAS Center	SDG 3, 8, 9 and 15

<b>Center</b>	<b>SDG</b>
SDU Health Informatics and Technology	SDG 3, 4, 5, 8, 9, 10, 11 and 17
SDU NanoSYD	SDG 3, 6, 7 and 12
SDU Nano Optics	SDG 7, 8, 9 and 12
SDU Applied AI & Data Science	SDG 3 and 7
SDU Biotechnology	SDG 2, 3, 6, 7, 12, 13 and 14
SDU Chemical Engineering	SDG 1, 2, 3, 7, 8, 9, 11, 12, 13 and 14
SDU Global Sustainable Production	SDG 7, 8, 9 and 12
SDU Civil and Architectural Engineering	SDG 3, 4, 6, 7, 9, 11, 12 and 13
SDU Electrical Engineering	SDG 7, 8, 9 and 11
SDU Innovation and Design Engineering	SDG 3, 10 and 12
SDU Mechanical Engineering	SDG 3, 6, 7 and 12
SDU Robotics	SDG 3, 8 and 9
SDU Biorobotics	SDG 7, 8, 9, 12 and 13
SDU Software Engineering	SDG 8, 9 and 17
SDU Technology Entrepreneurship and Innovation	SDG 4, 8, 9, 11, 12 and 17
SDU Life Cycle Engineering	SDG 2, 7, 8, 9, 11, 12 and 13
SDU Gaming and Learning Technology	SDG 3, 4 and 10
SDU CAPE – Centre for Advanced Photovoltaics and Thin-film Energy	SDG 3, 6, 7 and 12
SDU Centre for Photonics Engineering	SDG 3, 6, 7 and 12
SDU Centre for Sustainable supply chain engineering	SDG 2, 3, 4, 8, 9, 12, 13, 16 and 17
SDU Engineering Operations Management	SDG 4, 5, 6, 7, 8, 12, 13, 14 and 15
SDU Mechatronics	SDG 3, 6, 7, 8 and 9

# Appendix II:

## Methodology

At SDU, there is a strong wish to quantify the reporting standard to view any progress or areas needing action. However, not all sustainable actions or intentions are quantifiable, and therefore the report consists of both performance indicators and cases.

An overview of the indicators, the source of the data and the year of its origin can be found below. There are cases from different departments and strategic areas at SDU which support the performance indicators and highlight activities that are not quantifiable. The cases are collected and showcased in collaboration with the faculties and the SDG HUB.

We have several new indicators in the report compared to the report for 2021. The new indicators particularly describe SDU's electricity, water and heat consumption. We have also included more indicators on gender equality.

Compared to the report for 2021, indicators in relation to the work-life balance among employees and well-being among students have been omitted. Students' well-being is measured out every two years and will be carried out next in 2023. Measurement of the working environment among employees will be carried out every three years and next in 2024. Unfortunately, it has not been possible to calculate the amount of funds dedicated to sustainability research this year.

For some indicators, there have been challenges in obtaining data for 2022. This means that some of the data is from 2020, 2021 or describes a period, for instance, the last 10 years. When this is the case, it is disclosed in the text or a footnote.

Indicator	Source	Years
SDU's placement in Times Higher Education Impact Ranking	UI Green Metrics World university Ranking	2021 and 2022
SDU's placement in UI Green Metrics World university Ranking	UI Green Metrics World university Ranking	2021 and 2022
SDG-related publications	Analysis performed by SDU RIO	2020 - 2022
Scholarly SDG-related publications	Analysis performed by SDU RIO	2020 - 2022
Number of publications by SDU in any SDG in Scopus	Analysis performed by SDU RIO	2020 - 2022
Courses and subjects offered related to sustainability	Analysis performed by SDU RIO	2022
Extra- or co-curricular sustainability related activities offered	Survey among faculties	2021 and 2022
Percentage of first-generation students	Analysis performed by SDU Analytics	2019 and 2020
Percentage of all co-authored publications from SDU researchers published with non-SDU researchers from the Global South	Analysis performed by SDU Analytics	2020 and 2021
Number of co-authored publications from SDU researchers published with non-SDU researchers from the Global South	Analysis performed by SDU Analytics	2020 and 2021
PhD fee waivers from the Global South studied at SDU.	Survey among faculties	2021 and 2022
Consumption of electricity (new)	Data provided by SDU Technical Services	2021 and 2022
Consumption of heat (new)	Data provided by SDU Technical Services	2021 and 2022
Share of renewable energy (new)	Data provided by SDU Technical Services	2021 and 2022
Consumption of water (new)	Data provided by SDU Technical Services	2021 and 2022
Tonnes of waste (new)	Data provided by SDU Technical Services	2021 and 2022
Tonnes of greenhouse gases emitted	Data provided by SDU Financial Services	2021 and 2022
Percentage of female technical-administrative employees (new)	Data provided by SDU HR	2021 and 2022
Percentage of female senior academics	Gender Statistics	2020 and 2021
Percentage of employees on social conditions (new)	Data provided by SDU HR	2021 and 2022
Occupational accidents (new)	Data provided by SDU HR	2023
Percentage of women in the Board of Governors (new)	Data provided by Rector's Office	2021 and 2022
Percentage of women in the Executive Board (new)	Data provided by Rector's Office	2021 and 2022
Percentage of female senior managers (new)	Data provided by SDU HR	2021 and 2022

## Main contributors

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- Professor Morten Sodemann, Faculty of Health Sciences, SDU
- Professor Steen Rasmussen from SDU, Faculty of Science, SDU

## About SDU

The University of Southern Denmark welcomed its first students to the campus in Odense in September 1966, and things have been developing by leaps and bounds ever since. We now have five faculties with more than 21,000 students (FTE) and more than 3,800 employees (FTE) distributed across our main campus in Odense and regional campuses in Slagelse, Kolding, Esbjerg and Sønderborg. Several international studies document that we conduct world-class research and are among the top fifty young universities in the world.

Over the years, the University of Southern Denmark has interwoven many lives. The roughly five years a student invests in a university education will lay the groundwork for the rest of their life. And with around 140 different study programmes in the fields of the humanities, social sciences, natural sciences, health sciences and engineering, graduates of the University of Southern Denmark are now members of virtually every profession in the international community.

# Orientering

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 9

**SDU RIO**  
2. juni 2023

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Sag: SDU's forsikringsmæssige forhold

Anledning: På bestyrelsesmødet den 3. april 2018 blev det besluttet, at bestyrelsen skal have en orientering om forsikringsforhold hvert eller hvert andet år.

Sagsindhold: Bestyrelsen blev senest orienteret om SDU's forsikringsmæssige forhold på bestyrelsesmøde i juni 2021.

Helt overordnet er SDU omfattet af reglerne om selvforsikring i staten, hvorfor universitet kun i begrænset omfang har hjemmel til at tegne egentlige forsikringer. I vedlagte notat beskrives de forsikringer, der er tegnet samt de overvejelser, der er foretaget i de tilfælde, hvor forsikring ikke er tegnet, selvom muligheden foreligger.

Bilag: SDU's forsikringsmæssige forhold 2023

**Indstiller:**

Thomas Buchvald Vind  
Universitetsdirektør

**Sagsbeandler:**

Søren Rasmussen  
Jurist  
SDU RIO

2. juni 2023

## **SDU's forsikringsmæssige forhold**

SDU er omfattet af statens selvforsikringsordning (CIR nr. 9783 09/12/2005). Cirkulære om selvforsikring i staten fra 2005 regulerer, hvornår universitetet har hjemmel til at tegne forsikringer.

Universitetet har som udgangspunkt ikke hjemmel til at tegne forsikringer. Universitetets aktiviteter er dækket inden for rammerne af lovgivningen, og universitetets erstatningsansvar og størrelsen af en eventuel erstatning skal således fastlægges i overensstemmelse med dansk rets almindelige regler. I forbindelse med vurdering af erstatningsansvar, stilles SDU som om forsikring er tegnet

Dansk rets almindelige regel om erstatning er den såkaldte culpa-regel, hvorefter man er erstatningsansvarlig, hvis man ved en handling eller undladelse, der kan karakteriseres som uagt som eller forsærlig, har forvoldt en skade på person eller en andens ejendom. Det uforsvarlige forhold skal have forårsaget eller medvirket til skaden, og der skal have været en rimelig sammenhæng mellem det uforsvarlige forhold og den forvoldte skade.

Cirkulære om selvforsikring i staten fra 2005 regulerer, hvornår universitetet har hjemmel til at tegne forsikringer. Universitetet skal tegne forsikring, når det kræves i lovgivningen. Der skal tegnes forsikring for risici i udlandet, hvis det kræves i det pågældende land. Derudover er det et krav, at universitetets egne bygninger forsikres.

Universitetet har mulighed for at tegne forsikringer for bestyrelsес- og direktionsansvar, ulykkesforsikring for studerende, kørsel i udlandet samt for produktansvar og professionelt ansvar i forbindelse med indtægtsdækket virksomhed. Tjenesterejsecirkulæret regulerer medarbejdernes sikring under tjenesterejser og arbejdsskadesikringsloven regulerer medarbejdernes sikring ved arbejdsskader og erhvervssygdomme.

For at imødegå skader i videst muligt omfang har universitetet vurderet de enkelte risici og foretaget følgende forsikringsmæssige tiltag:

### **Egne faste ejendomme**

Universitetet skal tegne skadeforsikring for de ejendomme, som universitetet har overtaget, jf. universitetslovens § 30, stk. 5. Mærsk-instituttet, Langegade 41 – 43, Odense samt SDU's bygning i HCA Airport er bygningsforsikret i Codan Ejendomsforsikring (samlet årlig præmie 2023: ca. 71.000 kr.). SDU's øvrige lokationer er lejede, og forsikret af udlejerne. SDU opfører Maersk Bygning MMMI2 til ibrugtagning i 2023 samt LSP – Large Structure Construction på Lindø til ibrugtagning 2025. Begge bygninger bliver ejet af SDU og vil blive forsikret, som universitetsloven kræver.

### **Bestyrelsес- og direktionsansvarsforsikring**

Bestyrelsen har tegnet en bestyrelsес- og direktionsansvarsforsikring, (ledelsesansvarsforsikring), jf. universitets-lovens § 11, stk. 5. Forsikringen ligger i RiskPoint A/S.

Dækningssummen for perioden 26/2-2023 til 25/2-2024 lyder på 150 mio. kr. pr. skade og samlet årlig sum. Den årlige præmie for perioden lyder på 135.000 kr. + et årligt mæglervederlag på 23.824 kr. (25% af præmien) samt en skadesforsikringsafgift på 1.485 kr.

Det er umiddelbart vurderingen, at dækningssummen forekommer tilstrækkelig høj henset til SDU's aktiviteter.

### **Biler i udlandet**

Der kan (men skal ikke) tegnes ansvarsforsikring for tjenestebiler i forbindelse med kørsel i udlandet, jf. § 5, stk. 2 i Cirkulære om selvforsikring i staten fra 2005. SDU's tjenestebiler tages jævnligt over grænsen til Tyskland, og kørsel i andre EU- og EØS-lande forekommer også. Ved kørsel i EU- og EØS-landene opfattes forsikringsforpligtelsen som opfyldt, når der er plader på køretøjerne, derfor er det ikke hjemlet at tegne forsikring i disse lande. Ved kørsel i egne køretøjer uden for dette område skal der tegnes separat forsikring. Vi anbefaler at man lejer køretøjer og dermed opnår forsikringsdækning ved kørsel uden for EU- og EØS-landene. SDU (Legal team, RIO) er ikke bekendt med, at der er sket uheld i forbindelse med kørsel i SDU's biler i udlandet inden for de seneste 5 år.

### **Forsikring af produkt- og rådgiveransvar i forbindelse med indtægtsdækket virksomhed**

Universitetet har hjemmel til at tegne forsikring for produkt- og rådgiveransvar i forbindelse med indtægtsdækket virksomhed, jf. § 5 i Cirkulære om selvforsikring i staten fra 2005. Universitetet har ikke hidtil gjort dette, da det ikke vurderes rentabelt. Der har ikke været erstatningskrav mod universitetet baseret på produkt- eller rådgiveransvar.

### **Ulykkesforsikringer for studerende**

Der kan tegnes ulykkesforsikring for de studerende, jf. universitetslovens § 22, stk. 3. Ulykkesforsikringer dækker personskader, som opstår som følge af ulykker, uanset om der er en ansvarlig skadefoder eller ej. At en skade på en studerende dækkes af en ulykkesforsikring, er ikke ensbetydende med, at universitetet vil blive fritaget for ansvar, hvis skaden skyldes culpøse forhold fra universitetets side.

Ved det seneste tilbud (i 2005/2006) om at tegne en ulykkesforsikring var præmien kr. 32,00 kr. pr. studerende pr. år. Det vil således give en årlig præmie på ca. kr. 832.000 kr. at tegne en sådan ulykkesforsikring. I en undersøgelse fra 2005 om universitetets erstatningssager for de studerende i perioden 1988 – 2005 blev det oplyst, at der kun havde været en sag med personskade, hvor en ulykkesforsikring ville dække og det var en idrætsstuderende, som faldt ned fra en ribbe, hvilket udløste en erstatning på kr. 67.000 kr. De øvrige sager, hvor studerende havde fremsat krav om erstatning, omfattede ikke personskade, men skader på tøj, briller, cykler, pc og lign for et samlet beløb på under kr. 100.000 kr. for hele perioden.

Den seneste sag, hvor en studerende er kommet til skade og har rejst krav mod universitetet, er fra 2018. I sagen udbetaltes 20.144 kr. til en studerende, der kom til skade ved semesterstartsfesten. Beløbet dækkede tandlæge- og fysioterapi-regninger i forbindelse med tandskade og nakkeskade samt erstatning for tabt arbejdsfortjeneste.

Universitetet har på baggrund af ovennævnte vurderet, at der ikke skal tegnes ulykkesforsikringer for alle studerende.

Der er givet tilladelse til tegning af ulykkesforsikring for de studerende på Det Tekniske Fakultet, der hvert år arbejder med bygning og prøvekørsel af en racerbil, hvor de deltager i et internationalt løb med studerende fra andre universiteter. Når universitetet har valgt at tegne disse ulykkesforsikringer, skyldes det, at der er tale om aktiviteter, som er forbundet med en særlig risiko, og at sådanne aktiviteter også typisk er undtaget fra dækning i de almindelige ulykkesforsikringer, som de studerende har eller kan tegne.

Der gælder særlige regler for studerende på praktikophold, hvor arbejdsgiver (praktikpladsen) forsikrer den studerende i arbejdstiden, og for studerende på f.eks. klinikophold, hvor hospitalet dækker eventuelle udgifter til skade-gørende handlinger eller undladelser, og hvor de studerende er omfattet af hospitalets arbejdsskaderegler.

### **Ansattes sikring**

Ansatte er omfattet af reglerne i arbejdsskadesikringsloven, og arbejdsskader samt erhvervssygdomme dækkes efter de gældende regler, på samme måde som hvis de lovlige forsikringer på området var tegnet. Det er Arbejdsmarkedets Erhvervssikring, der afgør, om der er tale om en arbejdsskade og fastsætter erstatningens størrelse. Den tilkendte erstatning betales herefter af SDU. På samme måde som ansatte er udenlandske gæsteforskere og ikke-indskrevne gæste-ph.d.-studerende omfattet af dette forsikringsansvar jf. §22a i universitetsloven.

Herudover er ansatte stillet som om de er forsikret på tjenesterejser i henhold til tjenesterejsecirkulærets regler. Ordningen fungerer sådan, at der er vedtaget et sæt forsikringsbetingelser. Europæiske Rejseforsikring A/S administrerer behandlingen af alle rejseforsikringssager, og SDU refunderer efterfølgende Europæiske Rejseforsikring for alle udgifter i forbindelse med skaden og behandlingen heraf. I 2020 har SDU udbetalt 132.692 kr. i 2021 19.128 kr. i 2022 85.735 kr. og pr. 10. maj for 2023 108.581 kr. til rejseforsikringsordningen.

I visse lande, stilles der krav om forsikring mod anden risiko end den, der er omfattet af rejseforsikringen. I disse tilfælde skal sådan forsikring tegnes, jf. § 4, stk. 2 i cirkulære om selvforsikring i staten fra 2005. Det sker på ad hoc basis og forudsætter godkendelse fra Legal team, RIO/Rektorsekretariatet.

# Indstilling

Møde i bestyrelsen den 12. juni 2023  
Dagsordenens punkt 10

Rektorsekretariatet  
30. maj 2023

T +4565504636

soeborg@sdu.dk

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Sag: Etablering af Studenterombudsmand

Gæster Mathias M. Frost Jacobsen  
Studerende SDU, Næstformand Syddanske Studerende (Politisk)

Anledning: Vi oplever i stigende grad henvendelser fra studerende, der føler, der er langt mellem universitetet, beslutninger, og de studerende. Her specielt i forbindelse med de nylige sager med Campus Slagelse og det økonomiske tilpasningsbehov. Det har frembragt historier om manglende regres-mulighed flere steder i systemet, som fx ved optagelsen, håndtering af sager fra fagansvarlige, m.fl.

Studenterombudsmanden er et omtalt emne nationalt, både i studenterpolitik og som politisk udspil fra 2018 - det er dog ikke lykkedes nogen universiteter at indføre en ombudsmand endnu. Det tætteste vi har er Københavns Universitets studenterambassadør.

Dette giver Syddansk Universitet en unik mulighed for at være foregangsuniversitet og give de studernede en excellent oplevelse med studenteransvar og -inddragelse.

Indstilling: Det indstilles, at bestyrelsen

- Tager stilling til om ledelsen på Syddansk Universitet skal afsøge muligheden for at oprettet en studenteropmbudsmand

Sagsfremstilling: Studenterombudsmanden sikrer de studerende en korrekt sagsbehandling på universitetet i sager, der kan være svære at rådgive om på lokalt niveau. Vi er bekendte med en række sager, hvor rådgivning til den studerende har været mangelfuld. Dertil kan ombudsmanden løbende arbejde med forbedring af og adgang til de eksisterende klageveje på universitetet.

Vi opfordrer til at ledelsen afsøger muligheden for at oprette en ombudsmandsstilling, hvad der skal til for at denne stilling kan have den ønskede effekt, og dertil den økonomiske konsekvens af forslaget.

Vi er opmærksomme på at "ombudsmand" er en beskyttet titel, og det vil derfor potentielt være nødvendigt med en anden titel til de samme arbejdsopgaver.

Vi opfordrer til at en afsøgning involverer de studerende som forslaget vil berøre direkte, fx i en stikprøveundersøgelse af udvalgte fagråd eller lign.

**Indstiller:**

Andreas Larsen  
Bestyrelsesmedlem

## Oversigt over byggesager på SDU

SEA-finansierede byggeprojekter, og afledte byggeprojekter, der egenfinansieres

Bestyrelsesmøde juni 2023

Endelig

Status: Til bestyrelsesmødet 12. juni 2023

Som planlagt
Stand by
Kræver beslutning

Alle beløb i mio. kr.	Fase før bestilling			Projektering og udførelse					Forventet overtagelse	Fase	Status		
	Dato for beslutning om byggeri	1. budgetoverslag mio. kr.	Indeks for gældende dokument	Byggesum	Indeks skiftet over ved 137	Husleje-beregningsgrundlag	Husleje det første år	Ændringsdato	m2				
<b>Byggesager med staten</b>													
SUND. Nyt SUND i forbindelse med Nyt OUH. Ertater bygninger i WP Incl. Koblingsbygning. Rådgiver: Medic OUH.	Okt. 2012	1.064,0	121,2	1.852,0	158,8	1.649,0	105,5	31.05.23	50.250	1. 8. 2023	Byggeri pågår	Status maj 2023  Byggeriet følger planen, men tidsplanen er fortsat meget presset. Vejdirektoratet fastholder, at SDU kan påbegynde indflytning fra den 1. august 2023 og endeligt overtage byggeriet den 1. september 2023. Undervisningen påbegyndes den 27. august 2023. Det forventes, at Biomedicinsk Laboratorium (BML) først kan påbegynde test af udstyr og anlæg fra september 2023. Det betyder, at avlsprojektet med de eksisterende stammer forsinkes med ca. fem måneder og dermed fraflyttes de eksisterende lokaliteter tilsvarende senere. Det er fortsat planen, at nødvendige bygningsmæssige ændringer, er udført inden indflytning. Odense kommune har givet positivt tilslagn om, at der etableres en bro over Killerup Rende, men kommunen er usikker på, om der kræves en VVM undersøgelse (Vurdering af Virkninger på Miljøet). Vejdirektoratet undersøger hos Miljøministeriet inden der foretages yderligere. Fem entrepiser har foretaget AB92-aflevering til Vejdirektoratet i april. Der er planlagt AB92-aflevering på TEK-entrepisen (Bravida Danmark A/S) den 12. juli 2023 og på Landskabsentrepisen (OK Nygaard A/S) medio august 2023  Vejdirektoratet oplyser i den seneste statusrapport (maj 2023), at projektets reserver er opbrugt, og der er et merforbrug på projektet. De beregnede renteudgifter er øget med 22,5 mio. kr. som følge af udskudt kundeoverdragelse. Der er aftalt yderligere kontantfinansiering for 20,9 mio. kr. og øvrigt overført Unilab på ca. 30 mio. kr. fra SDU's side. Budgetsikkerheden er på nul, idet der ikke er flere reserver i projektet. Hvis budgetsikkerheden skulle bringes på omkring 50 % skal der tilføres svarende til i alt ca. 132 mio. kr. Dette beløb inkluderer en reserve på 64 mio. kr. og det faktiske overforbrug siden seneste statusrapport (ikke-godkendte midler). En reserve på 64 mio. kr. vurderer SDU på nuværende tidspunkt ikke vil være tilstrækkelig. SDU har spurgt Vejdirektoratet, om Vejdirektoratet anmoder SDU om godkende flere reserver til projektet. SDU har endnu ikke modtaget et svar. Estimat for den årlige husleje er genberettet med afsæt i kundeoverdragelse ultimo august 2023. Estimat for årlig husleje ved en totaludgift på projektet, inkl. 50 % risikofraktal, er 1.852,4 mio. kr. Ved dette estimat udgør den årlige husleje omkring 106 mio. kr. Estimatet er vejledende.	
MMMI (Donation fra A.P.Møller Fonden)	Dec. 2018	20,0		136,0	104,0	28,6	2,3		4.520	2023 3. kvt.	Byggeri pågår	Ingen ændringer siden status til Bestyrelsen i marts 2023.  Byggesagen kører fortsat generelt rigtig godt.  Ibrugtagning af bygningen er ikke afhængig af semesterstart. Ibrugtagning forventes at ske i 3. kvartal 2023.  Økonomi Bestyrelsen godkendte i december 2018 en årlig husleje på 1,1 mio. kr. I forbindelse med overgang fra dialogbaseret til fastpris byggeri blev muligheden for egenfinansiering reduceret væsentligt, hvilket forhøjer den årlige husleje til 2,3 mio. kr. SDU er fortsat i proces med at aklare muligheder for egenfinansiering.	
<b>Byggesager uden staten</b>													
LSP Lindø Center for Large Structure Production	Okt. 2022			90		0,7 (kun grundej)				Programmering pågår.	Status maj 2023  Arkitektkonkurrencen er overstået og vinderprojektet blev valgt enstemigt. Der udarbejdes totalrådgiverkontrakt med vinderen.  De indledende øvelser mellem bruger og rådgiver går rigtig fint og planmæssigt. Der er stort fokus på, at projektet skal holdes inden for den økonomiske ramme, så projektet tilrettes løbende. Dispositionsforslag/projektforslag er under udarbejdelse og forventes at kunne fremvises i september 2023.		
<b>Byggesager i alt</b>				<b>2.078,0</b>					<b>54.770,0</b>				

Byggesager, som er overdraget til SDU, men afventer endelig lejekontrakt														
ESBJERG.	Dec. 2014	110,8	129,7	122,0	136,1	96,0	6,5		7.700	17.11.2020	Afventer	Status maj 2023  Pantebrevet er bortkommet hos Esbjerg Kommune, og derfor har Kammeradvokaten anlagt sagen og begåret mortifikation over pantebrevet. Mortifikationen blev indrykket i Statstidende den 1. april 2022.  Civilstyrelsen har udtalet at pantebrevets betingelser for udbetaling er overholdt. Pengene er nu deponeret på en deponeringskonto i Sydbank. Revisor undersøger om der skal betales moms.  SKAT og Civilstyrelsen har meddelt Esbjerg Kommune, at høringsfristen for annulling af pantebrevet udløber august 2023, hvorefter det forventes, at pengene kan udbetales til SDU. Esbjerg kommune (Martin Kjær) har mundtlig givet udtryk for, at der med stor sandsynlighed (95%) ikke skal betales skat af beløbet.		