

# HR Excellence in Research

## SDU GAP Analysis

The European Charter for  
Researchers and the Code of  
Conduct for the Recruitment  
of Researchers



**SDU** 

University of  
Southern Denmark

Oktober 2018



# Colophon

The University of Southern Denmark supports researchers in the further development of their academic careers, by pursuing the best possible HR policy.

Therefore, SDU is currently in phase 1 to obtaining the European Commission's recognition of SDU's commitment to fostering good working conditions and career development for researchers by complying with The European Charter for Researchers and the Code of Conduct for the recruitment of researchers.

The award will also acknowledge SDU's commitment to fair and transparent recruitment and appraisal procedures and to their continuous development.

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sdu.dk

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# 1. Ethical and professional aspects

## 1. Research freedom

Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">The Danish University Act of 10 April 2024</a> stipulates:</p> <p>The university has academic freedom. The university shall safeguard the academic freedom of the university and the individual and safeguard academic ethical principles.</p> <p>The university shall collaborate with society and contribute to the development of international collaboration. The university's academic and educational results should contribute to the further growth, welfare and development of society. As a central knowledge-based body and cultural repository, the university shall exchange knowledge and competencies with society and encourage its employees to take part in the public debate.</p> <p>Excerpts from <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p> <p>"Universities have academic freedom and should safeguard this and the fundamental ethical principles".</p> <p>"The researchers have freedom to research within the university research strategies implied at any time and for the part of the working time when they are not subject to other duties."</p>	<p><b>Statute and Strategy 2030</b></p> <p>The provisions of the University Act concerning academic freedom are implemented in <a href="#">Statutes for the University of Southern Denmark (SDU)</a> and <a href="#">Strategy 2030</a>.</p> <p><b>Statement</b></p> <p>In 2023, SDU's Board approved <a href="#">a Declaration on Academic Freedom of Research, Teaching, Debate and Expression</a> which serves as a compass for employees at SDU. The declaration was prepared by a working group with <a href="#">involvement of collegiate bodies</a>.</p> <p><b>Board, Councils and Committees</b></p> <p><a href="#">The Board of SDU</a> is responsible for setting the overall strategic direction and, in accordance with the Danish University Act, responsible for safeguarding academic freedom at SDU.</p> <p>Compliance to the provisions of the University Act regarding freedom of Research is ensured by SDU's <a href="#">University</a></p>

“The research-based services and contractual duties should also ensure time for independent research. However, it is not possible to clearly define the extent of time for independent research, as it will vary over time from area to area and from researcher to researcher. Thus, one can well imagine a researcher to have less time for independent research in a period of research-based services or contractual tasks than in other periods”.

See Principle 9:

Code of conduct of research dissemination.

According to [the Danish University Act of 10 April 2024](#), the rector appoints one or more academic councils to ensure co-determination and involvement in academic matters.

According to [the Cooperation Agreement of 2021](#) in the Danish public sector, goals and strategy of the institution with implication for the economy and the employment must be informed and discussed in the Liaison Committee.

[Council](#), [Academic Councils](#) and [Department Councils](#). Council tasks are arising from the Danish University Act.

See Principle 24:

The Central Liaison Committee.

### **Framework for co-determination and involvement**

[SDU's framework and portal for co-determination and involvement](#) supports the work in councils, boards and committees with, e.g. training of newly elected members.

### **GAP**

Temporary employment for early-career researchers can challenge research freedom. This is addressed in SDU's action plan in connection with principles for employment of academic staff.

## 2. Ethical principles

Researchers should adhere to the recognized ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">Danish University Laws and Regulations</a> Stipulate That Danish universities are to conduct research and research-based education at the highest international level.</p> <p><b>See Principle 1:</b>  <a href="#">Danish University Act of 10 April 2024:</a>            Academic freedom.</p> <p><a href="#">Act on Research Misconduct etc. of 26 April 2017:</a>            The Act on Research Misconduct provides definitions of research misconduct and stipulates the involvement of Danish research institutions in dealing with research misconduct and questionable research practice.</p> <p><a href="#">The Danish Board on Research Misconduct</a> handles all Danish cases of research misconduct, while SDU as research institution handles the remaining instances of questionable research practice.</p> <p>The Board works toward strengthening the credibility of Danish research, prevent misconduct and support the effort on research integrity as expressed in <a href="#">the Danish Code of Conduct for Research Integrity of 5 November 2014</a>.</p> <p>In 2009, the former Danish Committees on Scientific Dishonesty (DCSD) (replaced by <a href="#">The Danish Board on Research Misconduct</a>) published guidelines for good scientific practice. These previous guidelines can still be accessed as a historical document: <a href="#">DCSD's guidelines for good scientific practice</a>.</p> <p><a href="#">The Danish Research Ethics Committee System</a> ensures that health science research projects are conducted in an</p>	<p><b>Board and Councils</b>            SDU contributes to the work of the Danish Board on Research Misconduct.</p> <p>The Executive Board, University Council, Academic Councils and Department Councils are responsible for safeguarding academic ethical principles, in accordance with SDU's statutes.</p> <p><b>Framework</b>            Following <a href="#">the SOPs4RI (Standard Operational Procedures for Research Integrity)</a>, SDU's Research ethics structures include a Research Ethics Committee and procedures for ethics review as well as transparent procedures to receive, detect, handle, and sanction research integrity breaches.</p> <p><b>Committee on Practice</b>            SDU's Committee on Practice is an internal advisory committee processing cases concerning potential breaches of good scientific practice.            In 2019 the Executive Board approved <a href="#">the latest Rules for ensuring good scientific practice</a>.</p>

ethically sound manner. The Regional Research Ethics Committees (RVK), established by the Regions, the Danish National Medical Research Ethics Committee (VMK), and the Danish National Committee on Health Research Ethics (NVK), established by the Ministry of Health, deal with all types of research projects in the health sciences involving human subjects or human biological material.

[Danish animal experimentation legislation \(in Danish\)](#) regulates the use of animals in experiments and [The Animal Experiments Inspectorate](#) processes applications for animal experiments and carries out inspections of animal testing facilities.

### **The Research Ethics Committee (REC)**

[The Research Ethics Committee \(REC\)](#) offers voluntary ethical advice and is an approval system for all researchers at SDU.

### **Guidelines on the Nagoya Protocol**

SDU adheres to the Convention on Biological Diversity and the Nagoya Protocol and has [guidelines to the use of genetic resources and traditional knowledge in research projects](#), including ABS/access, benefit sharing and dual use.

### **GAP**

The GAP analysis shows that SDU can further improve its RIE policy framework and ensure easy access to and use of resources.

### 3. Professional responsibility

Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 2:  <a href="#">The Danish Code of Conduct for Research Integrity of 5 November 2014</a> and  <a href="#">The Danish Board on Research Misconduct</a>.</p> <p>Continued from Principle 2:  <a href="#">Act on Research Misconduct etc. of 26 April 2017</a>:</p> <p>The law defines research misconduct as “Fabrication, falsification, and plagiarism committed willfully or with gross negligence when planning, performing, or reporting on research.”:</p> <ul style="list-style-type: none"> <li>• Fabrication: Undisclosed construction of data or substitution with fictitious data.</li> <li>• Falsification: Manipulation of research material, equipment or process as well as changing or omitting data or results making the research misleading.</li> <li>• Plagiarism: Appropriation of others’ ideas, processes, results, texts or specific concepts without rightful crediting.</li> </ul> <p>The law defines questionable research practice as “Violation of generally accepted standards for research practices, including the standards in <a href="#">the Danish Code of Conduct for Research Integrity of 5 November 2014</a></p>	<p><b>Strategy 2030</b></p> <p>At the core of <a href="#">SDU’s Strategy: Value. Quality. People.</a> is to create value for and with society and shape the future through high quality, talented people and outstanding environments.</p> <p>SDU adheres to <a href="#">ALLEA European code of conduct for research</a> as standard for upholding research integrity.</p> <p><b>Committees and rules</b></p> <p>See Principle 2:  SDU’s initiatives to ensure good scientific practice and adherence to codes of ethics are:</p> <ul style="list-style-type: none"> <li>• <a href="#">SDU's Committee on Practice</a></li> <li>• <a href="#">Rules for ensuring good scientific practice</a></li> <li>• <a href="#">Research Ethics Committee (REC)</a>.</li> </ul> <p><b>Learning and Development</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Responsible Conduct of Research Courses (RCR)</a>: Based on Danish Code of Conduct for Research Integrity, SDU’s Library and PhD schools have developed research ethics courses, mandatory to all PhD students. See elaboration in Principle 32.</li> <li>• <b>Tailored courses</b>: Courses and guidance on responsible conduct are offered to all departments and research groups.</li> </ul> <p>All PhD theses are checked for plagiarism upon submission.</p>



<p>and other applicable institutional, national, and international practices and guidelines for research integrity.”</p>	<p><b>Information</b></p> <p>In 2023, SDU launched <a href="#">the internal Research Support Hub</a> as a unified platform providing researchers with funding and research support information.</p> <p><b>Whistleblower scheme</b></p> <p>SDU has <a href="#">a whistleblower scheme</a> which employees can use to report serious offences, including breaches of ethical rules and academic misconduct.</p> <p><b>GAP</b></p> <p>See Principles 2 and 5.</p>
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## 4. Professional attitude

Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Denmark has several <a href="#">Danish funding programmes for research and innovation</a>. Councils and commissions which advice and grant funds to research and innovation continually update the stipulations regarding the various options for applying for funding and the use of allocated funding.</p> <p>Research programmes can be co-financed, which means that the funding comes from the university as well as one or more external parties. There is great variation in the co-financing models used, and the external funding contribution can therefore vary significantly.</p> <p><b>Administration of research projects</b> Use of research funding is governed by national budget regulations and is monitored by internal finance, the institution's auditors and the national audit office.</p>	<p><a href="#">SDU's strategy</a> is unfolded at <b>faculties, departments</b> and in <b>research groups</b>.</p> <p>Researchers can apply their own initiatives and ideas and as such contribute to obtaining strategic goals. Project applications are approved by the Head of Department. Applications for funding in excess of DKK 8 million are approved by the rector.</p> <p><b>Funding Strategy</b> In 2022, SDU adopted <a href="#">a new strategy for external research funding</a>. See <a href="#">the initiatives linked to the Funding Strategy</a>.</p> <p>Conditions for funding are typically stated in the description of the funding.</p> <p><b>Research support</b> Researchers can get help in all phases of their research project from <a href="#">research support units</a> at the faculties and in SDU Research and Innovation Unit (<a href="#">RIO</a>).</p> <p><b>Learning and development</b> SDU provides <a href="#">training in project management and everyday implementation</a>.</p> <p><a href="#">SDU's Leadership Compass</a> and <a href="#">leadership portal</a> and <a href="#">leadership training programme</a> support both administrative and research leaders.</p> <p>In accordance with the EU Horizon Europe's requirement to integrate a <b>gender dimension in research</b> (GDiR),</p>

	<p>SDU provides training to research support units and sparring both pre- and post-award.</p> <p><b>GAP</b> See Principle 2. Initiatives aimed systematic review processes and supporting a learning culture to help early-career researchers obtain funding are in pipeline as SDU could further improve in these areas.</p>
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## 5. Contractual and legal obligations

Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc.) as set out in the terms and conditions of the contract or equivalent document.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Working conditions in Denmark is regulated by the collective agreements* for researchers employed at Danish universities, by <a href="#">the Danish University Act of 10 April 2024</a> and <a href="#">the Danish Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p> <p>*The collective agreements determine pay, working hours, overtime allowance and many other working conditions that ensure that employers and employees have the same perception of regulations governing training and/or working conditions. The collective agreements are part of the Danish model, where employee and employer organisations negotiate pay and working conditions. The collective agreement negotiations take place approx. every 2 years – depending on what has been agreed between the parties.</p> <p>The Danish Patent and Trademark Office is the authority responsible for developing Denmark’s IP legislation and policy in relation to patents, utility models, trademarks and designs.</p> <p>The Danish Patent and Trademark Office is working with the aim to ensure an accessible and efficient system for protection of <a href="#">intellectual property rights in Denmark</a> and internationally.</p>	<p>SDU ensures that academic staff at all levels are familiar with all relevant provisions and working conditions.</p> <p><b>Statute and policy</b></p> <p>According to sections 12 and 17 of <a href="#">SDU’s Statutes</a>, the rector and deans have responsibility for academic matters.</p> <p>According to <a href="#">the Statute section 17 (1-2)</a>, <a href="#">the Dean</a> is Head of Faculty. The dean has the overall responsibility for the correlation between and the quality of education, teaching and consultancy services.</p> <p>See Principle 8:  <a href="#">SDU’s Open Science policy</a> includes six main elements:</p> <ol style="list-style-type: none"> <li>1. Data management planning</li> <li>2. FAIR research data</li> <li>3. Open access</li> <li>4. ORCID</li> <li>5. Citizen Science</li> <li>6. CoARA.</li> </ol>



	<p><b>Support</b></p> <p>SDU HR is the central unit for employment, pay, occupational health and safety, support of skills development, and management and organisational development.</p> <p>SDU's Gender Equality Team supports SDU's work with gender equality, diversity and inclusion, GEP implementation and GDiR.</p> <p>SDU RIO supports the interaction between research, education, business and the public sector.</p> <p>SDU's Library advises and helps researchers <a href="#">sharing and publishing research data</a>.</p> <p><b>Learning and Development</b></p> <p>See Principle 3: Responsible Conduct of Research courses.</p> <p><b>GAP</b></p> <p>SDU will improve RCR courses with a new RIE policy and implement 'named person' to support researchers in living up to obligations.</p>
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## 6. Accountability

Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Rules and conditions of the Danish labour market is regulated by <a href="#">the Danish Labour Market Model</a> and collective agreements.</p> <p>See Principle 4: Administration of research projects: Funding.</p> <p>The National Councils, Foundations and Commissions which advice and grant funds to research and innovation continually update the stipulations particularly with regard to <a href="#">administration of grants</a>.</p> <p>See Principle 1: The principle of ethical responsibility of the academic staff towards society has been included in <a href="#">the Danish University Act of 10 April 2024</a>: Academic freedom.</p> <p>In accordance with the Ministerial Order on the Danish Committees on Academic Misconduct of 20 April 2009, compliance with academic ethical principles will furthermore be monitored by <a href="#">The Danish Board on Research Misconduct</a>.</p> <p><a href="#">The Act on Public Administration of 22 April 2014 (in Danish)</a> applies to all parts of public administration. The Act applies to the processing of cases in which a decision has been or will be made by an administrative authority.</p>	<p><b>SDU's Personnel Policy guidelines</b> The conditions of employment at SDU are described in SDU's <a href="#">personnel policy guidelines</a> (under revision). The purpose of the personnel policy guidelines is to support the long-term strategic intentions, describing the general principles for how SDU wishes to attract, retain and develop employees and terminate conditions of employment. The personnel policy is anchored in The Central Liaison Committee.</p> <p><b>Conditions of employment</b> <a href="#">Conditions of employment</a> is communicated on SDU HR's service page.</p> <p>Researchers are subject to rules <a href="#">on secondary employment (second jobs)</a>. The guidelines can be found on the intranet, as part of the overall information on conditions of employment.</p> <p><b>Instructions</b> <a href="#">The accounting instructions (in Danish)</a> describe how SDU has organised significant accounting tasks, including responsibilities, competences and the rules. It is a requirement in an executive order from the Ministry of Education and Research that SDU prepare accounting instructions.</p>

	<b>Information</b>
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	On <a href="#">the Research Support Hub</a> , researchers are informed about issues to be aware of as part of their accountability.
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## 7. Good practice in research

Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements, and undertake the necessary steps to fulfil them at all times.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">The Danish Working Environment Act of 16 November 2021</a> sets the framework for occupational health and safety. Executive orders elaborate and clarify the rules in the law and the Working Environment Authority's guidelines indicate good practice with a view to creating a safe and healthy physical and psychosocial working environment.</p> <p>SDU, as an independent institution, is subject to <a href="#">Danish data protection legislation, Act on Public Administration of 22 April 2014</a>, etc.</p>	<p><b>Framework</b></p> <p><a href="#">The strategic framework for occupational health and safety</a> at SDU is constituted by a local agreement on the organisation of occupational health and safety, as well as an occupational health and safety strategy that sets the direction for the health and safety work at SDU.</p> <p><b>Committee and forum</b></p> <p><a href="#">SDU's Committee on information security and data protection</a> ensures coherence, progress and strategic anchoring in the ongoing work on data protection and information security.</p> <p><a href="#">SDU's Data Management Forum</a> develops SDU's services on data management, Open Science*, GDPR, and other legal questions.</p> <p>*e.g. guides the implementation and consolidation of SDU's Open Science policy.</p> <p><b>Recommendations</b></p> <p>Research and innovation security is a priority at SDU, so researchers can work as openly as possible and as safely as necessary. SDU is working on <a href="#">implementing the URIS recommendations at SDU</a>.</p>



	<p><b>Information and support</b></p> <p>Information on GDPR, data management, commercialisation, legal help etc. is easily available on <a href="#">the Research Support Hub</a>.</p> <p><a href="#">SDU's Legal Services</a> supports researchers in assessing data protection issues.</p> <p>Employees are informed about confidentiality protection requirements and related information in their employment contracts.</p> <p><b>Learning and development</b></p> <p>Employees are obliged to take a <b>data protection course</b> for employees at SDU as part of their onboarding.</p>
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## 8. Dissemination, exploitation of results

All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><u><a href="#">Danish University Act of 10 April 2024:</a></u> As a central knowledge-based body and cultural repository, the university shall exchange knowledge and competencies with society and encourage its employees to take part in the public debate.</p> <p>Continued from Principle 1: SDU has academic freedom and shall uphold this freedom as well as on academic ethical principles.</p> <p>As part of the principles of the agreement of the employment for the researchers it is understood that research shall be disseminated according to <u><a href="#">the Danish Circular on Job Structure for Academic Staff at Universities of 11 December 2019.</a></u></p> <p><b>Universities Denmark (abbreviated DK UNI)</b> SDU is member of <u><a href="#">Universities Denmark</a></u>, which is the organisation of the eight Danish universities to enhance their cooperation, visibility and impact.</p> <p>Universities Denmark works to ensure that its members have the best possible conditions for shouldering their responsibility towards research, research-based education and dissemination of knowledge.</p>	<p><b>SDU's Statute</b> <u><a href="#">SDU's Statute</a></u> states: "The University shall interact with society at large and contribute to the development of international cooperation. The University's results within research and education must contribute to enhancing insight, growth, welfare, and the development of society."</p> <p><b>Policies and frameworks</b> See Principle 5: <u><a href="#">SDU's Open Science Policy</a></u> from 2018 was reviewed in 2024.</p> <p>Departments have local open science policies tailored to their specific research's nature and culture.</p> <p>SDU has signed <u><a href="#">the CoARA Agreement on Reforming Research Assessment</a></u> and is developing an action plan to enhance the quality and impact of research.</p> <p><b>Support</b> On SDU's Research Support Hub, a section is dedicated to <u><a href="#">Commercialisation</a></u>, to support researchers transforming ideas into societal impact through commercialisation of research.</p> <p>As part of SDU's GDiR efforts, SDU supports the development of dissemination plans that consider gender and diversity to enhance inclusion and accessibility in research outputs and dissemination. <u><a href="#">SDU's Research Portal (Pure)</a></u> provides public access to details of the university's research, researchers,</p>

	<p>research outputs, and activities. Interviews, press quotations, etc. are recorded to a limited degree.</p> <p><b>GAP</b> Info on Gender Equality will be revisited (web resource).</p>
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## 9. Public engagement

Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">Danish University Act of 10 April 2024</a></p> <p>The university shall conduct research and offer research-based education at the highest international level in the disciplines covered by the university.</p> <p>See Principle 1: Collaboration with society and contribution to the development of international collaboration.</p> <p><b>Code of conduct for research dissemination</b></p> <p>Universities Denmark (DK UNI) has developed <a href="#">7 principles of responsible research communication</a>. The principles are based on <a href="#">the Danish Code of Conduct for Research Integrity of 5 November 2014</a>, which is accepted by all Danish universities. The 7 principles of research communication are not meant as a restriction on researchers' freedom of research or expression, but to support the quality of research.</p>	<p><b>Statute</b></p> <p><a href="#">SDU's Statute</a> states: "As a central knowledge-based and cultural repository, the University must exchange knowledge and expertise with society at large and encourage its employees to participate in the public debate."</p> <p><b>Initiatives</b></p> <p>SDU works purposefully to create dialogue between researchers and the surrounding society.</p> <p>SDU creates <b>expert lists</b> prior to large-scale events based on <a href="#">SDU's principles for compiling expert list (in Danish)</a> ensuring expertise, gender equality and diversity.</p> <p><a href="#">SDU's Citizen Science Knowledge Center</a> brings citizens closer to science – and scientists closer to society to encourage a debate based on knowledge and facts.</p> <p>SDU has several <b>open house arrangements</b> to promote public engagement in science and <b>public outreach events</b> to promote collaboration, knowledge, dissemination etc.</p> <p><b>SoMe:</b> SDU has profiles on Facebook, LinkedIn, Youtube, X-channels etc. and researchers are supported in using SoMe, podcast, videos etc. to disseminate their research.</p> <p><a href="#">SDU's Research Dissemination Prize</a> is awarded to a researcher for the spirited, creative communication of research aimed at a broad audience.</p>



	<p>At <u>the annual event "Festival of Research"</u>, everyone is invited to experience research at SDU in practice.</p> <p><b>Learning and development</b></p> <p>SDU provides media training and courses in public speaking and presentation, how to discover new audiences for research etc.</p>
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## 10. Non discrimination

Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">Law prohibiting discrimination in the labour market, etc. of 5 April 2024</a></p> <p>The Act contains provisions which implement the principle of equality for all irrespective of race or ethnic origin by establishing a general framework for equal treatment in employment and occupation.</p> <p>According to Danish legislation, including the implementation of European legislation, an employer or the employee, on behalf of the university engaged in managerial, may not discriminate against researchers in relation to the criteria of gender, race, colour, ethnic origin, religion, belief, sexual orientation, social origin political opinion, age or disability.</p> <p>Complaints about violations of the prohibition of discrimination can be addressed to <a href="#">the Board of Equal Treatment (in Danish)</a>. Appeals to the Board are free of charge.</p>	<p><b>Statement and principles</b></p> <p>SDU is dedicated to a <b>healthy and safe mental work and study environment</b> with a culture that emphasises equality and respect in all contexts. Information on preventing and handling offensive behaviour and access to preventive measures is available at <a href="#">the service portal for employees and students (intranet)</a>.</p> <p><b>Policy</b></p> <p><a href="#">SDU's language policy</a> describes expectations for the use of Danish and English to support inclusion across languages.</p> <p><b>Gender Equality Plan (GEP)</b></p> <p>SDU's Gender Equality Plan (GEP) follows EU's recommendations of embedding, data-supporting, monitoring and systematising GE initiatives in the academic sector. With the GEP, SDU lives up to EU's Gender Equality Strategy 2020-2025 and complies with the objectives of increased gender equality, diversity and inclusion at European universities throughout the European Research Area (ERA).</p> <p><b>Committees</b></p> <p>The central and faculty level Gender Equality Committees engage in ensuring non-discriminatory practices and workplace culture.</p>

	<p><b>Learning and development</b></p> <p>See Principle 11: <a href="#">SDU's recruitment portal</a>.</p> <p>The portal supports SDU's work in attracting qualified applicants from the entire talent pool and ensuring equal treatment for all applicants.</p> <p><b>GAP</b></p> <p>See Principle 24: SDU's Workplace and Wellbeing survey 2024 points to a need to strengthen awareness amongst employees of how to contribute to diversity and inclusion.</p>
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## 11. Evaluation/ appraisal systems

Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee. Such evaluation and appraisal procedures should take due account of their overall research creativity and research results, e.g. publications, patents, management of research, teaching/lecturing, supervision, mentoring, national or international collaboration, administrative duties, public awareness activities and mobility, and should be taken into consideration in the context of career progression.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>In <a href="#">Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>, the Job Structure for Academic Staff is described in terms of job content, qualification requirements, etc.</p> <p>According to the collective agreements covering the public sector employees (government), it is provided that all staff members, employed in the public sector, has the right to an annual performance and development review (MUS) where the employee and her/his research line manager draw up a development plan that focuses on skills development and wellbeing.</p>	<p><b>Guidelines</b></p> <p><a href="#">SDU's Recruitment portal</a> provides frameworks, tools and inspiration for good practice in recruitment, e.g. templates/guidelines for drawing up assessments when recruiting academic staff.</p> <p><b>Framework</b></p> <p>Continued from Principle 8:</p> <p>In line with the commitment to <a href="#">CoARA</a>, SDU is working towards reforming the assessment process for researchers to encourage inclusivity and diversity, recognising the diverse activities that maximise the quality of research output. the quality of research output.</p> <p>Merit criteria have been developed by the faculty (see e.g. <a href="#">Policy for recruitment and career advancement of academic staff</a>), and efforts is underway to obtain a university-wide framework for the recruitment and career advancement of academic staff to enhance transparency and awareness of opportunities.</p>

	<p><b>Performance and development reviews</b></p> <p><a href="#">SDU's annual wheel for performance and development reviews (intranet)</a> (intranet) and <a href="#">Inspiration and guides for different types of reviews</a> provide inspiration and tools for performance and development reviews.</p> <p>The tools include:</p> <ul style="list-style-type: none"><li>• Strategic dialogue in the management group</li><li>• Performance and development review (MUS) between manager and employee</li><li>• Group development review (GRUS) between manager and a group of employees</li><li>• Leadership development review (LUS) between manager and the manager's line manager.</li></ul> <p><b>GAP</b></p> <p>Areas of improvement are development and implementation of CoARA action plan and of merit criteria at university level.</p>
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## 2. Recruitment and selection

### 12. Recruitment

Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning at their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>The criteria in terms of job content, qualification requirements, etc. for the quality of academic staff at all career levels are described in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p> <p><a href="#">Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> states that the university lays down rules for the professional assessment of applicants for appointment to academic posts.</p> <p>If applicants have a disability and find it difficult to find a job in the regular labour market, applicants can apply with <a href="#">priority access (in Danish)</a> to vacant positions advertised in public companies. If applicants do so, the employer is therefore obliged to invite you to an employment interview.</p>	<p><b>Strategy 2030</b>  <a href="#">SDU's strategy "Value. Quality. People. The University of Southern Denmark towards 2030"</a> priorities recruitment, development and retention of talented employees and excellent environments.</p> <p><b>Policy and principles</b>            Danish law, SDU's Personnel Policy guidelines and <a href="#">Principles for the recruitment of academic staff at SDU</a> SDU's GEP, templates and guidelines for job posts, assessment, SDU's tenure track and promotion programme constitutes the framework for and shapes practice in SDU's recruitment processes.</p> <p><b>Framework</b>            See Principle 11:  <a href="#">CoARA Agreement on Reforming Research Assessment</a></p> <p>See Principle 11:            Merit criteria.</p> <p><b>Learning and development</b>            See Principle 11:  <a href="#">SDU's recruitment portal</a>.</p> <p>General rules for admission for PhD students can be found at the <a href="#">PhD Schools</a> webpages.</p> <p>As a part of SDU's GEP, workshops on job advertisements and unconscious bias in</p>

	<p>recruitment processes are held to help facilitate access for disadvantaged groups.</p> <p><b>GAP</b> Development and implementation of updated recruitment policy as part of personnel policy and of merit criteria at university level.</p>
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### 13. Recruitment (Code)

Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and competencies required and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>The requirements of recruitment of academic staff are described in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p> <p><a href="#">Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> contains the overall framework in relation to recruitment and appointment of researchers, e.g., that the rector's decision to appoint a candidate shall normally be made at the latest 6 months after expiry of the application deadline. See elaboration in Principle 14.</p>	<p>Academic recruitment is carried out at faculty and department level and supported by SDU HR.</p> <p><b>Guidelines and procedures</b></p> <p>According to SDU's guidelines, advertisements should give a broad description of the knowledge and competences required – both general and specific to the field, and should be designed as to encourage qualified applicants to apply regardless of background.</p> <p>The purpose of <a href="#">SDU's tenure track model and promotion programme</a> is to attract the most qualified and talented researchers.</p> <p>A description of the terms of employment is provided in the letter of employment sent to the individual.</p> <p>In line with SDU's commitment to <a href="#">the CoARA Agreement on Reforming Research Assessment</a>, SDU works towards reforming the assessment process.</p> <p><b>Support</b></p> <p>Continued from Principle 11:</p> <p><a href="#">SDU's recruitment portal</a> supports open, transparent and merit-based recruitment in all steps of the recruitment process.</p> <p>The portal includes, e.g., templates and guidelines for advertisement, the composition of the assessment and appointment committees.</p>

	<p><u>SDU's Strategy for Continuous Improvement (in Danish)</u> creates the framework for continuous improvement in all administrative processes at SDU, including the recruitment process as it is recognised that the administrative process could be further improved at SDU.</p> <p><b>GAP</b> See Principle 12. SDU can improve OTM-R training.</p>
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## 14. Selection (Code)

Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Continued from Principle 13:  <a href="#">Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> states that the university lays down rules for the professional assessment of applicants for appointment to academic posts. And further that the assessment must consider whether the applicants possess the professional qualifications in research, teaching, communication etc. stipulated in the job structure and fulfil the other qualification criteria stipulated in the vacancy notice. A non-prioritised, reasoned and written assessment of the applicants' professional qualifications must be submitted to the rector of the institution. Any differences of opinion between the members of the assessment committee must be indicated in the assessment.</p> <p>According to <a href="#">the Danish Public Administration Act of 22 April 2014</a>, members of an assessment committee are bound to inform the committee of any reasons for disqualification or suspicion of reasons for disqualification.</p>	<p><b>Framework</b></p> <p>The academic assessment evaluates if applicants possess the academic qualifications in research, teaching, communication, etc. required in the job structure for academic staff at universities and additionally meet the other qualification requirements stated in the job advertisement.</p> <p>The academic assessment is carried out by an assessment committee. At SDU, the competence to appoint assessment committees is delegated to the dean, whose approval is based on the recommendation of the Academic Council.</p> <p>Applicants are assessed as qualified or not qualified, and the committee prepares a detailed written justification.</p> <p>The assessment process is based on Danish law: Section 4 of <a href="#">the Executive order on the employment of academic staff at universities (in Danish)</a> and the impartiality requirements for assessment committees, cf. Chapter 2 of the <a href="#">Danish Public Administration Act (in Danish)</a> on disqualification. It is based on the policy framework for SDU's recruitment processes, including the <a href="#">principles for the recruitment of academic staff</a>.</p>

	<p><b>Support</b></p> <p>Policy, principles, templates for assessment and expert opinion, tools and inspiration are available on <a href="#">SDU's Recruitment Portal/Assessment of applicants</a>.</p> <p>SDU works specifically with countering unconscious bias in decision-making and recruitment processes, also in relation to assessment and hiring committees.</p> <p><b>GAP</b></p> <p>SDU can update recruitment portal and improve OTM-R training.</p>
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## 15. Transparency (Code)

Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Recruitment processes at SDU are formally regulated by <a href="#">the Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> and by the <a href="#">Danish Public Administration Act of 22 April 2014</a> which contains provisions on hearing parties in the recruitment process concerning the composition of the Assessment Committee and the individual assessment report.</p>	<p><b>Procedure</b></p> <p>Information about the recruitment processes, selection criteria as well as the number of available positions and whether shortlisting is used are indicated in the individual job advertisement.</p> <p>Applicants are continually informed about the process and expected response time by email and via SDU's e-recruiting system.</p> <p>All assessed applicants receive the assessment made of their qualifications. In relation to the information available after the selection process concerning the strengths and weaknesses of their applications, the applicants may contact members of the assessment committee and the appointment committee to get more information on the selection process.</p> <p><b>Support</b></p> <p>In relation to the recruitment of and support to international staff, SDU has an <a href="#">International Staff</a> unit.</p> <p><b>GAP</b></p> <p>In 2023, SDU reviewed the application process with a view to reducing the administrative task for applicants and initiatives are currently taken to further improve the administrative process as it is recognised that this area could be further improved at SDU.</p> <p>Improved information for applicants about SDU's recruitment process, including updated guidance for applicants, is part of an ongoing initiative in the form of a new 'job universe' at <a href="http://sdu.dk">sdu.dk</a>, as it is</p>

	recognised that this area also could be further improved at SDU.
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## 16. Judging merit (Code)

The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Recruitment processes at SDU are formally regulated by <a href="#">the Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a>, and the requirements in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p>	<p><b>Principles and practice</b></p> <p>SDU framework and good practice are described in <a href="#">the principles for assessment when appointing academic staff</a>. An assessment must contain:</p> <ol style="list-style-type: none"> <li>1. Short presentation of the applicant and their scientific career based on the enclosed CV.</li> <li>2. Assessment of scientific qualifications based on the list of publications, the submitted publications, research experience, experience with research management and research collaborations and the submitted research plan.</li> <li>3. Assessment of teaching qualifications based on the submitted teaching portfolio.</li> <li>4. Assessment of other qualifications in relation to the specific job content.</li> <li>5. Conclusive overall assessment based on the previous points as well as the criteria of the job advertisement and the position structure's indication of academic level.</li> </ol> <p>Thus, SDU does not only judge applications due to bibliometric indices (e.g. h-index and JIF), but balances quantitative assessment measures with holistic, qualitative ones.</p>

	<p><b>Framework</b></p> <p>See Principle 11: <a href="#">CoARA</a>.</p> <p>See Principle 11: Merit criteria.</p> <p><b>Support</b></p> <p>See Principle 13: <a href="#">SDU's recruitment portal</a></p> <p>According to these guidelines advertisements should broadly describe the knowledge and competences required qualifications, both general and field-specific, and be designed to encourage qualified applicants to apply regardless of background.</p> <p><b>GAP</b></p> <p>SDU can develop a framework for Merit Criteria informed by CoARA.</p>
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## 17. Variations in the chronological order of CVs (Code)

Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>The <a href="#">Act on Equal Treatment of Men and Women as regards Access to Employment etc. of 19 July 2024</a>:</p> <p>By equal treatment of men and women in this law, it is understood that no discrimination takes place based on gender. This applies to both direct discrimination and indirect discrimination, with reference to pregnancy or marital or family status. The Act requires that no criteria for selections that could result in a practice of direct or indirect discrimination may be used.</p> <p><a href="#">DK UNI's recommendations on diversity, inclusion and equality</a>:</p> <p>Danish universities have developed five overall principles that guide efforts to strengthen gender diversity, to fulfil the ambition of creating change and promoting diversity throughout the sector. The universities acknowledge that gender is not the only relevant parameter for diversity and see these principles as a step towards future efforts to increase inclusion and diversity on multiple fronts.</p>	<p><b>Initiatives</b></p> <p>In alignment with reforming assessment matrices and approaches to assessment under CoARA, SDU is actively trying to recruit diverse candidates with different career progression profiles and different professional backgrounds. Furthermore, SDU has helped develop and has agreed upon <a href="#">DK UNI's 8 recommendations on diversity, inclusion and equality</a> under the five overall principles.</p> <p>SDU is aware to not penalise candidates who have a break in their CV due to parental leave, as this would disproportionately affect women, who still on average take most of the parental leave.</p> <p>See also Principle 24:</p> <p>In the case of recruitment and promotion, SDU has no restrictions on CVs.</p> <p>For some time, SDU has been focusing on clarifying the recruitment processes and ways of optimising the processes.</p> <p><b>Support</b></p> <p>All relevant regulation and relevant guidance of practice are described on <a href="#">SDU's recruitment portal</a> .</p>

	<b>GAP</b> SDU is currently working on clarifying career paths both within and outside academia and supporting career development, as it is recognised that these fields could be further improved at SDU.
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## 18. Recognition of mobility experience (Code)

Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">A national tax scheme for researchers</a> allows researchers and highly paid employees (if they meet certain criteria) to apply to be taxed under the tax scheme for researchers. Employees registered under the scheme pay tax at a reduced rate on earned income and can get certain employee benefits from the specific employer for a maximum period of 7 years.</p> <p>The purpose of <a href="#">the Danish Industrial Researcher programme</a> is to establish closer ties between companies and the university, as well as to connect young researchers to the private business sector. This is done through a collaboration between a company, a university and a PhD student or postdoc graduate.</p>	<p><b>Strategy and policy</b></p> <p>SDU's Strategy 2030 focuses on four strategic areas: Research, education, collaboration and organisation with an international focus in all four areas.</p> <p>The goal is to create value for and with society which points to SDU's focus on collaboration across disciplines and sectors.</p> <p><a href="#">SDU's Personnel Policy</a> encourage mobility. As part of internationalisation, it is desired that employees travel on research or professional competence development stays abroad. SDU informs and helps with mobility.</p> <p><b>Initiatives</b></p> <p>In practice, SDU supports mobility through:</p> <ul style="list-style-type: none"> <li>• The ongoing establishment of funds and support to applicants applying for mobility (SDU <a href="#">International Staff</a> helps researchers with mobility). E.g. <a href="#">Erasmus Staff Mobility</a>.</li> <li>• Sabbaticals abroad are facilitated by good leave options and flexible organisation of duties, which allows staff to spend longer periods at other institutions at home and abroad.</li> <li>• Sabbaticals abroad are generally part of the PhD programmes.</li> <li>• SDU focuses on international recruitment.</li> <li>• SDU supports the recruitment of guest academic staff, which furthers international collaboration.</li> <li>• SDU is engaged in cooperation with the industry especially in the Southern Region of Denmark and is open for industrial PhDs.</li> </ul>

	<b>GAP</b> SDU can strengthen mobility as part of career development/career guidance.
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## 19. Recognition of qualifications (Code)

Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including nonformal qualifications, of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Continued from Principle 11:</p> <p><a href="#">The Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a> stipulates the qualification requirements for academic staff at every career step and ensures that there is an assessment of the academic and professional qualifications of academic staff at every career step.</p>	<p><b>Framework</b></p> <p>Continued from Principle 13:</p> <p>SDU has in recent years implemented a Tenure-track programme and Promotion programme (information available on <a href="#">SDU's Recruitment Portal</a>).</p> <p>Furthermore, SDU has developed <a href="#">principles for the recruitment of academic staff</a>.</p> <p>See Principle 11:</p> <p><a href="#">CoARA Agreement on Reforming Research Assessment</a>.</p> <p>See Principle 11:</p> <p>Merit criteria.</p> <p><b>Initiatives</b></p> <p>SDU has launched a 'Research Academy' for assistant (and early associate) professors to strengthen the development of professional qualifications, including nonformal qualifications among SDU's researchers.</p> <p>SDU is strengthening research support to help researchers obtain funding, including a focus on researchers' qualifications and getting them recognised by partners and funders.</p>

	<b>GAP</b> Further initiatives are underway regarding transparent career paths within and outside academia, support of career development and career guidance for early career researchers including helping to clarify their qualifications and getting them recognized by employers/funders.
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## 20. Seniority (Code)

The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 19:  <a href="#">Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>: Qualification requirements for academic staff and assessment of the academic and professional qualifications of academic staff at every career step.</p> <p><a href="#">Circular on agreement on senior schemes of 21 December 2021</a>:</p> <p>Employees who have reached the age of 60 must be offered to discuss senior perspectives in connection with the annual performance and development review. The conversation must focus on retention and the employee's wishes and expectations regarding work life both in the short and long term.</p> <p>It is possible to establish a senior scheme. Establishing a senior scheme requires an understanding between the employee and his manager, as the schemes are based on a voluntary principle. There is neither the right nor the obligation to enter into an agreement on a senior scheme.</p> <p>A senior scheme can include various elements that support retention and a good senior working life, so that older employees find it attractive to continue in employment.</p>	<p><b>Policy and principles</b></p> <p>SDU's Personnel Policy guidelines stipulate that SDU wants:</p> <ul style="list-style-type: none"> <li>• to the greatest extent possible, that individual employees decide for themselves, when they want to retire</li> <li>• to give senior employees special opportunities to change job scope and content, and provide retirement schemes and part-time schemes for seniors</li> <li>• to generally oppose discrimination of senior employees</li> <li>• for academic staff as far as possible to make research and office facilities available to employees who are covered by, e.g., an emeritus scheme.</li> </ul> <p><a href="#">SDU's principles</a> and template for assessments when appointing academic staff stipulate that the choice of the best qualified is to be found through an overall assessment of qualifications in relation to research, teaching and other relevant qualifications, including personal qualifications.</p> <p><b>Initiatives</b></p> <p>SDU has <a href="#">a senior employee scheme</a>. It is mentioned as a possibility to discuss at <a href="#">the annual performance and development review</a>.</p> <p>SDU focuses on countering <b>unconscious bias</b>, in recruitment work specifically on addressing how adjusting requirements of positions can impact the applicant pool, and the overall importance of</p>

	<p>aligning the qualification requirements with the needs of the position.</p> <p><b>GAP</b></p> <p>SDU can improve information and support regarding transparent career paths and career guidance for senior researchers.</p>
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## 21. Postdoctoral appointments (Code)

Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of longterm career prospects.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">The Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> and the <a href="#">Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a> stipulate the qualification requirements for academic staff at every career step and indicate the duration of appointment.</p> <p>According to Section 5(2) of <a href="#">the Act on Fixed-term employment of 11 September 2008</a> academics can be extended twice in each job category. The maximum employment period for a postdoc is 4 years.</p> <p><a href="#">Spin-outs Denmark</a> is a one-year programme for researchers at postdoc level who want to learn to create a company based on their research. The programme consists of a position as a translational postdoc that includes a one-year salary, bench fee, mandatory training in business development and tailor-made support from a mentor and a business developer.</p> <p>Criteria for qualifying as a supervisor or mentor for PhD students are defined in <a href="#">the Danish PhD Order of 27 August 2013</a>.</p>	<p><b>Framework</b></p> <p>Qualification requirements and appointment duration for postdoctoral researchers are indicated in the job advertisement and employment contract.</p> <p>As described in Principle 14, the Dean decides on the appointment based on an assessment undertaken by an assessment committee, which assesses the candidate's qualifications in relation to the qualifications stipulated in the job structure and advertisement.</p> <p><b>Focus</b></p> <p>In accordance with SOPs4RI (supervision and mentoring), SDU focuses not only on the specific postdoc appointment but also on future career paths.</p> <p>At Research Support Hub sections are dedicated:</p> <ul style="list-style-type: none"> <li>• <a href="#">PhD Postdoc Hub: Career paths for young researchers</a></li> <li>• <a href="#">PhD Postdoc Hub: Start your own spinout.</a></li> </ul>

	<p><b>Learning and development</b></p> <p>SDU maintains and supports the development of good leadership and mentoring practices for all staff, as documented in, e.g., <a href="#">SDU's Leadership compass</a>.</p> <p>Some faculties and departments organise and promote specific mentorship programmes for researchers.</p> <p>SDU provides competence development for supervisors to ensure adequate qualifications in supervision of early career researchers.</p> <p>SDU's work with developing merit criteria and implementing CoARA aims at creating transparent and explicit requirements and guidelines, especially for early-career researchers.</p> <p><b>GAP</b></p> <p>Initiatives to strengthen SDU's support for career development are in the pipeline to be further improved at SDU.</p>
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# 3. Working conditions and social security

## 22. Recognition of the profession

All researchers engaged in a research career should be recognised as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">The Ministerial Order on the Appointment of Academic Staff at Universities of 13 March 2012</a> and the <a href="#">Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a> describes universities' academic staff.</p> <p><a href="#">Circular on the Agreement Regarding Competence Development of 11 December 2019</a> stipulates that public sector employers, including universities, shall hold annual employee performance reviews during which the employee and his or her immediate superior discuss the welfare, work, and personal and professional development of the employee.</p>	<p><b>Framework</b></p> <p>The qualifications described in relation to the various positions in the job structure are at PhD or corresponding level.</p> <p>Continued from Principle 14: All staff holding a position in accordance with the Circular on Job Structure for Academic Staff at Universities has been assessed and is deemed to have the appropriate academic qualifications.</p> <p>Continued from Principle 11: A key element in planning skills development is the annual performance and development review (MUS), at which the researcher and her/his manager draw up a development plan that focuses on skills development and wellbeing.</p>

## 23. Research environment

Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Continued from Principle 7:  <a href="#">The Danish Working Environment Act of 16 November 2021.</a>  Excerpts from the Working Environment Act determine:</p> <ul style="list-style-type: none"> <li>• <b>1.</b> The provisions of this Act shall have effect with a view to creating a safe and healthy physical and psychosocial working environment [...]</li> <li>• <b>5.</b> Safety and health work at the individual enterprise shall be carried out through cooperation between the employer, the supervisor and the other employees.</li> <li>• <b>6</b> [...] cooperation shall be organised such that a health and safety organisation is established [...]</li> <li>• <b>15.</b> It shall be the duty of the employer to ensure safe and healthy working conditions.</li> <li>• <b>16.</b> The employer shall ensure that there is effective supervision that work is performed safely and without risks to health.</li> <li>• <b>17.</b> The employer shall inform the employees of any risks of accidents and diseases which may exist in connection with their work. Furthermore, the employer shall ensure that the employees receive the necessary training and instruction to perform their work in such a way as to avoid any possibility of risk.</li> </ul>	<p><b>Strategy</b>  See Principle 12: SDU's strategy.  SDU will be known for academically stimulating, ambitious, inspiring and diverse environments.</p> <p><b>Framework</b>  In accordance with SOPs4RI (research environment), SDU provides a supportive environment:</p> <p>SDU has <a href="#">a local agreement on the organisation of occupational health and safety (OHS) work</a> supplemented by a health and safety strategy and local action plans.</p> <p><a href="#">The General OHS Committee</a> and OHS Committees at faculty level carry out strategic tasks, and the day-to-day health and safety work is carried out by OHS Groups and supported by the OHS team in SDU HR.</p> <p>Employees have access to information about <a href="#">OHS</a>, including <a href="#">workplace assessments</a> on the intranet.</p> <p>Initiatives connected to SDU's GEP are aimed at ensuring positive, productive research environments free from</p>

<ul style="list-style-type: none"> <li>• <b>27.</b> The employees shall participate in the cooperation concerning health and safety.</li> <li>• <b>38.</b> Work shall be planned, organised and carried out in such a way as to ensure health and safety. Approved standards of importance to health or safety shall be observed.</li> </ul> <p><b><u>Workplace assessment</u></b></p> <p>Every company with employees must prepare a health and safety risk assessment. The process helps determine whether have any problems relating to health and safety and helps draw up an action plan. The health and safety risk assessment can therefore contribute to a good working environment.</p> <p>SDU, as an independent institution, is subject to <a href="#">public legislation and guidelines on data security</a>, including the <a href="#">Data Protection Act of 8 March 2024</a>, the <a href="#">Danish Public Administration Act of 22 April 2014</a> etc.</p>	<p>discrimination which in turn leads to better innovation, creativity and output.</p> <p>SDU concludes agreements on resource allocation as part of the contractual relations.</p> <p><a href="#">SDU's Climate Plan</a> focuses on reducing emissions by reducing consumption and making necessary consumption more sustainable and circular.</p> <p><a href="#">My Green Lab® Certification</a> is part of SDU's climate plan.</p> <p>As the first in Denmark, laboratories at SDU have received sustainability certification from Green Lab, which is also in accordance with the MSCA Green Charter.</p>
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## 24. Working conditions

Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><u>The Danish labour market</u> is known for high job mobility, flexibility, competitiveness and high-quality working conditions. This includes parental leave.</p> <p>Pay and working conditions are usually set by collective agreements between trade unions and employers' organisations, a system known as the Danish Model. See elaboration of the Danish Model in Principle 34.</p> <p><u>Danish Act on equal pay for men and women of 22 February 2019:</u></p> <p>The Act contains provisions on the implementation of the principle of equal opportunities and treatment of men and women in matters of employment and occupation. Neither direct nor indirect discrimination in terms of pay may take place on the basis of gender.</p> <p>Continued from Principle 17:</p> <p>The <u>Act on Equal Treatment of Men and Women as regards Access to Employment etc. of 19 July 2024</u> contains provisions which implement the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation including measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth.</p> <p><u>The Act on Prohibition of Discrimination in the Labor Market, etc. of 5 April 2024</u> prohibits direct and indirect discrimination in the labor market due to:</p> <ul style="list-style-type: none"> <li>• Race, skin colour or ethnic origin</li> </ul>	<p><b>Committee</b></p> <p><u>The Central Liaison Committee (HSU)</u> defines the framework for the cooperation between management and employees, including the responsibility for the personnel policy and related personnel policy guidelines for SDU.</p> <p><b>Policy</b></p> <p>Following SDU's Personnel Policy guidelines, SDU wants to adapt the workplace to new and <b>flexible forms of employment</b>.</p> <p><b>Initiatives</b></p> <p>SDU addresses <b>accessibility</b> on campus to ensure productive and positive working conditions for everyone, also researchers with visible and invisible disabilities.</p> <p>Flexible working hours, part-time working, tele-working and sabbatical leave are widely used and accepted at SDU.</p> <p><u>The Workplace Assessment process</u> is a statutory process in Denmark to ensure that we solve and prevent health and safety problems. This is also a highly prioritised process at SDU, which has been conducted in the autumn 2024.</p>

<ul style="list-style-type: none"> <li>• Religion or belief</li> <li>• Sexual orientation</li> <li>• Gender identity, gender expression or gender characteristics</li> <li>• National or social origin</li> <li>• Political opinion</li> <li>• Age</li> <li>• Disability.</li> </ul> <p>The prohibition against discrimination applies upon employment, during employment and upon dismissal.</p> <p><u>Measures for placing disabled persons in employment:</u></p> <p>Employment measures for disabled concern access to personal assistance, wage subsidies for employers, preferential access and counteractions towards differential treatment.</p> <p><b>See Principle 23:</b></p> <p><u>Workplace assessment:</u></p> <p>A health and safety risk assessment.</p>	<p><b>Information and guidelines</b></p> <p>Information on which <u>maternity/paternity leave rules</u> apply to the employee as a mother, father/co-mother or adopter, care days, holiday rules during maternity/paternity leave, twin births and bereavement leave at SDU is available at SDU's intranet.</p> <p>SDU has developed guidelines for academic staff to maintain contact during periods of absence in connection with parental leave, and securing academic staff the possibility of remaining professionally up to date during a non-teaching period.</p>
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## 25. Stability and permanence of employment

Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>The <a href="#">Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a> stipulates the qualification requirements for academic staff in different positions.</p> <p><a href="#">Act on Fixed-termed employment of 11 September 2008:</a></p> <p>People employed on fixed-term contracts in Denmark must receive the same rights and benefits as their permanent counterparts.</p>	<p><b>Initiatives</b></p> <p>SDU focuses continuously on the legislation and employment rights for fixed-termed employees as part of the efforts to ensure researchers more stable employment.</p> <p>The awareness and compliance of legislation is continuously ensured by optimising recruitment procedures, administrative workflows and organisational learning processes across SDU HR, faculties and departments.</p> <p><b>GAP</b></p> <p>Temporary employment can create uneven career paths and make career progression difficult to plan and act out. This is addressed in the development of principles for recruitment of academic staff.</p>

## 26. Funding and salaries

Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 26: Pay and working conditions in Denmark. Academic staff at universities are covered by the collective agreement for academics in the state. A large part of the salary is agreed upon between the collective bargaining parties. A smaller part is negotiated and agreed upon between the management and the union representative.</p> <p><a href="#">Act on employment certificates and certain working conditions of 16 May 2023</a> stipulates, that the employer must provide the employee with information on all essential terms of the employment relationship.</p> <p><a href="#">Act on Fixed-term employment of 11 September 2008</a>: People employed on fixed-term contracts in Denmark must receive the same rights and benefits as their permanent counterparts.</p> <p><a href="#">Act on Part-time employment of 14 September 2018</a>: It is illegal to discriminate against part-time employees.</p> <p>See Principle 24: <a href="#">Danish Act on equal pay for men and women of 22 February 2019</a></p> <p><a href="#">The Danish Salaried Employees Act of 24 August 2017</a> defines a number of rules for pay during sickness, maternity leave, notice of termination and holiday. The rules included in the Danish Salaried Employees Act can be regarded as protective rules for the employee.</p>	<p>Awareness and compliance with legislation is continuously maintained by optimising procedures, administrative workflows, and organisational learning processes across SDU.</p> <p><b>Policy</b> SDU's <a href="#">Salary policy for scientific staff (in Danish)</a> is based on SDU's <a href="#">Personnel Policy guidelines</a>.</p> <p>The salary policy shall ensure that:</p> <ul style="list-style-type: none"> <li>• academic employees are paid based on their position, competence and responsibilities.</li> <li>• the remuneration of each employee considers work effort, qualifications and flexibility.</li> </ul> <p>In addition, the salary policy should ensure that SDU can attract and retain qualified employees both nationally and internationally.</p> <p><b>Practice</b> Salary negotiations are carried out annually by management and employees/employee representatives.</p>

You must be employed for more than 8 hours per week to be covered by the Danish Salaried Employees Act.

The Act on Prohibition of Discrimination in the Labour Market, etc. of 5 April 2024 prohibits direct and indirect discrimination in the labour market.

#### **Information**

Information on salary is available at [SDU's Intranet/Salary](#).

Information on rules in relation to employment is accessible on SDU's Intranet/[Conditions of employment](#).

#### **GAP**

Further information on the Danish model for salary negotiations is needed as part of improving the recruitment process.

## 27. Gender balance

Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 27:  <a href="#">The Act on Equal Treatment of Men and Women as regards Access to Employment etc. of 19 July 2024</a>: No discrimination.</p> <p>In accordance with Section 5 of <a href="#">the Act on Gender Equality of Women and Men of 19 December 2022</a>, all public institutions must submit equality reviews to the Department for Gender Equality every other year.</p> <p><a href="#">Danish Act on equal pay for men and women of 22 February 2019</a>:  The Act contains provisions on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation.</p> <p>Universities Denmark has established a set of <a href="#">principles to promote diversity, inclusion, and equality (in Danish)</a> as well as <a href="#">Recommendations on diversity, inclusion and equality</a>.</p>	<p><b>Policy</b>  As set out in <b>SDU's Personnel Policy guidelines</b>, SDU strives for gender equality. SDU's effort to promote equal opportunities during recruitment and career progression is, e.g., to have qualified applicants of different genders for open positions, to compose committees with different genders represented and ensure that different genders can apply for and obtain advancement positions, including achieving research leadership and administrative leadership positions.</p> <p><b>Committees</b>  See Principle 10:  <b>Gender Equality Committees</b> at university and faculty level and Gender Equality Plan (GEP).</p> <p><b>Initiatives</b>  <a href="#">A strategic focus on gender equality</a> supports SDU in reaching a diverse recruitment of all talents and an inclusive and innovative working environment.  <a href="#">SDU's gender statistics</a> includes data on recruitment and tracks the gender balance of researchers across different levels, including leadership roles. Selected data is published yearly in the public GEP Monitoring Report</p> <p><b>Support</b>  <a href="#">SDU's Gender Equality Team</a> works on systemic changes to ensure a diverse and inclusive working environment.</p>

	<b>GAP</b>
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	The GAP analysis shows that there is possibility for further support and training in relation to inclusive recruitment processes to ensure transparency, make bias aware decisions which can have a positive effect on the overall gender balance.
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## 28. Career development

Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future.

All researchers should be made familiar with such provisions and arrangements.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Career development of academic staff at all levels is laid down in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p>	<p><b>Strategy and policy</b></p> <p>At the core of <b>SDU's strategy</b> is that it is crucial for the university to be able to retain, develop and recruit talented people and create outstanding environments.</p> <p>SDU's Personnel Policy guidelines have a focus on career and competence development for employees at all stages of their careers whether permanently or temporarily employed.</p> <p><b>Committee</b></p> <p>The <b>Committee for Career and Competence Development</b> contributes to SDU being able to offer strategic and systematic competence development which contributes to the career of the individual employee and to high quality in the university's core tasks. The committee develops and maintains strategies for career and competence development, as well as discuss the need for competence development activities that support these.</p> <p>The <b>sub-strategy for career and competence development</b> for academic staff unfolds the university's ambition. See elaboration in Principle 39.</p>

	<p><b>Practice</b></p> <p>Continued from Principles 11 and 22:</p> <p>In <u>the annual performance and development review</u>, the manager and employee have an in-depth dialogue about professional and personal development.</p> <p><b>GAP</b></p> <p>Initiatives regarding transparent merit criteria, career paths both within and outside the university and career guidance are in the pipeline, as it is recognised that these fields could be further improved at SDU.</p>
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## 29. Value of mobility

Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Mobility, both geographical and sectoral, is generally recognised in a Danish context.</p> <p>The PhD programme is regulated by <a href="#">the Order on PhD Education at Universities and Certain Artistic Educational Institutions (the PhD Order) of 27 August 2013</a>. The programme includes, among other things, participation in active research environments, including stays at other, primarily foreign, research institutions, private research companies, etc.</p> <p>See Principle 18: <a href="#">The Danish Industrial Researcher programme</a>.</p>	<p><b>Strategy and policy</b></p> <p>At the core of <b>SDU's Strategy 2030</b> is the ability to retain, develop and recruit talented people and create outstanding environments characterised by excellence, equilibrium and diversity. This involves, e.g., "increased international collaboration and discussion", "international talent", "international educational environments", "collaborations with companies, authorities, NGOs and other partners" and "building solid and sustainable relationships in a wider ecosystem".</p> <p>See Principle 18: <a href="#">SDU's Personnel Policy guidelines</a> encourage mobility.</p> <p><b>Initiatives</b></p> <p>Continued from Principle 18: In practice, SDU supports mobility in the following ways:</p> <ul style="list-style-type: none"> <li>• Another primary source of mobility between the private sector and SDU is assistant professorships.</li> <li>• SDU supports researchers in making use of the national industrial researcher programme.</li> </ul>



	<b>GAP</b> Strengthening mobility (international experience/across sectors) as part of career development/career guidance is an area where SDU can improve.
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### 30. Access to career advice

Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>According to <a href="#">the Circular on the Agreement Regarding Competence Development of 11 December 2019</a>, public sector employers, including universities, shall hold annual employee performance reviews during which the employee and his or her immediate superior discuss the welfare, work, and personal and professional development of the employee.</p>	<p><b>Practice and initiatives</b></p> <p><b>Career guidance</b> aimed at the academic career path primarily takes place within the research group, in dialogue with the Head of Research and supervisors.</p> <p>See Principle 28: <a href="#">Annual performance and development review</a>.</p> <p>Examples: <a href="#">Mentoring for change at The Faculty of Health Sciences</a> is a strategic initiative that supports younger researchers (PhD students, postdocs and assistant professors) in their career planning and development as researchers, and by providing a space for exchange and discussion, also allows the faculty to address any structural issues or discrimination faced. The mentoring function is recognised as a valued activity similar to supervision.</p> <p>In <a href="#">DIAS Blue Sky Mentoring</a>, some of SDU's most distinguished researchers take future research leaders under their wing. The initiative launched in the autumn of 2024 will involve a combination of peer-to-peer mentoring, collective career-focused workshops, and interaction with university leadership.</p>

	<p><b>GAP</b></p> <p>Initiatives regarding transparent merit criteria and career paths are in the pipeline, as it is recognised that these areas could be further improved at SDU.</p> <p>A new initiative consisting of <b>career guidance activities</b> focused on careers both within and outside academia has been developed with input from early career researchers and is ready to launch in 2025.</p>
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## 31. Intellectual Property Rights

Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#"><u>The Act on Innovations at Public Research Institutions of 17 March 2009</u></a>. It is the purpose of this Act to ensure that research results produced by means of public funds are utilised for the benefit of Danish society through commercial exploitation.</p> <p><a href="#"><u>The Circular on Job Structure for Academic Staff at Universities of 11 December 2019</u></a>.</p>	<p>In accordance with SOPs4RI (Data practices and management), SDU has elaborate and adequate infrastructures related to all aspects of data management, protection, privacy and intellectual property rights.</p> <p><b>Forum</b> Continued from Principle 7: <a href="#"><u>SDU's Data Management Forum</u></a> ensures and supports SDU's approach to data management, including research data which are covered by the policy on data protection, as well as other laws in this area.</p> <p><b>Support</b> Continued from Principle 5: SDU's Research and Innovation Organisation (RIO) is responsible for ensuring that society benefits from inventions made at SDU.</p> <p>RIO is responsible for:</p> <ul style="list-style-type: none"> <li>ensuring optimal conditions for collaborations between the university and external partners, including negotiating agreements relating to the university's IPR (Intellectual Property Rights)</li> <li>protecting and handling UCPH's IPR</li> <li>assessing the commercial potential of research results</li> <li>commercialising research results.</li> </ul>

	<p>Continued from Principle 8:</p> <p>SDU supports researchers with ideas or technologies moving towards the market. Researchers can get help in evaluating the commercial opportunity as well as developing a market strategy.</p> <p>Support covers, e.g.:</p> <ul style="list-style-type: none"><li>• IP protection<ul style="list-style-type: none"><li>○ Utility model protection</li><li>○ Design protection</li><li>○ Trademark registration</li><li>○ Copyright</li></ul></li><li>• Information meetings</li><li>• Industry outreach</li><li>• Market research.</li></ul> <p><b>Information</b></p> <p>The rules and regulations, rights and support opportunities are described on the Research Support Hub.</p>
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## 32. Co-authorship

Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).

Relevant legislation and national framework	Institutional frameworks and initiatives
<p>Elaboration from Principles 2 and 3:  <a href="#">The Danish Code of Conduct for Research Integrity of 5 November 2014:</a></p> <p>Danish research should be performed in a culture where honesty, transparency and accountability are respected.</p> <ul style="list-style-type: none"> <li>• The summary says on authorship: Attribution of authorship should in general be based on the four criteria in the Danish code. Contributions that do not meet the criteria for authorship should be appropriately acknowledged. All authors are responsible for the content of the publication; however, responsibility should be assessed based on an author's individual role in the research project.</li> <li>• The preliminary advice concerning a suspicion of a potential breach states: "Anyone with a well-founded suspicion that a breach of responsible conduct of research has occurred should have the opportunity to request personal, impartial and professional advice concerning the suspicion, e.g. through a 'named person' or similar. In cases of qualified grounds for the suspicion, the case should be submitted for further investigation in accordance with institutional procedures and the parties to the case should be informed immediately."</li> </ul>	<p>Co-authorship is viewed positively and is widely used at SDU.</p> <p><b>Learning and development</b></p> <p>Elaboration from Principle 5:  <a href="#">SDU's Responsible Conduct of Research Courses (RCR)</a> introduce basic concepts, principles and norms concerning responsible conduct of research. By stimulating awareness, reflection and discussion of academic integrity and good scientific conduct, the course supports PhD students in establishing responsible research practice, including conducting research in accordance with scholarly and societal rules, principles, and guidelines, as well as current practices at SDU.</p> <p>The course addresses scholarly, ethical and legal aspects of the research process, including research planning; data management; key elements of scholarly publishing, authoring and authorship.</p> <p>The course consists of four modules:</p> <ul style="list-style-type: none"> <li>• Module 1: Academia and responsible conduct of research</li> <li>• Module 2: Laws and regulations</li> <li>• Module 3: Research data management</li> </ul>

	<ul style="list-style-type: none"><li>• Module 4: Publication, authorship, and peer reviewing.</li></ul> <p>The course is supported by SDU's digital learning platform.</p> <p><b>GAP</b></p> <p>Initiatives regarding authorships and related challenges (e.g. named person) are in the pipeline, as it is recognised that guidance can be further improved at SDU.</p>
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### 33. Teaching

Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>The requirements of academic staff are described in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p> <p><a href="#">The Danish Network for Educational Development in Higher Education (DUN)</a> aims to develop the quality of university education and university teaching.</p>	<p><b>Strategy</b></p> <p>In <b>SDU's Strategy 2030</b>, outstanding research environments are the basis for high-quality research-based education.</p> <p>SDU's Personnel Policy guidelines stipulate that teaching is an essential, integrated component of SDU's mission.</p> <p>In 2024, SDU approved <a href="#">a new quality policy</a> related to:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Education</li> <li>• University.</li> </ul> <p><a href="#">SDU's pedagogical competency profile</a> clarifies expectations to teachers' skills and competence development. Teachers are obligated to have <a href="#">a teaching portfolio</a>, documenting pedagogical competences and experiences.</p> <p>See Principle 26:</p> <p>In <a href="#">the Salary Policy for Scientific Staff at SDU (Danish)</a>, efforts within teaching and knowledge exchange is recognised.</p>



	<p><b>Initiative</b></p> <p>At <a href="#">the Annual University Celebration</a>, research dissemination and teaching are recognised with awards.</p> <p><b>Learning and development</b></p> <p><a href="#">Early-career researchers</a> can refine pedagogical skills through training programmes, workshops and peer collaboration.</p> <p><a href="#">SDU staff courses on teaching and learning</a> are offered.</p> <p><a href="#">SDU's Centre for Teaching and Learning</a> provides training and resources for teachers, e.g.</p> <ul style="list-style-type: none"><li>• <a href="#">Lecturer Training Programme</a></li><li>• <a href="#">Teaching for Active Learning (TAL) Conference</a></li><li>• Education in <a href="#">unconscious bias</a>.</li></ul> <p>The secretary of DUN is located at SDU.</p> <p><b>GAP</b></p> <p>Learning and development is largely decided in the individual group or unit and could be further systematised with, e.g., compulsory courses.</p> <p>The work with teaching portfolios could be further improved.</p>
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## 34. Complain/ appeals

Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 24: Pay and working conditions.</p> <p>Principles of cooperation and consultation are a fundamental part of the Danish Model.</p> <p>The Danish Model is characterised by the philosophy that the social partners are in the best position to know what the problems on the labour market might be. This means that they will also be the best at finding the solutions and adapting to the current challenges. Representative of the employees are a vital element in this model.</p> <p>According to <a href="#">the Circular on Public-Sector Union Representatives of 25 September 2024</a>, the union representative also functions as a spokesperson for the employees from among whom he or she is elected and may submit proposals, requests and complaints from the employees and enter into negotiations on local questions.</p> <p>Section 11, subsection 6 (1) stipulates that the employment contract of the union representative may not be terminated before the representative's organisation has had the opportunity to examine the legitimacy of the dismissal in legal terms.</p>	<p><b>Policy</b></p> <p>SDU expects employees and managers to maintain a respectful approach in all situations, as outlined in the Personnel Policy.</p> <p><b>Organisation</b></p> <p>The Cooperation Organisation fosters cooperation between management and employees through mutual information sharing, discussing and defining guidelines for labour and personnel issues, rationalisation and restructuring projects, new technology, training activities and workplace financial situation.</p> <p>The Personnel Policy is a result of these consultations.</p> <p>See Principle 35: SDU has several information, consultation and decision-making bodies.</p> <p>Ad hoc dialogue forums, involving employee and management representatives, are established to launch and discuss ideas on principal matters.</p>

<p><u>The Equal Treatment Board</u> processes complaints about discrimination both on and off the labor market.</p> <p>The Equal Treatment Board is an impartial and independent institution established by law. The Danish Appeals Board is the secretariat for the board, and the secretariat's employees can help and advise people who want to complain to the board. Complaints can be lodged free of charge to the Equal Treatment Board.</p> <p>In Denmark, it is possible to lodge a complaint with <u>the Danish Parliamentary Ombudsman</u>, cf. Section 7 of the Danish Ombudsman Act of 1 January 1997. The activities of the ombudsman cover all areas of public administration, including universities.</p>	<p>Continued from Principle 3:</p> <p>SDU's <u>Whistleblowing scheme</u> enables reporting of serious offences and concerns which are investigated by SDU's whistleblower unit.</p> <p>To handle offensive behaviour, employees can discuss concerns with colleagues, union representatives, staff psychologist/counselling service. Managers must take these concerns seriously and offer support. If informal methods fail, employees can file a complaint to their leader or SDU HR, who will arrange a meeting to discuss the issue and outline the formal complaint process.</p> <p><b>GAP</b></p> <p>Training in preventing and handling conflicts for managers and staff will be addressed as part of action plans related to SDU's Workplace and Wellbeing survey 2024.</p>
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## 35. Participation in decision-making bodies

Employers and/or funders of researchers should recognise it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p><a href="#">The Danish University Act of 10 April 2024</a> states that: 'The Board must ensure that co-determination and involvement are available to employees and students when making important decisions'.</p> <p><a href="#">Cooperation agreement of 2021</a></p> <p>The purpose of the Cooperation agreement is:</p> <ul style="list-style-type: none"> <li>• To establish a framework for the cooperation between management and employees with a view to involving the employees in the work with the workplace's goals and strategy.</li> <li>• To determine personnel policy frameworks that promote competence development and motivate to fulfil the workplace's objectives.</li> <li>• To contribute to creating the best possible working conditions and a good working environment.</li> </ul> <p>The cooperation committee must develop cooperation throughout the workplace, so that the individual employee can contribute to developing the workplace through the influence of their own work situation. The cooperation in the cooperation committee must supplement and support the other cooperation that takes place between management and employees in everyday life.</p> <p>According to <a href="#">the Danish Working Environment Act of 16 November 2021</a>, the employer shall provide the members of the health and safety organisation with opportunity to participate in planning insofar as matters of health and safety at the workplace are concerned.</p> <p>Furthermore, every year the employer shall, in collaboration with the employees and the supervisors, organise the content of cooperation on</p>	<p><b>Organisation</b></p> <p>Elaboration from Principle 37:</p> <p><b>Co-determination and involvement</b> at SDU take place in the following fora:</p> <ul style="list-style-type: none"> <li>• The collegiate bodies (<a href="#">defined in Sections 25-29 of SDU's Statutes</a>)</li> <li>• The cooperation organisation (laid down in the <a href="#">Cooperation Agreement</a> and in <a href="#">SDU's Personnel Policy guidelines, Section 2.11</a>)</li> <li>• The health and safety organisation (laid down in the <a href="#">Health and Safety at Work Act</a> and in the <a href="#">local agreement at SDU</a>).</li> </ul> <p>See Principle 23:</p> <p><b>Cooperation on occupational health and safety (OHS).</b></p> <p>SDU conducts <a href="#">the annual occupational health and safety discussion</a> according to a common concept.</p> <p><b>Initiative</b></p> <p>In 2019, SDU's Rector established the Committee on Co-determination and Involvement.</p> <p>The committee submitted a report along with <a href="#">Nine recommendations for enhancing co-determination and involvement at SDU</a>.</p> <p>SDU has implemented the recommendations and will evaluate in 2025.</p>

health and safety for the forthcoming year and establish how this is to take place. In enterprises with a health and safety organisation, such organisation of the content of cooperation shall involve this.

### **Learning and development**

Continued from Principle 1:

Information, framework and inspiration for co-determination and involvement is available at SDU's [Portal for Co-determination and Involvement](#).

New members of councils, boards and committees receive an [introduction with information, tools and inspiration](#). And new administrative and research leaders are introduced to co-determination and involvement in [SDU's Leadership programme](#).

### **Information**

Information on [Councils, Boards and Committees](#) is available on SDU's Intranet (in Danish).

## 4. Training and development

### 36. Relation with supervisors

Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) so as to take full advantage of their relationship with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 11:  <a href="#">Circular on the Agreement Regarding Competence Development of 11 December 2019</a>: Annual employee performance reviews.</p> <p>Elaboration from Principle 29:  The framework for PhD-students is defined in the <a href="#">Ministerial Order on the PhD programme of 27 August 2013</a>.</p> <p>Within three months of the start of the PhD programme, the institution approves a research and study plan (the PhD plan) for the individual PhD student.</p> <p>The PhD plan must, as a minimum, contain the following:</p> <ul style="list-style-type: none"> <li>• A schedule.</li> <li>• An agreement on the type of supervision provided.</li> <li>• A plan for the PhD project.</li> <li>• A plan for PhD courses etc.</li> <li>• A plan for participation in active research environments.</li> <li>• A plan for teaching activities or other types of knowledge dissemination.</li> <li>• Any agreements on intellectual property rights.</li> <li>• A financing plan (budget).</li> </ul> <p>For each PhD student, the university shall appoint a principle supervisor who shall be responsible for the PhD programme. The principal supervisor shall be a</p>	<p><b>Framework and guideline</b>  SDU maintains and supports the development of good leadership and mentoring practices for all types of staff, as documented in, e.g., <a href="#">SDU's Leadership compass</a>.</p> <p>See Principle 28:  <a href="#">Annual performance and development review</a>.</p> <p><b>Learning and development</b>  <b>Supervision</b> is taking place at SDU's faculties.  SDU provides training for all supervisors (PhD supervisor seminar).  The faculties supplement the seminar with faculty-specific methods, additional training, e.g.:</p> <ul style="list-style-type: none"> <li>• As part of the PhD programme at the Faculty of Science, the EU project <a href="#">FESTAs PhD supervision toolkit</a> is used as a departure point for facilitating good relationships between supervisors and PhD students.</li> <li>• As part of the PhD programme at the School of Health Sciences, <a href="#">a supervision portal</a> is available.</li> </ul>

recognised academic within the relevant field, be employed by the university and be affiliated with the doctoral school.

According to [Circular on Job Structure for Academic Staff at Universities of 11 December 2019](#), it is the responsibility of the university that assistant professors/researchers complete the Lecturer Training Programme.

Supervision and guidance are part of a Lecturer Training Programme.

**SDU's Lecturer Training Programme** is an individually planned in-service teacher training programme for university teachers, mandatory for newly appointed assistant professors at SDU.

The programme is also offered to associate or full professors who do not have any university training education.

For PhD students SDU offers the PhD course: "Getting started on your teaching" based on workshops including feedback on teaching skills through exercises.

#### **GAP**

SDU is currently working on strengthening the training programme for supervisors and improving mentoring based on existing good practice.

## 37. Supervision and managerial duties

Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>According to <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>, the positions as associate professor and professor may be responsible for guidance and supervision (among other things).</p>	<p><b>Strategy</b></p> <p>A core element in <a href="#">SDU's Strategy 2030</a> is development of outstanding environments that foster the next generation of excellent researchers.</p> <p><b>Framework and guideline</b></p> <p>The research leaders are responsible for creating a fruitful working environment where senior researchers can act as mentors and career advisors for younger researchers.</p> <p>Continued from Principle 4:          With <a href="#">SDU's Leadership Compass</a>, SDU intends to encourage managers to practise good leadership, to reflect on their own leadership practice, to work on their personal leadership development and find inspiration for being in a continuous learning and development process and thereby practising a flexible and agile managerial style. The compass also reflects the expectation of good leadership at SDU.</p> <p><b>Learning and development</b></p> <p><a href="#">SDU's Leadership Programme</a> supports those performing managerial duties in developing their leadership competencies. As part of the leadership programmes, research leaders are trained in group development.</p>



	<p>Continued from Principle 19:</p> <p>The initiative, <b>SDU Research Academy</b>, will develop the skills of assistant professors and early-career associate professors to accommodate the tasks they encounter through working systematically with the development of application process management and also project and research management skills.</p> <p><b>GAP</b></p> <p>See Principle 36.</p>
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## 38. Continuing Professional Development

Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>Excerpts from <a href="#">the Circular on the Agreement Regarding Competence Development of 11 December 2019</a>:</p> <p>Ongoing development of the employees' skills and qualifications is a prerequisite for efficient and attractive workplaces.</p> <p>The purpose of the agreement is to oblige management and employees to prioritise increased job and skills development, including continuing and further education efforts.</p> <p>Competence development is a joint matter for employees and management. Both management and employees must take responsibility for ensuring strengthened competence development, which ensures both the institution's needs and the employees' individual and professional development.</p> <p>The criteria for the quality of academic staff at all career levels are described in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p>	<p>See Principle 39 for a description of <b>SDU's strategy, personnel policy, committees and action plan for career and competence development</b> and <b>Annual Performance and Development Reviews</b> at SDU.</p> <p><b>Learning and development</b></p> <p>SDU provides researchers with a range of opportunities for continued professional development based on a broad understanding of competence development. SDU offers a wide range of opportunities for professional and personal development, such as courses, seminars, workshops, networking, counselling and constructive discussions, as well as e-learning and much more.</p> <p>Current strategic efforts related to research are:</p> <ul style="list-style-type: none"> <li>• Project management for researchers strengthens quality in your own project</li> <li>• Project management for researchers increases quality in projects together with others</li> <li>• Everyday Implementation supports researchers in using project management skills in everyday practice</li> <li>• Research Academy supports the researcher 'just-in-time' in the challenges they face</li> <li>• New to Research Leadership increased research quality through good leadership</li> <li>• 'LØFT' clear ambitions and research strategies with a focus on improving quality in research</li> <li>• Mentoring schemes where experienced researchers can share their knowledge</li> <li>• Research Support Hub support for researchers gathered in one place.</li> </ul>

	<p><a href="#">SDU Staff Courses</a> is a joint platform for internal courses, seminars, networks etc.</p> <p>See Principle 4: <a href="#">SDU's Leadership Compass</a>, <a href="#">leadership portal</a> and <a href="#">leadership training programme</a>.</p>
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### 39. Access to research training and continuous development

Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, takeup and effectiveness in improving competencies, skills and employability.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 38: <a href="#">Circular on the Agreement Regarding Competence Development of 11 December 2019</a>: Ongoing development of the employees' skills and qualifications.</p> <p>The criteria for the quality of academic staff at all career levels are described in <a href="#">the Circular on Job Structure for Academic Staff at Universities of 11 December 2019</a>.</p>	<p><b>Strategy and policy</b></p> <p><b>SDU's strategic aim</b> is to deliver quality grounded in a high level of competence and robust environments. SDU focuses on further development of the knowledge, skills and abilities of managers and employees to fulfil tasks – individually and as a collective organisation.</p> <p>Continued from Principle 6:</p> <p><b>SDU's Personnel Policy</b> outline SDU's ambition to offer strategic and systematic competence development contributing to the development of the individual employee and to the development of SDU as an organisation.</p> <p>Elaborated from Principle 28:</p> <p><b>SDU's substrategy for career and competence development</b> unfolds the university's ambition to:</p> <ul style="list-style-type: none"> <li>• a continued high level of competence</li> <li>• open and transparent career paths.</li> </ul> <p>Implementation of the strategy is supported by continued dialogues and agreements on career and competence development between departments' management groups and SDU HR Development and SDU Teaching and Learning.</p>

	<p><b>Committee</b> See Principle 28: <b>The Committee for Career and Competence Development.</b></p> <p><b>Organisation</b> See Principle 28: <a href="#">Annual performance and development review.</a> All employees should have a development plan agreed upon in the annual performance and development review.</p>
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## 40. Supervision

Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.

Relevant legislation and national frameworks	Institutional frameworks and initiatives
<p>See Principle 11:  <a href="#">Circular on the Agreement Regarding Competence Development of 11 December 2019</a>:  Annual employee performance reviews.</p>	<p><b>Practice and initiatives</b></p> <p>All researchers can refer to the head of Department and the research leader in their research group for the performance of their professional duties.</p> <p>Elaboration from Principle 37:  The research leaders are thus responsible for creating a fruitful working environment where senior researchers can act as mentors and career advisors for younger researchers. Both administrative leaders and research leaders with managerial responsibilities are obliged to participate in SDU's Leadership Intro Programme/New to Research Leadership.</p> <p>To ensure that the performance reviews are held with the right person and to the greatest possible benefit for both parties, it is defined locally who will hold reviews with whom and, for the managers, what degree of decision-making power comes with this responsibility.</p> <p>SDU is currently building up more systematic mentoring capacity see, e.g., Principle 30: DIAS Blue Sky Mentoring and Mentoring for Change.</p> <p><b>GAP</b>  See Principle 36.</p>





Syddansk Universitet  
Campusvej 55  
DK-5230 Odense

Telefon: +45 6550 1000  
[sdu@sdu.dk](mailto:sdu@sdu.dk)  
[www.sdu.dk](http://www.sdu.dk)