

ACTION PLAN UCPH UNIVERSITY OF COPENHAGEN



HR EXCELLENCE IN RESEARCH

HR-Strategy for researchers 2018-2024

Objective no. 1: Career advice, transparency, and promotion programme at UCPH

In September 2018, UCPH launched a researcher career development programme as one of 6 strategically important programmes at the university to be developed over the coming years. The programme has the ambitious vision that UCPH should be able to attract and develop the top national and international academic talents by supporting their academic and career development as excellent researchers and lecturers. This is done within the framework of an attractive, transparent, and anchored academic career system at UCPH.

The programme is managed by Shared HR in close corporation with Rector and particularly Prorector, as well as the Deans (Head of Schools) from the six faculties. The programme is organised with a steering committee with Prorector as head, 5 project groups and a large programme board. The project groups have all had members of management (primarily Prodeans and Head of Departments) and scientific staff (Professors, Associate professors, Postdocs and PhD students) and some administrative staff with relevant competencies within the field of career development.

The programme focuses in particular on three elements from the UCPH Strategy 2023:

1. Attracting, developing, and retaining academic talent
2. Education with closer ties to research and practice
3. One unified and focused university

<p>13. Recruitment</p> <p>14. Selection</p> <p>15. Transparency</p> <p>16. Judging merit</p> <p>19. Recognition of qualifications</p>	<p>Promotion Programme from associate professor to full professor</p> <p>The programme offers particularly talented associate professors/senior researchers the chance to participate in a promotion programme with transition to appointment as full professor over a period of up to 8 years without an open vacancy process. The programme is developed to support UCPH's efforts to retain and attract the best national and international talents.</p> <p>Action</p> <ul style="list-style-type: none"> a) Drafting the programme for promotion from Associate Professor to full Professor. b) Included large number of workshop meetings in the project group and decisions by the Steering Committee c) Participation in workshops by national body of legislation to push for the possibility of a promotion programme. Successful push. d) Receiving feedback from all boards and committees at UCPH on content and structure of the Promotion Programme. Great interest from other Danish Universities and some Danish media. e) Dialogue in project group, steering committee and top management team (Deans, Rectorate) and UCPH Board, particularly on the role of Head of Department and how to enrol in the programme f) Receiving last feedback from all boards and committees at UCPH on content and structure of the Promotion Programme. g) Analyses of two American, one British and two Nordic universities and their promotion programme processes to look at similarities and differences amongst programmes. h) Approval of the Programme by Rectorate i) HR group implementation group focusing on materials for managers, academics, tools, guides, training workshops, communication materials and development of websites etc. Supported dialogue at each Faculty on the implementation and use of the Programme. Dialogues between Heads of Departments and Deans and between Heads of Departments and associate professors j) First round of application for already employed associate professors at UCPH. A lot of applications expected. 	<p>Responsible Unit:</p> <p>Shared HR</p> <p>Project groups with the following members:</p> <p>Associate Deans for research, external relations and education.</p> <p>Heads of Department</p> <p>Professors</p> <p>Associate Professors</p> <p>Postdocs</p> <p>PhD students</p> <p>Union rep. for Research Staff</p> <p>HR-professionals</p> <p>Professionals from Research and Innovation</p>
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	<p>k) Evaluation of the application process for already employed associate professors. Particular focus on roles/responsibilities at department level and incl. implementation of adjustments.</p> <p>l) UCPH Promotion Board meets for the first time and discuss progress, process etc. based on data from first round of application and number of candidates enrolled based on vacancy process. Are to advise the top management team on any adjustments of the programme.</p> <p>m) Exploring whether the programme will benefit from system-based process support</p> <p>n) First round of application for already employed associate professors at UCPH. A lot of applications expected however dependent on how the first round goes.</p> <p>o) Evaluation of the full programme with particular focus on minor adjustments and how many associate professors are expected a swiftly promotion to professor (2 years of less).</p> <p>p) Third round of application for already employed associate professors at UCPH. Less applications expected. Rise in number of vacancy applications which include entering the promotion programme.</p> <p>Timing</p> <p>a) Autumn 2018 - 2019: Start up and drafting the Promotion Programme</p> <p>b) Jan. 2020: Legislation in place</p> <p>c) Apr. - Jun. 2020: Draft of Promotion Programme in broad consultation</p> <p>d) Aug. 2020 - Jan. 2021: Adjustment of Promotion Programme</p> <p>e) Feb. - May 2021: Final edition of Promotion Programme in broad consultation</p> <p>f) Feb. - May 2021: Comparative analysis with other LERU/IARU universities</p> <p>g) 1 June 2021: Approval of UCPH Promotion Programme by Rectorate</p> <p>h) Aug. 2021 - Feb. 2022: Preparation of implementation</p> <p>i) 1. Feb. 2022: First round of application for enrolment in the Programme</p> <p>j) Autumn 2022: First evaluation of application process</p> <p>k) Autumn 2022: UCPH Promotion Programme Board advises Management Team</p> <p>l) Autumn 2022: Possible introduction of system-based support of the process</p> <p>m) 1. Feb. 2023: Second round of application for enrolment in the Programme</p> <p>n) Autumn 2023: Evaluation of the Promotion Programme incl. adjustments</p> <p>o) 1. Feb. 2024: Third round of application for enrolment in the Programme</p> <p>Indicators / Targets</p> <p>Number of Associate Professors applying for enrolment in UCPH's promotion programme Baseline 2022: not known yet Frequency: Once a year</p>	<p>Professionals from Education and Students</p> <p>The aim has been to involve the organisation in the development of initiatives – both management and research staff as well as union rep.</p> <p>The programme has besides project groups had a large programme board with same diverse composition as is present in the project groups.</p> <p>The aim has also been to secure knowledge of the career development area amongst professionals as well as expertise within the areas of research and innovation and educational services. Educational services have extensive experience with the career development field.</p>
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<p>11. Evaluation/ appraisal systems</p> <p>14. Selection</p> <p>15. Transparency</p> <p>16. Judging merit</p> <p>19. Recognition of qualifications</p> <p>26. Funding and salaries</p>	<p>Number of Associate Professors enrolled in UCPH’s promotion programme Baseline 2022: not known yet. Target: 10% of associate professor population Frequency: Once a year</p> <p>Criteria for recognising merit for assistant-, associate- and full professors:</p> <p>The project will develop a model at UCPH level describing researcher career steps (criteria for recognising merit) for assistant professor, associate professor, and full professors, supplemented with department descriptions used across faculties and departments in both recruitment and career development context. The project supports that the researcher career path will be more transparent in terms of the movement from one academic position to another.</p> <p>Action</p> <ul style="list-style-type: none"> a) After considering vast national and international as well as local UCPH material the project group drafted a set of entry criteria to the positions of assistant-, associate- and full professors b) Receiving feedback from all boards and committees on amount, content and deletion of criteria as well as ideas for other/new criteria c) Six main criteria with additional sub criteria are developed (research, teaching, societal impact, external funding, organisational contribution and leadership) as factors which should be taken into consideration in the context of career progression from one position to the next. Sent to all faculties to supplement UCPH criteria with local criteria, if necessary. d) Launched at websites and intranet, in the UCPH e-recruitment system to be used by all assessors, launched in all job vacancy advertisements for assistant-, associate- and full professor positions. Also launched in the UCPH Review and Development Dialogue process to be used every year amongst manager and academic staff e) The professor criteria are incorporated in the UCPH Promotion Programme for associate professors in promotion plan and dossier. Criteria to be used in yearly salary negotiations and recruitment policy at certain faculties f) Evaluating amongst assessors, managers etc. getting positive feedback on the use of the criteria. More stringent and comparable assessments and better development dialogues, some Head of Departments ask for ‘criteria statements’ prior to yearly dialogue to make sure researchers apply a broad focus on their responsibilities and possibilities. g) The criteria are incorporated into the promotion plan which is part of the mandatory material associate professors have to fill out and submit when applying for enrolment in the Promotion Programme. 	
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<p>28. Career development</p> <p>30. Access to career advice</p> <p>36. Relation with supervisors</p>	<p>h) Using the criteria as a key element in UCPH's Gender Equality Plan</p> <p>Timing</p> <p>a) Autumn 2018: Start up and first draft of criteria for recognising merit b) Feb.- Sep. 2019 Criteria in broad consultation at UCPH c) Oct. 2019 Final version of UCPH criteria for recognising merit d) Jun. - Sep. 2020: Criteria launched at UCPH e) Autumn 2020: Criteria incorporated in UCPH Promotion Programme etc. f) Spring 2021: First evaluation amongst users and HR g) Spring 2022: Part of first round of UCPH Promotion Programme h) Autumn 2022 - 2024: New initiatives</p> <p>Indicators / Targets</p> <p>Assessment based on criteria for recognising merit in all relevant assessments, measured by considering assessments of assistant, associate and full professor Baseline 2021: 75%. Target 100% Frequency: Once a year</p> <p>Career development and clarification among PhD students and Postdocs:</p> <p>The aim of the project is to develop a transparent framework for career development among young researchers (PhD and Postdocs), which supports both attraction, career development, and clarification in relation to future career.</p> <p>Action</p> <p>a) The project group developed a paper with recommended initiatives supporting a transparent framework for career development among PhD students and Postdocs b) Decision on 5 initiatives based on the recommendations: 1) the establishment of 1:1 career counselling for young researchers, 2) the development of career site on www.ku.dk targeting young researchers, 3) the development of activity/workshops focusing on early introduction to career thinking and planning, 4) the development of material supporting managers and Ph.D. coordinators in their career guidance</p>	
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and 5) an analysis and further development of the PDR review material focusing on young researchers. Hiring of career consultant (2020 – 2021).

- c) Website on [www.ku.dk](https://employment.ku.dk/career-for-young-researchers/) developed targeting young researchers outlining support, tools, workshops etc.: <https://employment.ku.dk/career-for-young-researchers/>
- d) 1:1 career counselling offered to all PhD's and Postdocs at UCPH
- e) Activities developed targeting introduction to early career thinking and planning offered at department level (approximately two thirds of all departments have accepted)
- f) Use of career consultant to great extend giving talks on career focus to managers and young researchers. National network established amongst the Danish universities. Project manager in 4EU+ Work Package on strengthening research and innovation with human capital and focus on career development (2021 – 2023 project).
- g) UCPH grant for two year extension of career consultant (2022 – 2023). Material to support managers and Ph.D.-coordinators including the analysis and further development of the PDR review material.
- h) Considerations on developing a young researcher career development programme

Timing

- a) Oct. 2018 - May 2019: recommendations on career development focus areas
- b) Aug. - Dec. 2019: Decision on the implementation of recommendations
- c) Jan. - Jun. 2020 Development and launch of website
- d) Mar. 2020 – onwards: Development and offering of 1:1 career counselling
- e) Autumn 2020 - onwards: Developing and offering activities targeting introduction to career thinking and planning
- f) 2021: Participating in local UCPH, national and international fairs, workshops and projects on researcher career development amongst young researchers
- g) Spring 2022 - onwards: Developing material supporting managers, supervisors and Ph.D.-coordinators in their development dialogue with young researchers on career.
- h) 2023 - 2024: New initiatives

Indicators / Targets

The extent to which younger UCPH researchers are supported in the transition to the business community and feel well prepared to take charge of their future career. Specified in the number of postdocs with four months left of their UCPH employment.

Baseline 2019: 55% (Yes).

Target: 70%

Frequency: Once a year from 2022 onwards

<p>33. Teaching</p> <p>38. Continuing Professional Development</p>	<p>Recognition of excellence in teaching:</p> <p>The project aims to support that UCPH has an incentive structure for the recognition of excellence in teaching and enforcing that teaching is a fundamental and well-defined element in the researcher career and in the work with researcher career development at UCPH.</p> <p>Action</p> <ul style="list-style-type: none"> a) The project group developed a paper with recommended initiatives supporting that teaching is a fundamental and well-defined element in the researcher career and in the work with researcher career development at UCPH. b) Decision on 5 initiatives based on the recommendations: 1) that a template be drawn up for the evaluation of teaching competencies in connection with appointment; 2) that the teaching assignment is always affected in a PDR interview. If the manager does not have education as his or her area of responsibility, the manager should obtain the necessary information prior to the interview, e.g. with the Director of studies and/or the deputy Head of Department for Education. 3) that the University lecturers register teaching activities in PURE (CURIS) 4) that further structured courses of study be prepared in accordance with the teaching and learning in higher education programme, e.g. digital skills, supervision (theses, bachelor projects, etc.) and feedback. 5) that more pay supplements be awarded for the development of – and quality in the performance of the teaching tasks. c) Template developed d) Recommendation 2 developed with the criteria for recognising merit embedded in the PDR review material for all professor levels, education and teaching being a significant part of the criteria. e) Recommendation 3: Technical analysis of the possibility of using PURE/CURIS for display of teaching activities (as it is used for displaying research activities). Analysis conducted showing too many obstacles in the technical migration of data and too much manual work needed by academics. Therefore, the recommendation was dismissed. f) Recommendation 4 embedded in interdisciplinary working group led by Educational Services and anchored in work collaboration between UCPH's learning units. g) Dialogue regarding recommendation 5 was taken out of the project frame and conducted in the line management and General Collaboration Committee at UCPH. <p>Timing</p> <ul style="list-style-type: none"> a) Dec. 2018 – Jun 2019. Onboarding new project group and development of recommendations 	
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	<p>b) Autumn 2019: Decision on initiatives c) Jan 2020 – Apr 2021: Implementation/dismissal of initiatives d) Project completed</p> <p>Indicators / Targets</p> <p>Explicit consideration of teaching competencies in connection with appointment and promotion via criteria for recognising merit, measured by considering assessments. Baseline 2021: 66% Target: 100% Frequency: One a year</p>	
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Objective no. 2: Non-discrimination and gender equality

The University of Copenhagen has been working on gender equality and diversity for several years. There is a big focus on making sure to engage the whole organization in the ambitions connected to inclusion and diversity. Therefore, the subject matters hold a prominent role within the [University Strategy 2023](#) both as genuine values as well as targets to be reached. In December 2021 the University of Copenhagen implemented a new [Gender Equality Plan](#) focusing on 6 ambitious targets for the period of 2022-2023. In connection to the Gender Equality Plan, top management at UCPH decided to double the resources set in place to implement and monitor the work done on EDI. Therefore, UCPH will have a team of 2,5 fulltime employees working on EDI from 2022 and forward.

The following numbers were the baseline for 2020 and the target for the coming years is to increase the percentage of women in leadership positions and well assistant professor, associated professor, and professor positions.

Staff at UCPH (2020)		Women in leadership positions	
PhD:	55% women	Rectorate:	25% women
Postdoc:	46% women	Dean:	50% women
Assistant professor:	43% women	Vice-dean:	62% women
Associated professor:	38% women	Faculty director:	17% women
Professor:	26% women	Head of Department:	35% women

<p>10. Non discrimination</p> <p>13. Recruitment</p> <p>27. Gender balance</p> <p>28. Career development</p>	<p>Local involvement and unconscious bias training</p> <p>Action</p> <ul style="list-style-type: none"> • 10 departments across the university have received training in unconscious bias and nudging • 10 departments across the university have investigated their own process of recruitment and retention in connection to equality and diversity • 10 departments across the university have developed local action plans focusing on ensuring equality and diversity in recruitment and retention • 10 departments have shared knowledge and experiences working on equality and diversity with the rest of the university 	<p>Responsible Unit:</p> <p>Shared HR Senior Consultant on EDI: Maria Mortensen</p> <p>Local HR centres</p> <p>Researchers</p>
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<p>10. Non discrimination</p> <p>24. Working conditions</p>	<p>Timing</p> <ul style="list-style-type: none"> • The 1st of August 2018 to the 1st of March 2021 • Autumn semester 2018: project-design and taskforce • Spring semester 2019: the 10 departments have volunteered to participate and formed working groups • Autumn semester 2019: the 10 working groups have received training in unconscious bias and nudging • Spring semester 2020: the 10 departments have fully developed and implemented action plans • Autumn semester 2020: the 10 departments have participated in a follow-up meeting focusing on progress • Spring semester 2021: the 10 departments have evaluated their participation in the project and the output of the action plan <p>Indicators / Targets</p> <ul style="list-style-type: none"> • The 10 departments continue the work after the end of the project • UCPH implements an ongoing network for participants from the project <p>Guidelines on Sexual Harassment</p> <p>Action</p> <ul style="list-style-type: none"> • Revisiting the guidelines on sexual harassment, making sure they were agreed on across the population of staff. • Updating the guidelines. • Revisiting the workplace assessment, making sure to get the data needed to understand and analyse the full amount of and complex dimensions of sexual harassment with the organization. <p>Timing</p> <ul style="list-style-type: none"> • Autumn semester 2018: • KU debate on guidelines 	<ul style="list-style-type: none"> • Heads of Department • Professors • Associate Professors • Postdocs • PhD students
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<p>13. Recruitment</p> <p>27. Gender balance</p> <p>28. Career development</p>	<ul style="list-style-type: none"> • Spring semester 2019: New guidelines • Spring semester 2021: new questions on sexual harassment is included in UCPH workplace assessment <p>Indicators / Targets</p> <ul style="list-style-type: none"> • The workplace assessment shows an increase in cases of episodes of harassment at UCPH, thereby giving a clear picture of status quo within the organization <p>Gender balanced recruitment</p> <p>Action</p> <ul style="list-style-type: none"> • Mandatory in all recruitments of faculty members to ensure that both male and female are represented in the applicant pool • In cases on nonrepresentation of either male or female a letter of dispensation must be sent to the rector for approval • UCPH has promoted equal opportunities in the recruitment of managers at UCPH by testing different tools to reduce unconscious bias and to assure the quality of the recruitment process. • UCPH has updated the concept for manager development reviews (LUS) to include their position on gender equality and diversity as an important development parameter. <p>Timing</p> <p>The 1st of January 2020 to the 31st of December 2023</p> <p>Indicators / Targets</p> <ul style="list-style-type: none"> • A decrease in recruitments where only one gender is represented • Improved gender balance in managerial positions at UCPH • The concept for LUS is updated and implemented <p>Diversity management</p>	
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<p>3. Professional responsibility</p> <p>4. Professional attitude</p> <p>27. Gender balance</p>	<p>Action</p> <ul style="list-style-type: none"> • L80 (the top 80 leaders at UCPH) is invited for a mandatory course in diversity management • UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all managers <p>Timing</p> <ul style="list-style-type: none"> • Spring semester 2021 • The 1st of January 2022 to the 31st of December 2023 <p>Indicators / Targets</p> <ul style="list-style-type: none"> • L80 has received an extensive course on diversity management • The course has been offered for employees at UCPH at least 4 times 	
<p>10. Non discrimination</p> <p>13. Recruitment</p> <p>27. Gender balance</p> <p>28. Career development</p>	<p>Local involvement and unconscious bias training</p> <p>Action</p> <p>Broad involvement of the entire organization in relation to goals and direction of the gender equality and diversity effort</p> <p>Timing</p> <p>The 1st of January to the 31st of December 2023</p> <p>Indicators / Targets</p> <ul style="list-style-type: none"> • All formal networks at UCPH have discussed gender equality and diversity • Organizational input is included within the next gender equality plan 	

<p>10. Non discrimination</p> <p>24. Working conditions</p>	<p>LGBT+ employee network</p> <p>Action</p> <ul style="list-style-type: none"> • An employee network for LGBTQIA+ staff members are put into place • The network is contributing to the knowledge of the organization on matters of diversity and inclusion • The networks is formalized and supported financially by the university <p>Timing</p> <p>The 1st of January 2020 to the 31st of December 2023</p> <p>Indicators / Targets</p> <ul style="list-style-type: none"> • The network is growing in numbers of members reaching at least 150 members across the organization • Shared HR is supporting the network in planning activities 	
<p>24. Working conditions</p>	<p>Sexual Harassment</p> <p>Action</p> <ul style="list-style-type: none"> • Both formal and informal leaders at UCPH have been educated in how to prevent sexual harassment • UCPH has equipped staff and students to intervene as a third person in the event of offensive behaviour. • UCPH has introduced a whistleblower scheme with an option to report sexual harassment anonymously <p>Timing</p> <p>2021-2023</p> <p>Indicators / Targets</p>	

	<ul style="list-style-type: none">• Courses on preventing and handling sexual harassment, including by-stander-approach, is offered at least 4 times for the entire organization• UCPH has implemented a whistle-blower scheme	
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Objective no. 3: Language Policy - Parallel language use at UCPH

UCPH has a need for a language policy that promotes a parallel-language work and study environment with fewer language barriers for both staff and students. The aim is to support the University's core activities, both nationally and internationally, and to attract and retain talent. In this light, the board of the University has launched the 2023 strategy project ‘UCPH language policy’.

The project consists of a steering group with former Dean John Renner Hansen as chair and two working groups chaired by, respectively, Head of Department Birgit Nørrung and Associate Dean Jens Erik Mogensen. The project has two working groups with ‘language and employees’ and ‘language and education’ as their respective focus areas. In addition, the reference group consisting of international academic staff was set up to discuss the findings from the two working groups. The reference group was put together by inviting international researchers from each six different faculties at the university and ensuring that all positions were represented: from PhD students to faculty level.

<p>5. Contractual and legal obligations</p> <p>8. Dissemination, exploitation of results</p> <p>9. Public engagement</p> <p>10. Non-discrimination</p> <p>12. Recruitment</p> <p>24. Working conditions</p>	<p>Language policy for the University of Copenhagen</p> <p>Action</p> <ul style="list-style-type: none"> • The kick-off meeting in March 2019 set the scene for the work ahead for the different groups. • 18 meetings have been held in the four different groups altogether, including the kick-off workshop and a workshop in November 2019. • The workshop in November focused on language barriers at the University of Copenhagen. An article about the workshop was published on the UCPH intranet KUnet informing students and staff about the process. The article was called “Talking about language use should not be an issue”. • An article was also published based on the meetings in the reference group. The reference group discussed the findings from the working groups and ensured involvement of international researchers already early in the process. The article published on KUnet was called “International researchers: we should start learning Danish from day one”. • The working groups delivered their comments and recommendations within the topics of language and employees and students respectively to the steering group in March 2020. • Based on the recommendations from the two working groups, the steering group drafted a language policy during Spring 2020. 	<p>Responsible Unit</p> <p>Steering group</p> <table border="1" data-bbox="1543 857 1869 1321"> <tr> <td>John Renner Hansen</td> <td>Former dean, SCIENCE</td> </tr> <tr> <td>Ida Andersen</td> <td>HR, FA</td> </tr> <tr> <td>Birgit Nørrung</td> <td>IVH, SUND</td> </tr> <tr> <td>Jens Erik Mogensen</td> <td>Associate Dean for Education, HUM</td> </tr> <tr> <td>Anne Holmen</td> <td>Professor, CIP, HUM</td> </tr> </table>	John Renner Hansen	Former dean, SCIENCE	Ida Andersen	HR, FA	Birgit Nørrung	IVH, SUND	Jens Erik Mogensen	Associate Dean for Education, HUM	Anne Holmen	Professor, CIP, HUM
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Anne Holmen	Professor, CIP, HUM											

<p>25. Stability and permanence of employment</p> <p>28. Career development</p> <p>33. Teaching</p> <p>37. Supervision</p>	<ul style="list-style-type: none"> • This draft policy was presented for the management in May 2020. It was then approved to go into a consultation process – despite the lockdown of the university at the time due to the COVID-19 epidemic. • The consultation process has been taking place from June to October 2020 across the university. During the consultation process, involvement has been a keyword. Altogether five different articles have been published on the university’s intranet KUnet in Danish and English targeted to students, employees, international researchers, and managers. In the articles, everyone was asked to comment on different topics within the language policy and more than 100 people did so. • The steering group received 34 written responses to the hearing request from all six faculties at the Universities, from among others different local management boards, collaboration committees, the University of Copenhagen Association of PhD students etc. • The steering group amended the language policy based on the consultation process in October 2020. • The language policy is to be presented to three different management boards in November and December 2020. The boards include among others the rector and deans of the university as well as the General Collaboration Committee for the University. • The Language Policy was adopted by the Board on 26 January 2021 as a strategy 2023 project. • The Language Policy is currently being implemented in a two-year period from 2021-2023. <p>Timing</p> <p>This action/project runs from 2019-2020. The implementation phase will take place in 2021-2023.</p> <ul style="list-style-type: none"> • The project was launched in March 2019 with a kick-off meeting. • The two working groups have been active from March to December 2019, while the steering group has been working from March 2019 to May 2020. • The reference group consisting of international employees met in September 2019 and February 2020. • The draft policy was presented for the management in May 2020. • The consultation process has been taking place from June to October 2020 across the university. • The steering group met in October 2020 to amend the language policy based on the consultation process. • The amended language policy was presented to three different management boards before the board of the University approved the policy and the implementation plan. 	<table border="1"> <tr> <td data-bbox="1543 219 1701 381">Gitte Korsgaard</td> <td data-bbox="1701 219 1869 381">HR Manager, HUM, THEO, LAW and SOC.SCI.</td> </tr> <tr> <td data-bbox="1543 381 1701 576">Anders Berg-Sørensen</td> <td data-bbox="1701 381 1869 576">Head of studies, Department of Political Science, SAMF</td> </tr> <tr> <td data-bbox="1543 576 1701 690">Thomas Vils Pedersen</td> <td data-bbox="1701 576 1869 690">HSU - B side</td> </tr> <tr> <td data-bbox="1543 690 1701 771">Ingrid Kryhlmund</td> <td data-bbox="1701 690 1869 771">HSU - B side</td> </tr> <tr> <td data-bbox="1543 771 1701 876">Mike Gudbergesen</td> <td data-bbox="1701 771 1869 876">Student council representative</td> </tr> <tr> <td data-bbox="1543 876 1701 958">Matt Denwood</td> <td data-bbox="1701 876 1869 958">SUND</td> </tr> <tr> <td data-bbox="1543 958 1701 1063">Jasper Steen Winkel</td> <td data-bbox="1701 958 1869 1063">Director, KU KOM, FA</td> </tr> </table>	Gitte Korsgaard	HR Manager, HUM, THEO, LAW and SOC.SCI.	Anders Berg-Sørensen	Head of studies, Department of Political Science, SAMF	Thomas Vils Pedersen	HSU - B side	Ingrid Kryhlmund	HSU - B side	Mike Gudbergesen	Student council representative	Matt Denwood	SUND	Jasper Steen Winkel	Director, KU KOM, FA
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- The policy and action plan for implementation was presented and accepted by the Board in January 2021.
- In October 2021 an extern language consultant was appointed to support the ongoing work of implementing the language policy until ultimo 2023.
- 2022 The Taskforce will host 4 meetings in 2022 to discuss the ongoing work of implementing the Language policy.

Indicators / Targets

The language policy has 10 different overall areas each with principles/suggestions for action/change. The suggested principles are currently being carried out during the implementation phase in 2021 and 2022. The principles are divided into the categories ‘language and employees’ (6 principles) and ‘language and education’ (4 principles) The current principles/suggestions are:

Principles – Language and employees

1. Employees’ English-language skills

Based on the internationalisation objective in Strategy 2023, it is required that all employees have the necessary English-language skills in order to perform their job. At the same time, it is important that everyone is able to participate in the social life of the workplace and is not excluded due to insufficient language skills. See Appendix 4 for guidance on language skills.

1.1 All employees at UCPH must have English-language skills that match the level of English that is necessary to perform their job and to participate in general work-related activities. Paid English-language courses must be offered by the department/unit where necessary.

1.2 When recruiting new employees, the expectation of English-language proficiency must always be clearly stated in the job advert.

1.3 The PhD schools must establish common requirements across UCPH for international PhD students’ English-language skills. These skills must be obtained before starting the PhD.

1.4 All employees must, to the extent necessary, be aware of the tools that support UCPH as a parallel-language workplace (KU translate, KULEX, Memsource, meeting templates in Danish/English, etc.) and other necessary language support.

2. International employees’ Danish-language skills

The goal is that all employees feel well-integrated and thrive at their workplace according to the Strategy 2023 objectives for a coherent university and for retaining talent.

To ensure that this also applies to international academic staff, it is important that they are able to communicate with other VIP staff, with technical and administrative staff and with students, and

that as many as possible can contribute to the programmes at both BA and Master's level and to the development of the programmes in different forums, such as study boards, teaching committees, etc. All academic staff should be able to contribute to the dissemination of research results to authorities, politicians, citizens, etc. and, thereby, to creating value for society at large. See Appendix 4 for guidance on language skills.

Principles

2.1 In general, it is expected that tenure-track assistant professors, associate professors and professors are able to contribute to teaching in Danish after 3-6 years, including grading and supervising students – at a level of skills that corresponds to the teaching they are to undertake.

2.2 The relevant manager must communicate the expectations for employees set out in 2.1 in job adverts and at job interviews and during the first years of employment and look into their need for support in order to meet the expectation.

2.3 International tenure-track assistant professors, associate professors, professors, managers as well as permanent technical and administrative staff are to be offered paid, targeted Danish-language courses, preferably on campus. This offer must be clearly articulated during the job interview. It is necessary that management allows for devoting the necessary time during working hours for taking Danish-language courses. This may, for a period of time, replace other duties, for example teaching.

2.4 In relevant cases, international staff in fixed-term positions must be encouraged to learn Danish with regard to improving their career opportunities in Denmark and enhancing their integration at the workplace and in Danish society. Thus, the department/faculty should also offer Danish-language courses to fixed-term staff members and PhD students.

3. Involvement and meetings

No employees, whether Danish or international, must feel excluded or marginalised in relation to participating in university life, receiving information or seeking influence on decisions in committees and forums. A key prerequisite is to consider language choices in writing and in speech as well as at meetings and in general communication.

Principles

3.1 All employees must be given the opportunity to participate in councils, boards, and committees. Efforts should be made to ensure a flexible approach to the use of language and the planning of meeting material, see examples in appendix 2.

3.2 For all standing committees, each department/unit should agree on and write down clear procedures for language choice at meetings and in meeting material (to be updated when the composition of members changes). The individual committee chair is responsible for this.

3.3 At other meeting activities, seminars, department days, etc., the language of the meeting must be decided on and reasoned before the meeting, and the meeting language must be indicated on the meeting notice.

4. Administrative services to support inclusion

The services and systems that are available at the University must support the functions and needs of an international place of work and study. Where relevant, material must be translated into English. However, this does not include, for example, course descriptions and curricula for Danish-language programmes.

Principles

4.1 To the extent possible, there should be an efficient, joint and coordinated translation of Danish administrative texts into English across the University. Translation must be carried out at the highest possible organisational level.

4.2 All major administrative IT systems with a broad internal target group must have Danish and English user interfaces just as internal auto or standard replies from shared mailboxes, etc. must be written in both Danish and English.

4.3 All relevant information, such as diplomas, internal web portals, information screens and signage must always be in both Danish and English.

5. An international workplace culture

The research and teaching conducted at a university are inherently international, which is why the workplace is already embedded in an international workplace culture at most departments. The University's work environment comes into being in the encounter between employees of very different backgrounds. Cultural awareness is much more than language, but also necessarily a sub element of a language policy. An open international culture is crucial for making UCPH more attractive to talents from all over the world. The University's work environment comes into being in the encounter between employees of very different backgrounds.

Principles

5.1 The HR administration should prepare information about the cultural aspects of working at UCPH to be communicated through welcome packages, introductory courses, idea catalogues etc.

5.2 All new UCPH managers must be equipped to develop the international environment, for example through a leadership programme in diversity management.

6. Management task

The management task at all levels of UCPH should include a greater degree of responsibility for language and culture adjustment to ensure that the organisation sees language as a theme. Language choices and needs must be addressed in situations where it is relevant, and where it would otherwise risk causing friction and frustration, for example in teaching, administrative contexts and between peers. The keywords are inclusiveness, flexibility and focus on being able to make the right language resources available for attending meetings, teaching, translation, etc. In addition, UCPH would like to see international employees contribute more to the management task.

Principles

6.1 Management at all levels must take the initiative to regularly put language on the agenda and, for example, discuss how language-related issues are connected with internationalisation, recruitment, working environment and the quality of education.

6.2 The relevant manager is responsible for setting out specific requirements and expectations for the working language in a given situation, including ensuring that lecturers have the necessary language skills.

6.3 UCPH wants to attract the best managers, such as research centre directors and research group leaders, through active recruitment, introductory programmes and (International) Leadership development programmes (LUKU). Employees with an international background must be able to contribute to the management task, also before they master Danish.

Principles – Language and education

7. Students' English-language skills

Even though many Danish students are proficient in English, there are those who with their skills from upper-secondary school and a Danish-language BA degree do not master English at a level where they can fully benefit from English-language teaching at master's level without language support. In addition, far from all international students master English to a sufficient extent to participate in more linguistically demanding classes and, for example, an oral exam. Therefore, it is necessary to focus on all students' English-language skills on all programmes, also at BA level.

Principles

7.1 The development of language skills must be supported on all programmes where students need to be able to read texts in English. This can, for example, be done by focusing on academic reading early on in the programme and by lecturers and students working with key course-specific terminology in both English and Danish. Learning goals in this area must be included in relevant curricula.

7.2 On programmes where English is often used as working language on the job market, students must, as early as possible on the programme, be taught in English and actively participate in such teaching. Students' use of English terms or written/oral presentation must be included in the assessment of their exam performance in the same way as the linguistic performance is in Danish-language contexts and exams.

7.3 Supporting activities in academic English and subject-specific terminology must be integrated via the usual teaching activities on programmes where students are expected to speak in English and write papers in English. This may include language training and specification of terminology rather than actual English classes.

7.4 On some language programmes, other languages than English are more important for the job functions students are trained for. In such cases, teaching should focus on the relevant language.

8. Maintaining Danish as an academic language

UCPH is an internationally oriented university anchored in a Danish context and aimed at both the Danish and global job markets for our graduates. UCPH also has an obligation to contribute to maintaining Danish as a fully functional language within the academic fields in which UCPH teaches and does research. This means, among other things, that there must be programmes in both Danish and English, and that research results must be communicated in both languages. So, there is every reason to focus on students' academic English and Danish and with course-specific teaching in both languages.

Principles

8.1 Training in academic Danish must be integrated in courses on all BA programmes taught in Danish.

8.2 The study and programme administration must ensure that all international full-degree master's students receive information about the offer of Danish classes with a view to retaining them in Denmark.

8.3 International exchange students who study a master's programme taught in English are not expected to work with subject-specific terminology in Danish.

9. English-language courses and full programmes

The University's intake of international students is laid down by the Ministry of Higher Education and Science and is therefore limited. The language policy expresses the University's long-term ambition to increase the internationalisation of the degree programmes. UCPH should offer BA programmes in English in order to attract more talent, fill a need for internationally based programmes and make better use of international lecturers' teaching capabilities. Furthermore,

<p>10. Non discrimination</p> <p>12. Recruitment</p>	<p>UCPH should, to the extent possible, make use of the possibility that half of the teaching on accredited, Danish-language programmes can be carried out in English.</p> <p>Principles</p> <p>9.1 UCPH aims to offer BA programmes taught in English where relevant.</p> <p>9.2 The faculties should regularly consider English, completely, or partially, as the language of instruction on Danish-language programmes, both at bachelor and master’s level. Focal points should be students' completion rate, global job market opportunities, using international academic staff for teaching and attracting international student talent.</p> <p>10. Need for other languages than English/Danish</p> <p>Internationalisation does not solely rely on English, but globally also on a diversity of relevant language skills. Several of the University's programmes at the so-called ‘dry’ faculties consider access to other languages than English and Danish as relevant study skills and/or as a prerequisite for a relevant course-specific choice of destination for staying abroad. It is therefore important that UCPH continues to allow students on these programmes the opportunity to develop their study-related language skills in languages other than English and Danish, as well as works to integrate relevant language skills in programmes.</p> <p>Principles</p> <p>10.1 The faculties should identify the need for internationalisation through a diversity of relevant language skills other than English.</p> <p>10.2 The study boards should – to the extent relevant – strive to offer study-supporting and mobility-promoting language courses for students.</p> <p>10.3 The study boards should work to integrate relevant language skills in their programmes.</p> <p>Employees’ English-language skills</p> <p>Action</p> <ul style="list-style-type: none"> • The Centre for Internationalisation and Parallel Language Use (CIP) offers work-related English courses for specific TAP groups, for example animal keepers, office trainees or finance staff. The language content of the course is tailored to the needs and wishes of the employee group, and focus can therefore be on special terminology, writing emails or on 	
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<p>24. Working conditions</p> <p>28. Career development</p>	<p>conversations in the laboratory. In addition, it is possible to participate in a workshop about English at meetings, with focus on presenting an argument, comments to others and strategies for checking mutual understanding among the participants.</p> <ul style="list-style-type: none"> • TOEPAS certification for English teaching was designed in 2008 for lecturers at the former Faculty of Life Sciences and the special Masters of Excellence, where documented English skills were a prerequisite for receiving financial support. Later, TOEPAS has been used in several other academic environments at UCPH and RUC, including, for example, the group of educational consultants at SOCIAL SCIENCES in 2017. Teaching staff at UCPH who need to have their English skills certified and receive formative feedback can ask CIP for a TOEPAS certification. <p>Timing</p> <ul style="list-style-type: none"> • 2022 – International Staff Mobility will, as a part of the implementation plan, examine the need for further English language lessons at UCPH. It is expected that UCPH will invest in upgrading the English language level for all TAP employees (technical and administrative staff). • 2022-23 Managers in charge of holding Performance and development reviews, Manager Development Reviews and Group Performance Development Reviews will ensure that English language skills are discussed at these reviews. Shared HR/ISM will add the theme into the templates. • 2022-2023 Together with the HR centres, Shared HR is responsible for ensuring that job adverts always contain a description of the need for English language skills. <p>Indicators / Targets</p> <p>Paid English-language courses must be offered by all the department/unit where necessary.</p> <p>International employees' Danish-language skills</p> <p>Action</p>	
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<p>8. Dissemination, exploitation of results</p> <p>9. Public engagement</p> <p>10. Non discrimination</p> <p>24. Working conditions</p> <p>25. Stability and permanence of employment</p> <p>28. Career development</p>	<p>Several departments at UCPH pay for and/or arrange municipality-funded Danish classes for small groups or individuals. For international researchers it is an incentive that the teaching is aimed at their target group, takes place in small groups at the workplace and is arranged to fit with their schedule. Here are some examples:</p> <ul style="list-style-type: none"> • Fall semester 2021: 94 international employees received formal Danish language lessons on campus. The 94 employees was divided into 5 classes: 3 classes were held at Faculty of Health, 2 classes at Faculty of SCIENCE. The language level ranged from beginner, intermediate and advanced. All employees finished the course with a formal language test based on The Common European Framework of Reference for Languages (CEFR). • Spring semester 2022 115 international employees expect to start – or continue – Danish language lessons from January and February 2022 • Niels Bohr Institute (NBI): NBI has a contract with CIP, who offers regular small Danish classes at NBI to their permanent VIP staff. For example, classes at three different levels once a week with 2 x 45 minutes over a period of 5-10 weeks. The classes are often during working hours, and the timing is planned in collaboration with the researchers who want to attend. The researchers feel a certain commitment because they are asked if they want to participate, and because the institute pays for the classes. • Department of Mathematical Sciences (MATH); MATH collaborates with the local Language School; CLAVIS, to offer Danish classes at the department for new employees and beginners of at least 10 people. MATH also offers a customised, intensive Danish course via CIP to its faculty VIP staff in small groups of approx. four people with 16 hours of teaching in four days. • Department of Media, Cognition and Communication, MEF (now KOM): MEF made an agreement with CIP for one-on-one Danish classes for an associate professor of philosophy. The classes were based on the associate professor's teaching material with an oral review of PowerPoint slides in Danish. Similar courses have been held at, for example, LAW, the Department of ENGEROM and the Department of TORS <p>Timing</p> <p>Implementing new initiatives to support international employees Danish language skills will take place in 2022 and 2023</p> <ul style="list-style-type: none"> • November 2021 The steering group initiated a pilot project to finance private Danish language lessons to all new faculty employees in 2022 (24 lessons to approximately 70 employees). 	
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<p>5. Contractual and legal obligations</p> <p>8. Dissemination, exploitation of results</p> <p>24. Working conditions</p> <p>25. Stability and permanence of employment</p> <p>28. Career development</p>	<ul style="list-style-type: none"> • January 2022 The pilot project was presented and accepted by the Board • January 2022 The Pilot project will be launched and continue throughout the year <p>Indicators / Targets</p> <ul style="list-style-type: none"> • Minimum of 70 % of all new Faculty employees will receive tailor-made Danish tuition in 2022 • All Faculty employees that receive tuition will complete the course of 24 lessons within 2022 • All faculty employees will qualify for a diploma (A1+) after completion of the Danish course • All faculty employees will continue to improve their Danish language skills after completion of the course. Heads of Departments will be encouraged to finance Danish lessons afterwards. <p>Informal language training and peer-to-peer networking</p> <p>Several departments offer informal language training to international employees so they can practice their everyday Danish. These initiatives are intended as a supplement to the formal Danish classes mentioned above.</p> <p>Action</p> <ul style="list-style-type: none"> • DanStem speaks Danish today: International researchers meet every other Wednesday afternoon during working hours. The topic of their conversations is set beforehand. One of the sessions was at the National Gallery, where participants could walk about and talk in Danish about the art on display. • Danish lunch at the Department of Food and Resource Economics (IFRO): Every Thursday at IFRO, they have a 45-minute Danish lunch. The event is announced via info screens the day before and on the day or sometimes by email. Those who attend can talk about anything they like, ask questions about language or talk to each other about the topic of the day. At the request of those with the least vocabulary in Danish, there is often a 'topic of the day' with questions to open the conversation and a short glossary (fast and easy to make via KULex etc., topics include teaching, research applications, meetings, working 	
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environment). In addition, there is always a bowl of questions you can draw from to start talking. Notepads and pens are available so participants can spell the words. Employees from the administration participate in the conversations and help with challenges.

- **Peer-to-peer language help:**

In order to have the opportunity to speak Danish in everyday life, it is important to have colleagues' understanding and attention. Colleagues can, for example, volunteer as a 'language buddy', which is someone who is open to help with language questions and who is aware of including the international employee in Danish-language conversations. At DIKU, they have badges saying: *Jeg taler dansk*. CIP has also prepared [two sets of practical advice](#) for both the employee who wants to learn Danish and the colleague who wants to help.

- **Dansk Cafe at ISM:**

In November 2021 International Staff Mobility (ISM) re-opened the Danish Language Café. Once a month, ISM offers a Danish language café for all international researchers at the University of Copenhagen.

Timing

2021 –2023 International Staff Mobility will, as a part of the implementation plan, examine the need for further language training while developing and expanding current initiatives

Indicators / Targets

- Increase awareness of all formal and informal language training opportunities by collecting all available information on the ISM website.
- Despite the rise in Covid-19, the Dansk Café will continue to host at least one monthly event throughout 2022. So far an average of 8-10 people participate in the language café. The goal in 2022 is to attract a 15-20 participants each session.

UCPH courses in other languages than English/Danish

Action

<p>8. Dissemination, exploitation of results</p> <p>10. Non discrimination</p> <p>29. Value of mobility</p>	<ul style="list-style-type: none"> • Centre for Internationalisation and Parallel Language Use (CIP) provides language skills development primarily targeted staff and students at the University of Copenhagen. The majority of the courses are Danish or English courses tailored to meet the needs and language level of the participants. CIP also offer courses in other languages, e.g. German, French or Spanish for staff at the University of Copenhagen upon request. • In connection with the 2016 project on internationalisation, Theology developed a course in German reading proficiency in connection with the second semester course on Church History 1. • The pilot projects under the strategic language initiative were either started or justified as a local thing, for example French for master's degree students at Political Science in connection with a course on diplomacy or offered broadly at UCPH such as Spanish for fieldwork in Latin America. <p>Timing</p> <ul style="list-style-type: none"> • December 2021: The Danish Agency for Higher Education and Science granted UCPH 10 million DKK to support German and French language skills at UCPH. • 2022-2023 The four 'dry' faculties will establish a collaboration in order to determine language needs and a joint offering <p>Indicators / Targets</p> <ul style="list-style-type: none"> • An action plan with initiatives to support German and French language skills will be published • The 'dry' faculties will present an action plan with initiatives based on the demand for further language needs <p>Administrative services to support inclusion</p>	
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<p>8. Dissemination, exploitation of results</p> <p>10. Non discrimination</p> <p>23. Research environment</p>	<p>Action</p> <ul style="list-style-type: none"> • UCPH employees have access to various language technology tools to facilitate the efforts to work with parallel language use in administrative areas such as HR, US, Finance, IT, management, communication, etc. The tools include KULex, a termbase/dictionary, and KU Translate, a machine translation service, both available on KUNet. Employees with frequent and specific translation needs can get a licence to and be trained in Memsource translation tool. • The use of language technology contributes to consistency and uniformity of how UCPH appears in English, just as it supports the efficient production of English-language material. • The departments in the Central Administration can have their documents and texts translated by the English Language Unit in order to make them available in Danish and English at the same time. • A specific example of parallel language use is the study information pages for each programme. In 2018, these pages were revised and redrafted, just as the Study information pages for English-language programmes were translated into English. The translation was based on a jointly established set of terminologies and templates across the faculties. These pages now appear identical in Danish and English. • November 2021 An impartial analysis was made of the translation needs in the organisation, especially at faculty and department level, relating to communication, administrative texts, including study administration, as well as clarifying the division of responsibilities for translating administrative texts. <p>Timing</p> <p>2022-2023 UCPH IT, FA, US and communications department at all faculties are responsible for ensuring that relevant information is always available in both Danish and English.</p> <p>Indicators / Targets</p>	
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	<ul style="list-style-type: none">• All relevant information, such as diplomas, internal web portals, information screens and signage must always be in both Danish and English• To the extent possible, there should be an efficient, joint and coordinated translation of Danish administrative texts into English across the University. Translation must be carried out at the highest possible organisational level• All departments should agree on and write down clear procedures for language choice at meetings	
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Objective no. 4: Improving the OTM-R checklist – improving the Open, Transparent and Merit-Based Recruitment at UCPH

UCPH is going to increase the already existing focus on the recruitment policy, through a new action, starting in 2021. As shown in the OTM-R checklist filled out in the Initial Phase, UCPH has many rules, regulations, and trainings in place, but we are going to make a business case where we will look at our whole recruitment process to make sure if we can improve this process.

It will hopefully become clearer if our internal OTM-R procedures and practices are transparent for all types of positions, who is involved and trained in the principles, and we get a clear view on the useability of our recruitment tools. We are also going to look at international recruitment, compare our recruitment with other Danish and foreign universities, and look at the specific profiles who are applying (gender, age, workplace etc.).

	UCPH courses in other languages than English/Danish	Responsible Unit
12. Recruitment	Action	
13. Recruitment	Recruitment at UCPH: Business case about the entire recruitment process. Both national and international recruitment at UCPH.	Shared HR
14. Selection		International Staff
15. Transparency	Information will be gathered via interviews, data, comparing with Danish and international universities. We will include the current OTM-R procedures and practices to be able to write this business case.	Mobility (ISM and Development (UD)
16. Judging merit	Timing	
17. Variations in the chronological order of CVs	<ul style="list-style-type: none"> January - December 2021: First meeting with project leaders, planning the project + appointing a working group January - December 2022: Interviews, best practices (DK+ abroad), gathering data January - March 2023: Analysis data and writing the business case. 	
18. Recognition of mobility experience	Indicators / Targets	
19. Recognition of qualifications	<ul style="list-style-type: none"> The business case will be the foundation to improve the recruitment process. This can be measured e.g. by an updated OTM-R checklist with improved results, after changes made based on this business case. 	
27. Gender balance	<ul style="list-style-type: none"> Moreover, will HR processes be evaluated and improved. A clear target is a new process guide where the collaboration between Shared HR, HR centers and HR at departments will be documented. 	

	<ul style="list-style-type: none">• Low hanging fruits, such as mails which could be improved, will be dealt ith during the whole project period.	
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