

European Charter for Researchers - NTNU GAP-analysis 2026 (8 May 2026)

According to the EU-guidelines (19 March 2026), the organisation shall rate the level of achievement in terms of implementation of the 20 principles of the European Charter for Researchers from “fully implemented” to “insufficiently implemented”. “Fully implemented” is when the principle is implemented in full. In this case, the organisation is required to provide evidence of the specific case (examples of programmes, policy in practice etc.). “Almost but not fully implemented” should be accompanied by a description of the gaps and details about the measures to be taken to address the gap. Comments should be added whether the national legislative environment support or suppress the implementation of a specific principle.

The NTNU stakeholders consulted consider that the NTNU strategy, policies and guidelines are in conformity with the Charter principles and that the principles, with only a few exceptions, are fully implemented. However, the degree of compliance may vary at the departments and cultural change will always take time. Limitations in capacity – human, economic and physical resources - may also influence how much it is possible to accomplish. Regardless of the rating, there is always room for improvement. This is also confirmed by stakeholders in surveys, working groups and committees providing input to institutional improvement processes of relevance to the Charter for Researchers or when explicitly consulted in conjunction with the GAP-analysis and internal review 2026.

Pillar 1 - Ethics, integrity, gender and open science

This pillar gathers the fundamental principles of the Charter for Researchers and its commitment towards supporting excellence in research, understood in this context as fostering the best possible research teams and projects, free from gender and other biases. The principles under this pillar are expected to contribute to the foundations of the vision of a revitalised European Research Area, and to inspire European researchers, research employers, funders and policy makers. Because of the transversal nature of all these values, they are expected to be mainstreamed and taken into consideration in the deployment of the rest of the principles.

1.1 Ethics and research integrity

Researchers should comply with strict ethics rules and approach their work with honesty; reliability; objectivity; impartiality and independence; open communication; duty of care; fairness and responsibility for future science generations. These are the foundations of responsible and trustworthy research free from undue influence (including foreign interference and conflict of interest). They are a prerequisite for achieving excellence, and they underpin the responsibility of researchers to guard against biases and methodological shortcuts.

Researchers should adhere to the recognised 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.

The primary responsibility for research integrity is with researchers themselves. Researchers should be supported by an institutional culture of research integrity to create and respect rules, procedures and guidelines as well as training and mentoring based on the exchange of best practices.

In order to foster good research practices and a culture of research integrity, a number of dimensions need to be considered by all stakeholders involved, such as research integrity in research environments; training and capacity building on research integrity; research processes and policies embedding research integrity;

data, publication, dissemination, review, evaluation and editing policies. Equally, mechanisms to identify, report and deal with research misconducts should be put in place.

Researchers should avoid plagiarism of any kind. Particular attention should be paid to the principles of joint ownership when research is carried out in collaboration with supervisors and/or other researchers – as appropriate to the discipline – as well as to intellectual property rules. This should apply at all stages of the research process including conception, preparation of funding applications and the development and delivery of results. The need to validate observations by showing that findings are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly referenced.

The values of ethics and integrity are also of great importance when researchers are in a supervisory role. These should be applied promptly to ensure a safe, inclusive and gender equal research environment for all involved and especially when discrimination, sexual or moral harassment, hindrance to learning or research work, or unjustified personal appropriation of data or results occur.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>NTNU contributes and adheres to the guidelines established by the National Research Ethics Committees in Norway on research ethics across disciplines.</p> <p>Academic freedom is anchored in the Norwegian Universities and University Colleges Act (§2-2). The institution is further responsible for ensuring that teaching, research, and academic and artistic development are conducted in accordance with recognised scientific artistic, pedagogical, and ethical principles. The Research Ethics Act (only in Norwegian) regulates researchers’ duty of care, sets requirements for research institutions, and governs the handling of misconduct cases. It applies to all researchers and all research conducted in Norway.</p> <p>In accordance with the Research Ethics Act, all institutions are required to establish a committee on research ethics and integrity. At NTNU, this function is carried out by the Research Integrity Committee. NTNU’s guidelines for handling of scientific misconduct allegations NTNU’s guidelines for handling of scientific misconduct allegations were revised in 2024. In cases of suspected misconduct, the faculty conducts an initial assessment before the case is referred to the Research Integrity Committee for formal consideration. Through annual reporting from the faculties, the committee has gained improved oversight of relevant cases and is increasingly acting as an advisory body for the organisation.</p> <p>A core requirement of the Research Ethics Act is that institutions ensure adequate training for their staff. NTNU conducted an internal audit of its research ethics work in 2024. The overall conclusion was that research ethics is generally well addressed, but that there is a need for further systematic training across the organisation</p> <p>NTNU has developed e-learning courses in research ethics, particularly aimed at PhD candidates, in addition to dedicated training modules for all staff (Research Ethics - Training Resources). These modules have been gradually developed and implemented throughout 2025 and will be further expanded in 2026.</p> <p>Research ethics is also addressed in leadership development programmes, including the fixed-term leadership programme, in the Research and Innovation Committee, and in institutional meetings for research leadership at the faculty and department levels. There is a</p>	<p>++ fully implemented</p>

<p>continuous need for awareness-raising, and existing arenas and meeting places are actively used to address relevant ethical issues across target groups.</p> <p>Scholarly disagreement or conflict of interests, over such matters as ownership of publications, intellectual property rights (IPR), or interpretation of plagiarism, are primarily handled at the local level. When in doubt, researchers are encouraged to consult colleagues, managers, or support staff at the faculty or central administration. The NTNU University Library offers, for instance, advice on publishing research practices (see also pillar 1, principle 2) while the NTNU Technology Transfer Office NTNU Technology Transfer Office assist researchers in protecting their IPR (see pillar 3, principle 4).</p> <p>New ethical guidelines for employees and students are expected to be adopted in the autumn 2026 and will replace the Code of ethics for employees at NTNU. The guidelines will include superior principles pertaining to research ethics and integrity (cf. Action 48).</p>	
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1.2 Freedom of scientific research	
<p>The freedom of scientific research is a common core value and principle for research cooperation within the European Research Area and with international partners. Researchers should focus their research on the good of humanity and expanding the frontiers of human knowledge, while enjoying freedom of thought, opinion and expression, the freedom to define research questions, the freedom to identify methods by which problems are solved, the freedom to choose and develop theories, the freedom to question accepted wisdom and bring forward new ideas and the freedom to associate in professional or representative academic bodies. Researchers should have the right to disseminate and publish the results of their research including through training and teaching. Researchers should, however, recognise the limitations to this freedom that could arise because of particular research circumstances – including supervision/ guidance/management – or legal or operational constraints, e.g. intellectual property rights, budgetary or infrastructural reasons.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>NTNU's main strategy, NTNU 2035, together with the faculty and departmental strategies, are key frameworks for the work on academic freedom at NTNU. The main strategy states that NTNU will work to safeguard academic freedom, as defined in the Universities and University Colleges Act (§ 1-5), as a fundamental prerequisite for our academic activities. We shall protect our independence both institutionally and for our academic staff, and we will support our employees' opportunities to participate in public debate with research-based knowledge. Academic freedom also means that we work in accordance with recognized norms of integrity and quality within our disciplines, and that we have a responsibility to help ensure that other academic communities adhere to the same norms.</p> <p>Both in the development of strategies and in their operationalization, academic freedom is placed on the agenda. Academic freedom and freedom of expression are regularly discussed in leadership meetings such as the deans' meeting, the rector's meeting with department heads, open debate meetings (NTNU Kveld), and during Arendalsuka, as well as at similar arenas at the faculty level. Academic freedom and freedom of expression were key topics at NTNU's leadership gathering in Oppdal in February 2026. More broadly, academic freedom is addressed in relation to various complex issues. This includes discussions arising from the situation in Gaza, which prompted reflection on academic freedom in connection with collaboration with Israeli academic communities and institutions, and with Kongsberg Gruppen.</p>	<p>++ fully implemented</p>

<p>In 2024, NTNU developed new guidelines for institutional collaboration agreements, and academic freedom has been a guiding principle in the design of these guidelines. They ensure that NTNU does not enter into agreements that restrict researchers' rights to define research questions and methods, disseminate and publish results, or participate in academic networks and representative academic work. This applies to both national and international collaborations and is particularly important in agreements with external partners such as industry, public institutions, and international organizations. The guidelines specify that any restrictions can only be linked to statutory requirements, such as privacy and intellectual property rights, and not to the content of the research. The guidelines were implemented in 2024, and existing agreements at both faculty and rectorate levels have been reviewed during 2025.</p> <p>New ethical guidelines for employees and students at NTNU are expected to be adopted in the autumn 2026 and will replace the Code of ethics for employees at NTNU. The guidelines will include superior principles pertaining to freedom of scientific research.</p>	
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1.3 Open science

Researchers should target engagement in all aspects of Open Science and be facilitated by their employers and funders in this regard. They should share their results openly, e.g. through open and FAIR-Findable, Accessible, Interoperable and Reusable data, open access publications, and open software, models and algorithms. They should take measures to ensure reproducibility of research results. They should aim at practicing Open Science methodologies and at engaging in open peer review. Employers and funders should support, provide the necessary tools and infrastructure, and reward a true Open Science culture across the Union, including mainstreaming open access to scholarly publications, research data and other research outputs – i.e. following the ‘as open as possible, as closed as necessary’ principle – and the diffusion and uptake of Open Science principles and practices, while considering differences among disciplines and cultural differences, including multilingualism, supporting the development of Open Science skills, and further developing and integrating the underpinning digital infrastructure and service.

Citizen Science

Researchers should incorporate citizen science into their projects as much as possible and where relevant. This means involving citizens in the concept, design and implementation of research projects in STEM and SSH. This is an ideal means to democratise science, build trust in science, and leverage the vast societal intelligence and capabilities to conduct excellent research and innovation.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>Open Science is a strategic priority for NTNU. In 2020, NTNU adopted a policy for Open Science and has been working systematically through its Development Plan for Open Science (2023-2025) to promote open practices and FAIR management of research data and outputs. Researchers receive dedicated support and infrastructure for managing projects.</p> <p>Open Access: NTNU has required all publications to be openly available since 2014. Infrastructure for self-archiving is provided through the Norwegian Research Information Repository (NVA). Financial support is available for Gold Open Access publishing.</p> <p>Open Data: Research data should follow the principle “as open as possible, as closed as necessary.” NTNU provides infrastructure for secure storage and sharing of research data, including an institutional repository for archiving data, hosted by DataverseNO.</p>	<p>++ fully implemented</p>

<p>Data Management Plans (DMPs): All research projects are required to have a Data Management Plan (DMP). NTNU provides guidance and tools, including participation in the national pilot of FAIR Wizard Norway, a DMP tool designed specifically for researchers working in higher education and research institutions in Norway.</p> <p>Training and Support: NTNU offers webinars, guidance webpages, and a combined digital and physical helpdesk (Research Data@NTNU) for staff and students. Courses are also available, including training on how to integrate Open Science in research funding proposals, to help researchers to address the open science criterion in the early phase of planning a research proposal.</p> <p>NTNU engages in national and international Open Science initiatives and networks (e.g., EOSC, Research Data Alliance Norway, NORRN) to share experiences and adopt best practices.</p> <p>Citizen science: In NTNU's guidelines for academic positions, «interaction with society» is an activity that can be included as a merit in the overall assessment of academic qualifications for appointment and promotion. Examples of such competence are included in the NTNU competence matrix. Citizen science is recognised as a research approach and is applied in research projects where appropriate.</p>	
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1.4 Gender equality	
<p>All stakeholders should foster gender equality and gender balance in research teams, managerial and decision-making bodies, recruitment and promotion committees, and advisory groups. This includes fostering the integration of the gender dimension in research, teaching and innovation content in order to improve the scientific quality, excellence, and societal relevance of the produced knowledge. Gender equality also aims at combating gender-based violence and sexual harassment. Gender equality should be understood from an intersectional perspective, where different systems of power among gender and other social categories and identities intersect and reinforce each other. Sustainable institutional changes, channelled through Gender Equality plans or similar, that allow for proper reporting of infringements and include monitoring and evaluation systems, are adequate mechanisms to promote gender equality. A key component of the transformation of an organisation's culture for advancing gender equality is work-life balance. Work-life balance is relevant for both women and men and involves ensuring that all staff are properly supported to advance their career alongside personal responsibilities that they may hold outside of the workplace, including caring responsibilities.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>NTNU has worked systematically for more than two decades to promote a better gender balance, inclusion and diversity. The Development plan for gender equality and diversity (2023-2025) is supplemented by institutional and local measures to promote Gender equality and diversity at NTNU. Gender balance, inclusion and diversity continue to be a priority in the new NTNU strategy 2035 and further measures will be clarified in the course of 2026.</p> <p>It is a priority to increase the number of female applicants for academic and leadership positions, particularly in science and technology where women are underrepresented at NTNU. Both genders shall be represented on expert assessment committees and appointment committees. Measures to improve the recruitment of women in underrepresented areas include search committees, targeted recruitment</p>	<p>++ fully implemented</p>

texts specifically encouraging applications from the underrepresented gender, and active external searching for candidates. Promoting gender balance is also a topic in the NTNU management programme.

At an institutional level, mentor programs, start packages and qualifications fellowships are among the tools at hand to promote the career development of female academic staff. The proportion of women in academic positions is slowly improving.

It is a legal requirement to work systematically with equality, inclusion, and diversity in Norway ([Activity duty for employers in the field of equality and anti-discrimination](#)). Employers must identify challenges, implement measures to counteract discrimination and promote equality and diversity, and evaluate the results. Faculties report annually on the implementation of their action plans in this area, and a consolidated report on actions and progress is presented to the NTNU Board.

The Prorektor for Outreach and Social Responsibility has appointed a [Committee for Gender equality, Inclusion and Diversity](#) to offer advice on the strategic development in this area, analyse progress, discuss institutional measures, and share good practice.

Procedures are in place in cases of gender-based violence or harassment, including formal [whistleblowing](#) channels.

Working life in Norway is generally characterised by favourable conditions for work-life balance. While working hours for academic staff are not formally regulated, a culture of reasonable working hours is generally expected. Employees are entitled to five weeks of vacation annually. In Norway, parents are entitled to share up to 12 months of parental leave. NTNU may offer a one-month stipend for PhD candidates and postdoctoral fellows who have been absent for more than six months due to parental leave or illness, to support reintegration after longer absence.

Gender equality in research, education and innovation is also supported by strong academic environments and interdisciplinary initiatives at NTNU. Relevant research environments include [Department of Interdisciplinary Studies of Culture](#) and [The Center for Gender Research](#), which includes interdisciplinary research, training and dissemination on gender, equality and diversity, and is actively engaged in national and international research networks. The center also runs the [NTNU GenderHub](#), a university-wide network that connects researchers and promotes the integration of gender perspectives across disciplines. In addition, the [Gender, Science and Technology research group](#) examines gender dimensions in science and technology.

Gender perspectives are also addressed through thematic initiatives such as [Team Women in Midlife](#) and through research environments such as health and movement science ([Department of Neuromedicine and Movement Science](#)).

These environments provide important arenas for research, collaboration and the integration of gender perspectives across NTNU's core activities.

1.5 Embracing diversity	
<p>A core principle of the European Research Area is to take account of diversity in the broad sense, including, inter alia, gender, racial or ethnic origin, religion or belief, social diversity, disability, age, sexual orientation and combating discrimination on all grounds. Employers and funders should embrace diversity in their researchers, since different life experiences add valuable perspectives to research projects. Also, diversity in participants can inform research results applying to and enriching the diverse societies we live in. Acknowledging unconscious biases, for instance in hiring, promoting and reviewing tasks, and compensating for them where possible is also needed, particularly in the realm of science.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>In the new strategy NTNU 2035, diversity is recognized as key factor in achieving the university’s ambition of being an attractive academic community: “A diversity of perspectives and experience shall enhance the quality of our work. Therefore, we want to attract people with diverse expertise, background and views.”</p> <p>NTNU’s Human resource policy underlines that the university’s societal mission best can be fulfilled in an organization characterized by equality and diversity among employees and students. Diverse experiences and perspectives enrich the working environment and are valuable in problem-solving and knowledge development. Respect, equal status, non-discrimination and inclusion are expected to characterise NTNU’s organisational culture. Equality and diversity are to be integrated in recruitment, workplace adaptation, as well as in the development of skills, careers and salaries. This is also reflected in the recruitment practices across parts of the organisation, for example, in 2026, a department at NTNU received the award for “Most inclusive job advertisement”, recognising effort to design vacancy texts that reach a broader and more diverse pool of applicants.</p> <p>As an international research university, NTNU places strong priority to inclusive practices to support the integration of international researchers. This includes dedicated institutional support through NTNU International Researcher Support (NIRS), which provides guidance and services for international staff. Measures are adapted to local needs and challenges across units.</p> <p>Diversity management is addressed in NTNU’s leadership programmes. From 2026, NTNU also participates in a national diversity management programme, KIMU, developed by and for the higher education sector, with course modules offered in both Norwegian and English.</p> <p>A toolbox for local mapping of diversity and inclusion (KARMA) was developed in 2024-2026). with funding from the Research Council of Norway.</p> <p>NTNU’s guideline for expert committees address the risk of unconscious bias in academic assessment. All applicants must be assessed according to the same criteria and on an objective basis. Assessment should not be influenced by irrelevant factors such as gender, age, ethnicity, disability, nationality or other personal characteristics. The members of the expert committee are expected to be aware of how preconceptions and potential stereotypes and biases can affect the assessment of applicants and try to counteract this.</p> <p>NTNU’s wage policy states that efforts must be made to avoid any gender-based wage differences at the point of appointment, and that unjust wage differences must be rectified in wage negotiations.</p>	<p>++ fully implemented</p>

In the domain of diversity, NTNU has traditionally focused on disability, gender equality, and the integration of international staff. As a public institution, NTNU also has a responsibility to consider how the university can contribute to the recognition and knowledge of the Sami minority in Norway and has therefore established a committee to provide recommendations in this area. The Rector's fund for diversity measures are used as a strategic instrument to support measures of gender equality, inclusion and diversity across NTNU, providing annual funding for initiatives at group, department and faculty level, including competence development, networking, targeted recruitment and projects aimed at strengthening inclusive research and learning environments.	
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1.6 The Researcher

All researchers are engaged in the conception or creation of new scientific knowledge based on original concepts or hypotheses. Researchers are professionals whose work should be valued, independently of the sector in which they operate. 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.

Employers and funders should encourage and support non-linear and multi-career paths, to be understood as paths characterised by geographical, disciplinary, inter-sectoral, and inter-organisational mobility – e.g. secondments. They should also encourage hybrid paths combining simultaneously different sectors, which should be considered on a par with linear career paths.

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. Researchers should make every effort to ensure that their research is relevant to society by allowing a better understanding of the world and does not needlessly duplicate research previously carried out elsewhere. This involves efficient [research results' valorisation](#).

There should be clear communication among researchers and employers, funders, or supervisors when a research project is delayed, redefined or completed; notice should be given if a research project is to be terminated early or suspended for any reason.

Accountability

Being accountable means taking responsibility for one's actions when carrying out research. 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. 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 during any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. This expectation requires them to serve as examples of ethical behaviour for their peers and for the broader society.

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. This is also important to make the data open and help ensure the reproducibility of results.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p><i>Recognition of new knowledge and non-linear careers</i></p> <p>In the recruitment of researchers, all relevant qualifications are considered in the overall assessment. In 2025, NTNU revised the institutional guidelines for appointment and promotion for academic positions. In line with the CoARA commitments, the recognition of a wider set of results and contributions to NTNU's social mission is encouraged (see Pillar 2, principle 1 on Researcher's assessment). NTNU has a significant number of PhD candidates from industry and the public sector, some of whom are co-funded by their employer and the Research Council of Norway (Norwegian Industry-PhD scheme). NTNU also has a high number of adjunct positions, who typically are engaged in educational programmes of professional study and/or research projects with external partners. Applied research, experimental development work and professional experience from working life are particularly valued in the career track for "førstelektor-dosent" (= combined lecturer and applied research positions at associate and full professor levels).</p> <p><i>Professional attitude</i></p> <p>Research valorisation is a priority area at NTNU. NTNU's researchers create knowledge, ideas and solutions that contribute to value creation, sustainable development and innovation in both the private and the public sectors. NTNU has developed an eco-system for innovation and external collaboration with working life partners (see Pillar 3, principle 4 on dissemination and exploitation of research).</p> <p><i>Accountability</i></p> <p>Researchers are responsible for the conduct of their own research. The project managers and supervisors are responsible for ensuring compliance with regulations and contractual obligations. Deviations and non-compliance are a management responsibility according to the NTNU internal control system (see step-by-step guide to research project administration).</p> <p>For collection of personal data for research projects, institutional guidelines include procedures for approval and handling of personal data. NTNU's Data Protection Officer offers advice to management, staff and students, and has a control function to ensure that NTNU's practices comply with the European GDPR legislation.</p> <p>Auditing rights are standard in EU-funded research contracts and in contracts with the Research Council of Norway and are increasingly also included in contracts with industry partners. In addition, the Office of the Auditor General in Norway and NTNU's internal audit function may also scrutinize research-related activities in their thematic audits.</p>	<p>++ fully implemented</p>

1.7 Free circulation of researchers
<p>Employers and funders should promote free circulation of researchers, scientific knowledge and technology, while attracting talent and avoiding potential talent drain. They should recognise the value of geographical, inter- institutional, inter-sectoral, inter-disciplinary and trans-disciplinary mobility as important means of enhancing knowledge and professional development at any stage of a researcher's career and fully value and acknowledge any mobility experience within their career progression/appraisal system. Virtual mobility has been proved as a valid asset and can also be considered. 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.</p>

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>NTNU actively promotes researcher mobility as a central part of career development and knowledge exchange. Internationalization is one of the university's key strategic ambitions, and NTNU has a certified Euraxess Service Centre providing comprehensive support for both incoming and outgoing mobility. The NTNU International Researcher Support (NIRS) offers extensive guidance on relocation, mobility planning, dual-career support, housing and individual counselling, including targeted assistance for vulnerable groups such as single parents. NIRS also facilitates integration through a wide range of social and professional events for international staff.</p> <p>To attract and retain international talent, NTNU collaborates with regional partners through initiatives such as Work in Trondheim, aimed at strengthening career opportunities in the region for international graduates and researchers. Mobility is also embedded in NTNU's Human resources policy, which emphasises international experience, competence development and knowledge exchange across sectors and disciplines.</p> <p>NTNU has well-developed administrative procedures for safe and compliant mobility, and access to experienced support staff. NTNU has long invested in building this expertise and maintains updated guidelines and online resources to ensure predictable and secure mobility processes. The Responsible International Collaboration guidelines further ensure that international cooperation and mobility take place in line with ethical and security principles.</p> <p>Sabbatical leave is an important mobility instrument for facilitating international research stays. The arrangement was revised in 2025 to increase flexibility as to where the sabbatical may take place (in Norway or abroad), in which sector (in academia or in industry/other sector), and the academic work to be conducted (research, education, innovation). Although budget constraints have reduced the number of outgoing sabbaticals in recent years, the scheme continues to be a key mechanism for supporting international mobility.</p> <p>The NTNU researcher policy and guidelines on career enhancing work and bridge funding for researchers (Chapter 10) shall promote more stable working conditions for researchers and reduce talent drain. Permanent positions should be offered for externally funded projects beyond 18 months. Other career enhancing activities such as teaching and supervision, can be offered as a smaller part of their work or as bridge funding between projects.</p>	<p>++ fully implemented</p>

1.8 Sustainability of research	
<p>Researchers, employers and funders should promote the sustainable implementation of research activities in line with current and future policy initiatives adopted to progress society such as the European Green Deal, the United Nation's 2030 Agenda and the Sustainable Development Goals. Researchers should be supported by an institutional culture of sustainable research management, as well as training and mentoring based on the exchange of best practices. They should take the lead in reducing their carbon emissions in a way that sets a positive example to others within the research community. The European Commission's 'MSCA Green Charter', developed in the framework of the Marie Skłodowska-Curie Actions (MSCA), can be used as reference point.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>Stakeholders in the Research Administrative Forum, the Committee for Research and Innovation Sustainability, the Pro-Rector for Outreach and Social Responsibility were consulted in the assessment of NTNUs implementation of the new principle on sustainable research</p>	<p>+/- Almost, but not fully implemented</p>

assessment. The MSCA Green Charter which is referred to offers guidance on environmental sustainability in research pertaining to all phases of research activity. NTNU has not conducted a systematic comprehensive analysis specifically on sustainable research activity at the institutional level but has addressed several of the principles in relation to other work.

Sustainability is a key priority in research and education at NTNU, and is reflected in NTNU's Strategy 2035, which emphasise the university's role as a driving force for sustainable societal development. National expectations from the Ministry of Education and Research require systematic efforts to reduce greenhouse gas emissions, environmental impact and energy use. Sustainability is also emphasised in the national Basic Agreement between the working parties and employee representatives should be informed about sustainability related measures.

At the institutional level, a Pro-Rector for Outreach and Social responsibility was appointed in 2025, and an institutional committee is established to support follow-up and strategic development in this area. The committee will appoint a working group with a mandate to develop strategic recommendations for sustainability efforts at the university, including how NTNU should address research and research activity. Some faculties have their own sustainability strategies.

The NTNU Environmental Action Plan (2020-2030) ([Action plan in Norwegian only](#)) define target figures in key areas such as travel, procurement, energy use and infrastructure, recycling and waste management. The plan shall support efforts to reduce environmental impact and align institutional practices with principles for sustainable activity. A revision of the plan, targets and associated measures will be carried out in 2026.

Stakeholders at the faculties point at the sharing of research infrastructure as one of the most effective sustainability measures in research activities. The NTNU Strategic Infrastructure Committee with reference groups in the main research areas, update the road map of research infrastructure at NTNU and give input to national priorities. The stakeholders also pointed to the environmental dilemma pertaining to high energy consumption from open science data storage and the increasing use of AI technology.

At the operational level, sustainable efforts are supported through the Sustainability Forum, which provides regular updates on relevant research and student projects within sustainability-related fields. In addition, a [Green Office](#) has been established as a student-driven initiative addressing sustainability across research, education and campus operations.

NTNU actively promotes the development of research groups and consortia relating to sustainability. The university has among other things allocated substantial resources to [strategic research areas 2024-2031](#) which bring together 10-15 interdisciplinary teams around socially relevant topics integrating sustainability in their work. NTNU also host several [Norwegian Research Centres for Environment-friendly Energy Research](#).

Overall, NTNU has established structures and measures that support systematic work on sustainability, particularly related to operations, buildings and infrastructure, with increasing attention to research-related practices.

Pillar 2 - Researchers assessment, recruitment and progression

Researchers' assessment should ensure an equal recognition and reward of researchers' careers regardless of the sector of employment or activity and follow an unbiased talent-based approach. Fair recruitment and selection of researchers' policies are fundamental for achieving an open labour market for researchers, contributing to the advancement of the European Research Area.

2.1 Researchers' assessment

Researchers' assessment should enable evaluating the performance of researchers and research to achieve the highest quality and impact. This requires recognition of increasingly diverse activities, practices, and research outputs. Consequently, assessment should be based primarily on qualitative judgement, for which peer review and review by other pertinent experts is central, supported by the responsible use of quantitative indicators. Contributions to innovation should also be recognised, particularly for candidates from an industrial background.

Employers and funders should support a system for the assessment and reward of researchers that considers the overall quality of their impact on society, science and innovation, the diversity of activities performed, Open Science practices, and the value of geographical, inter-disciplinary and inter-sectoral mobility. Such a system should:

- (a) be based on qualitative unbiased judgement provided by peers and pertinent experts, supported by the responsible use of quantitative indicators;
- (b) reward quality and the various potential impacts of research on society, science and innovation;
- (c) recognise a diversity of outputs, inter alia publications, datasets, software, methodologies, protocols, patents, models, theories, algorithms, workflows, exhibitions, strategies, policy contributions; a diversity of activities, inter alia mentoring, research supervision, leadership roles, entrepreneurship, FAIR data management – following the principles Findable, Accessible, Interoperable and Reusable –, peer review, teaching, knowledge valorisation, industry-academia cooperation, support for evidence-informed policy-making, interaction with society, management and leadership, supervision, teamwork, services to society, science communication and methodological rigor; and a diversity of practices, inter alia Open Science, early knowledge and data sharing, and open collaboration, in addition to all mobility experiences including geographical, inter-sectoral, inter- institutional, inter- and trans-disciplinary;
- (d) ensure that researchers' activity meets high standards of ethics and integrity, applies appropriate conduct of research, and values good practices, including open practices for sharing research results and methodologies, whenever possible;
- (e) use assessment criteria and processes that respect the variety of research disciplines and national contexts;
- (f) support a diversity of researcher profiles and career paths, and value individual contributions, but also the role of teams, collaborative work, and inter-disciplinarity;
- (g) ensure gender balance, gender equality, equal opportunities and inclusiveness.

To ensure coherence in the implementation of these principles, employers and funders should foster continuous training for the actors involved in the assessment and reward process.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)

NTNU joined CoARA 17 November 2022, and the [NTNU CoARA action plan 2023-2027 \(uploaded on Zenodo\)](#) was endorsed by the Rector 11 April 2023. [How NTNU is implementing the CoARA commitments is described here.](#)

Implementation

+/- Almost, but not fully implemented

[NTNU's guidelines for academic positions](#) (2025) were revised by a academic working group in 2023-2025 considering the new [Universities and University Colleges Act](#) (2024), [NOR-CAM](#) (a toolbox for recognition and rewards in academic careers), and the [CoARA commitments](#) on responsible research assessment. The principles are fully implemented in institutional guidelines for recruitment and promotion to academic positions.

The expert committees conduct an overall assessment of the applicants' competence in areas relevant to the position (see [NTNUs guideline for expert committees](#), and [NTNUs competence matrix](#) for applicants with examples of competencies and how they can be documented and assessed).

The expert committees' assessment must be in accordance with the DORA-declaration and NTNUs CoARA commitments (see [NTNUs guidelines on responsible assessment of research](#)).

Recent [results](#) from a national trailing research project (the NyEval project) conducted by the Nordic Institute of Studies in Innovation, Research and Education (NIFU) indicate that awareness of responsible research assessment initiatives and tools, such as CoARA and NOR-CAM, remains limited among academic staff (including at NTNU). At the same time, the findings suggest that existing practices are broadly aligned with the direction of these reforms. This indicates that implementation is underway, but that further awareness-raising are needed and that cultural change within academic environments will take time.

2.2 Recruitment

In accordance with the principles of academic freedom and institutional autonomy, employers and funders are recommended to establish recruitment and selection procedures which are open, transparent and merit-based, without penalisation for career breaks or non-linear, multi-career and hybrid paths. They should seek excellence, gender equality, diversity, and be tailored to the type of position advertised. Advertisements should include a comprehensive description of the knowledge and competencies required, including a description of the working conditions and entitlements, career development prospects and an overview of the timeline. Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and career development prospects. Committee members should also be made aware of and trained about fair recruitment principles.

Variations in the chronological order of CVs

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 multi-dimensional 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 they are applying.

Seniority

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

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>NTNU practises open, transparent, merit-based recruitment (cf. the OTM-R checklist). This is regulated in NTNUs HR Policy and in the procedures for the recruitment of academic staff (NTNUs guidelines for academic positions).</p> <p>In line with the Charter for Researchers, applicants for positions are informed about the recruitment process and what NTNU offers in terms of working conditions and career opportunities. Advertisements must clearly state all the qualifications requirements and criteria that will be included in the overall assessment of the applicants (see Vacancies - NTNU).</p> <p>NTNUs guide to expert committees on responsible research assessment summarizes the main principles from DORA and CoARA. HR provide training to internal members of expert committees so they can help the committees to follow NTNU guidelines.</p> <p><i>Variations in the chronological order of CVs</i></p> <p>NTNU applies a flexible approach to variations in career paths and seniority. “Other qualifications” cannot replace academic qualifications but is perceived as positive and valued in many academic positions. Professional experience is particularly valued in the “dosent” career track. Adjunct professors are typically recruited from industry or the health sector, and NTNU has a significant number of PhD candidates from industry co-funded through the national funding scheme for Industrial PhDs. PhD fellowships are normally granted to younger researchers but may also be granted to more experienced candidates typically with a background from a university college/research institute, industry or other workplaces.</p> <p><i>Seniority</i></p> <p>In NTNUs guide to expert committees on responsible research assessment, it is pointed out that the committee must consider the diversity of careers and professional profiles. In assessing the applicant's overall competence and potential for the position, consideration shall be given to how many academic years the applicant has had for research and teaching activities.</p>	<p>++ fully implemented</p>

2.3 Selection

As part of recruitment, 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 – as assessed on the basis of their innovative research methods, approaches and outputs – and level of independence should also be considered. Selection committees should bring together diverse expertise, competences and experience relevant to assess the candidate. Selection committees should also have adequate gender balance and, where appropriate and feasible, include members from different sectors – public and private – and disciplines, and from other countries. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face and online interviews. Members of selection panels should be adequately trained, especially for minimising gender bias or any other possible unconscious biases. All candidates should be informed after the selection process about the strengths and weaknesses of their application.

Non-discrimination

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

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>The selection process is defined in the NTNU's guidelines for academic positions (cf. Section 5.2 Distribution of responsibilities).</p> <p>Academic qualifications are assessed by an expert committee of three members (external head of committee, two externals of which normally one from another country, both genders). In order to do an overall qualitative assessment (cf. Section 5.1 Areas of competence, and Section 5.3 Overall assessment), at least two members must have competence in the relevant field. The committee must adhere to the CoARA-commitments (see pillar 2.1).</p> <p>A supplementary assessment of educational competence and suitability for the position is conducted by a recruitment group (trial lecture, interview, reference check). Interviews may take place on site or videoconference. The group may consist of the head of research unit, the internal member of the expert committee, a pedagogical coordinator and student representative (both genders must be represented) (cf. Section 6.4 Pedagogical testing, interviews and references).</p> <p>Based on the recommendation from the Head of Department, the appointments committee decides which of the recommended candidates is best qualified and shall be offered the position. The committee shall ensure that the process is conducted in line with applicable regulations, that gender equality is considered and that the qualification principle is adhered to (cf. Section 7.1 Appointment Committee's mandate).</p> <p>Simplified procedures are conducted for recruitment positions (PhDs and Postdocs) in accordance with NTNU's guidelines for recruitment positions (Sections 5 and 6 on qualifications assessment, recommendation and appointment).</p> <p>The guideline for expert committees specifically point out the importance of ensuring that the assessments are not influenced by irrelevant factors such as gender, age, ethnicity, disability, nationality or other personal characteristics.</p> <p>Applicants who are selected for peer assessment, receive the academic assessment report from the expert committee. With respect to the recommendation and final appointment decision, national legislation does not permit insight into the reasons behind the final hiring decision and does not open for complaints on the decision (Public Administration Act).</p>	<p>++ fully implemented</p>

2.4 Career progression

Employers and funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing the performance of their duties on a regular basis and in a transparent manner by an independent – and, in the case of senior researchers, preferably international – committee. Non-linear and multi-career paths, characterised by geographical, sectoral, and inter-organisational mobility, or hybrid paths, characterised by the simultaneous combination of sectors, deserve full recognition and consideration on a par with linear career paths – to be understood as careers following a straight line of progression from one position to another, usually within the same field or discipline.

Such evaluation and appraisal procedures should take due account of researchers' overall potential, their research creativity, their research output – e.g. publications, data, software, models, algorithms, methods, protocols, patents, policy contributions –, their activities – e.g. management and leadership,

teaching/lecturing, peer review, supervision, mentoring, entrepreneurship, knowledge valorisation, national or international collaboration, administrative duties, service to society, science communication and interaction with society –, their research behaviour – e.g. ethics and integrity practice, methodological rigour, early knowledge and data sharing, open collaboration – and their mobility, and should be taken into consideration in the context of career progression.

A transparent, structured, inclusive and gender-equal career accession and progression system is needed to reinforce careers in academia, up to the top positions. The development of tenure-track-like systems – to be understood as defined frameworks where a fixed-term contract has the prospect of a progression to a permanent position subject to positive evaluation – could be considered for this purpose at the level of the Member States and research performing organisations.

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 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, listed and/or quoted, in the context of their actual contributions, as co-authors of papers, co-inventors of patents, etc., or to publish their own research results independently from their supervisors. They should also offer training and workshops to researchers, especially early-career researchers, on ethical authorship practices, including the understanding of individual contributions and their rights and responsibilities.

Recognition of mobility experience

Any relevant 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 national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>All academic staff are entitled to an annual performance appraisal interview with the Head of the research group/Head of department, and should be offered the opportunity to develop a career plan (see pillar 4).</p> <p>NTNUs competence matrix is a toolbox for applicants to positions and promotion and gives examples of competence/results in different competence areas, and how the applicant may reflect on his/her competence, professional development, and the quality and impact of his/her work. The expert committees are expected to assess the applicant’s competence in these areas in the overall assessment.</p> <p>There are three career tracks at NTNU leading to top-level researcher, professor, and “dosent” - a career track with a professional profile. Academic staff may apply for promotion within their career track. The application is assessed by an appointed expert committee (see pillar 2.2 Selection). If the committee, upon an overall assessment of qualifications and experience, unanimously agree that the applicant fulfils the requirements of the position, a promotion is granted. For top-level positions applicants must in addition to research and educational competence, demonstrate competence in applied knowledge (innovation, dissemination and interaction with society) and/or academic leadership.</p>	<p>++ fully implemented</p>

<p>If a staff member realizes that his/her academic interests have shifted, it is possible to apply for transfer between positions at the same level (R3: associate professor and “førstelektor”) (R4: professor and “dosent”).</p> <p>Tenure-track positions can be used to attract talented researchers in their early career. The researchers are temporary employed as postdocs/associate professors and granted a permanent position as associate professor/professor after 6-7 years provided that they achieve the contractual qualifications requirements. In NTNUs excellence programme, the tenure-track candidates are given extra research resources and mentoring, and are expected to apply for ERC grants.</p> <p><i>Co-authorship</i> NTNU recognizes that co-authorship can be a source of conflict and offers guidance to academic staff and PhD students (NTNU website on co-authorship). The local librarian can give support and advice. PhD supervisors must help to ensure that PhD candidates publish their work in accordance with norms for research ethics in their discipline (NTNU PhD Handbook which is under revision in 2026). NTNUs Regulations concerning the degree of PhD (Section 11-3 Joint works) stipulate that the candidate must normally be listed as the lead author of at least two of the articles if the candidate submits a thesis consisting of mainly articles thus ensuring that they develop the necessary independence in their work.</p> <p><i>Value of mobility-experience</i> International experience and networks are valued related to academic appointments. Experience from outside academia is appreciated to the extent it is relevant for the position. PhDs and Postdocs are encouraged to obtain international experience, for instance by taking a semester abroad.</p>	
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Pillar 3 - Working conditions and practices

Improving researchers’ working conditions should be at the core of the Union policy framework for research careers. Within this area several actions are proposed to contribute to the stability of employment and to the definition of researchers’ labour rights and obligations, subject to national legislation and circumstances. The need for employers and funders to develop a research culture for research excellence and facilitate a thriving researcher community is also emphasized.

3.1 Working conditions, funding and salaries

Employers and funders should ensure that the working conditions for researchers, including those with disabilities, provide, where appropriate, the flexibility and accessibility deemed essential for successful research performance, in accordance with existing national legislation and circumstances, and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions for combining personal life, family, caring, health, safety, and overall wellbeing, without prejudice to research careers. Particular attention should be paid, inter alia, to flexible working hours, part-time working, remote working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements. Employers should provide working conditions and environment that promote the mental health and physical wellbeing of researchers, including appropriate procedures for preventing and tackling gender-based violence, including sexual harassment.

Research environment

Employers and 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 the highest level of health and safety in line with Union, national and sectoral regulations. Funders should ensure that adequate resources are provided in support of the agreed work programme. In particular, it is important to have qualified support staff – e.g. research managers and administrators.

Complaints/appeals

Employers and funders of researchers should establish, in compliance with relevant national, Union or international law, rules and regulations, appropriate procedures, possibly in the form of an impartial ombudsperson, to deal with complaints/appeals of researchers, including those concerning conflicts among supervisors and First Stage (R1)/Recognised (R2) 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 working conditions and environment.

Participation in organisation governance

Employers and funders of researchers should recognise 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, to protect and promote their individual and collective interests and to actively contribute to the workings of the institution.

Funding and salaries

Employers and funders of researchers should ensure that researchers, irrespective of their status, enjoy fair and attractive remuneration conditions – funding and salaries – with adequate and equitable social security provisions – including sickness, healthcare and parental benefits, pension rights and unemployment benefits, old-age and survivor’s benefits, invalidity benefits and benefits in respect of accidents at work and occupational disease – in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This should include researchers at all career stages, including First Stage Researchers (R1), commensurate with their legal status, performance and level of qualifications and responsibilities. Researchers should be made aware of their rights and obligations when it comes to understanding how their salaries are being taxed, and should be provided with transparent information on social protection rights such as national pension rights

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
Norwegian employers, including universities, operate under a comprehensive legal and collective-agreement framework that ensures safe, inclusive and flexible working conditions for all employees, including researchers and employees with disabilities. National labour and equality legislation (Working Environment Act ; Equality and Anti-Discrimination Act) ensures a fully safe physical and psychosocial work environment, protection against discrimination, harassment and violence, and rights to workplace accommodation and universal design. Employees also benefit from a comprehensive welfare system including sickness benefits, parental leave, disability benefits and pension rights. The Civil Service Act further ensures fair and transparent recruitment, employment stability, and regulate leave and employment conditions in the public sector. Sector-level collective agreements secure rights related to working hours, flexible work arrangements, employee participation, leave of absence and other social benefits, supporting fair and attractive working conditions for researchers at all career stages.	++ fully implemented

At NTNU, this framework is supported by local agreements, policies and practices that promote researchers' work-life balance, inclusion and wellbeing. NTNU facilitates flexible work arrangements where appropriate (including hybrid and part-time work), formal sabbatical schemes for academic staff, and workplace accommodation measures. Systematic [health, safety and environment](#) (HSE) practices ensure a safe, health-promoting and inclusive working environment. The university operates a HSE management system with clear roles and responsibilities, regular risk assessments, local HSE action plans, mandatory training, and established routines for reporting and following up incidents, concerns and well-being issues. As part of the systematic HSE work, NTNU conducts a biannual Work Environment Survey with the use of ARK, a research-based tool widely used in the Norwegian higher education sector. The survey provides systematic insights into psychosocial and organizational working conditions and forms the basis for follow-up and improvement measures at all organizational levels. The most recent survey (conducted in 2026) indicates that the overall working environment at NTNU is generally perceived as good. An action plan will be developed at the relevant organisational level, based on the findings of follow-up meetings where survey results are reviewed and discussed with employees. Measures will be implemented and will be evaluated and adjusted as needed. The process forms part of NTNU's systematic Health, Safety and Environment (HSE) work and aims to strengthen the psychosocial work environment through dialogue, participation and continuous improvement. More information on NTNU's working conditions can be found here: [Working conditions for employees](#).

Research environment

NTNU provides a stimulating, safe and well-resourced research environment. Researchers have access to modern office and laboratory facilities, flexible workspaces and dedicated focus areas, aligned with universal design requirements and [NTNU's Campus](#) development plan. NTNU offers state-of-the-art [research infrastructure](#), secure digital platforms and collaboration tools, supporting on-site, remote and international research collaboration.

NTNU offers qualified research support throughout the research lifecycle, both at central and faculty/department level, including research advisers, project controllers, technical and laboratory staff, [library research support](#), [IT research support](#), and [research data support](#). See [Research project administration](#) and the [Research process](#) for more information on the support services available to researchers throughout the entire research lifecycle. NTNU also has continuous competence development and networking activities for research support staff and managers.

[NTNU International Researcher Support](#) (NIRS) provides specialized services to the departments pertaining to incoming and outgoing researchers, including mobility and relocation advice, dual-career services for partners, housing support, and practical information on working and living in Norway.

NTNU maintains strict safety standards, including laboratory and fieldwork safety procedures, secure access to research facilities, and [emergency planning systems](#), ensuring a safe and compliant physical research environment. NTNU also provides strong [information security](#) measures to protect digital research activities.

Complaints/appeals

NTNU has clear and transparent procedures to ensure that researchers can safely raise concerns and resolve workplace conflicts. The [Speak up](#) system and [whistleblowing](#) procedures provide confidential reporting channels for work-related issues, such as harassment,

conflict with supervisors, discrimination, and misconduct. The whistleblowing routines protect against retaliation and ensure impartial investigation of serious cases. Researchers may also seek support for conflict resolution through line management, HR and HSE advisors, safety representatives, labour union representatives, and the [Occupational Health Service](#).

NTNU provides dedicated guidance and tools for preventing and handling interpersonal conflicts and misconduct. This includes the [prevention of conflict](#) resource for managers and employees, as well as a comprehensive institutional guideline for managing conflict and psychosocial work environment cases, such as bullying, harassment, or other detrimental workplace conditions.

NTNU encourages early and constructive handling of workplace conflicts at the lowest effective level, with clear escalation procedures available when needed.

Participation in organisational governance

NTNU ensures researcher participation in organisational governance, anchored in Norwegian labour-relations traditions and legislation (“the Norwegian model”), which emphasises cooperation, dialogue and co-determination between employer and employees. Academic staff – both permanent and temporary – elect representatives to department boards, faculty boards, and the university board, where they contribute to strategic decisions and institutional development. Researchers are also represented in key advisory and co-determination bodies including the Working Environment Committee (AMU), the Central Cooperation Committee (SESAM), and Local Cooperation Committees (LOSAM), as well as other relevant faculty- and department-level committees. In addition, labour union representatives and safety representatives play an important role in consultation processes and safeguarding staff interests. Regular consultation and information meetings at department level further support active participation and transparent decision-making processes for researchers across career stages. More information on participation and co-determination at NTNU are to be found here: [Participation and co-determination at NTNU](#)

Funding, salaries and social security

Academic staff and researchers at NTNU, including PhDs and postdocs, benefit from predictable and equitable salary and social security systems, in line with Norwegian legislation and national and sectoral collective agreements. Salaries follow national pay scales and are negotiated through national and local collective bargaining processes. See NTNU's [salary policy](#) for more information.

All employees have full social security coverage, including sickness benefits, parental leave benefits, unemployment benefits, disability and survivor's benefits, and occupational injury insurance. Researchers are also covered by mandatory pension rights through the [Norwegian Public Service Pension Fund](#) (Statens Pensjonskasse), see more information here: [Retirement](#). In addition, NTNU's [Senior Policy](#) supports continued engagement of senior researchers through flexible retirement options, senior leave days, and individual adjustment of work tasks and working hours.

In addition to standard social security and pension provisions, NTNU employees have access to a wide range of additional benefits and discounts, including competence development courses, flexible working hours, housing loans, insurance schemes, wellness arrangements (exercise during working hours, fitness subsidies), and other welfare services. (See [Benefits and discounts](#)).

3.2 Stability of employment

Employers and funders should take resolute actions to counter the phenomenon of precarity and to support job security and stability. This could, on a voluntary basis, include the establishment of a maximum threshold for the number of fixed-term contracts per organisation in the overall researchers' human resources. Whenever permanent, long-term or highly recurrent research tasks are being fulfilled, permanent or open-ended contracts are recommended as the appropriate instrument. Researchers under fixed-term contracts should benefit from specific career development and advisory services to ensure career continuity.

Early-career researchers (R1-R2)

Precarity of employment is a particular issue in academia. To counter this situation is recommended the implementation – subject to national legislation and circumstances – of specific measures in support of early-career researchers with regard to providing First Stage researchers (R1) with social protection and working conditions applicable to researchers in other career stages and with adequate income, promoting involvement of early-career researchers into research teams avoiding the demand of tasks unrelated to their scientific training and recognising inter-institutional, inter-sectoral, inter-disciplinary and geographical mobility, including virtual mobility. Additionally, appointing institutions should establish clear rules and explicit guidelines for the recruitment and appointment of recognised researchers (R2), including the maximum duration and the objectives of these appointments. Such guidelines should consider time spent on 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 long-term career prospects with fixed-term contract or tenure. Employers and funders should make their best effort as regards informing early-career researchers about career opportunities, within and beyond academia, offering broad professional development, especially during the R2 stage, more transparent and predictable career prospects, and work-based learning opportunities in a diversity of sectors.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p><i>Temporary employment and employment conditions</i></p> <p>Over several years, NTNU has systematically monitored and implemented measures to reduce the use of temporary employment among academic staff. Progress and measures are reported annually to the NTNU Board. Most recently, in October 2025, the Rector adopted new measures to maintain a low level of temporary employment. These include setting an upper limit for numbers of temporary positions at the institutional level, as well as limits for each faculty.</p> <p>The use of temporary employment is regulated by the Civil Service Act (§ 9), which defines the conditions under which researchers may be employed on a temporary basis. Employees who have been continuously employed for three years are entitled to permanent employment. If a project has a duration exceeding three years, the researcher must be appointed on a permanent basis. The Working Environment Act (§ 14-6) requires that the duration and legal basis of temporary employment to be specified in the employment contract, while permanent employment must be of indefinite duration. Chapter 13 of the Working Environment Act prohibits discrimination and ensures equal treatment of temporary and permanent employees across all aspects of employment, including pay, recruitment, training, promotion, termination and organisational change.</p> <p><i>Early-stage researchers (R1–R2)</i></p> <p>Most PhD candidates at NTNU are employed either by NTNU or by external organisations. PhD positions in Norway typically last 3–4 years, with a minimum of three years dedicated to doctoral training. PhD candidates are entitled to the same social security rights as other public</p>	<p>++ fully implemented</p>

<p>sector employees. In addition, the Universities and University Colleges Act grants PhD candidates and postdoctoral researchers specific rights to extensions beyond statutory leave, for example in cases of work-related obstacles beyond their control. Extensions are also granted for time spent in elected positions.</p> <p>Where possible, PhD candidates and postdoctoral researchers are integrated into research groups, as this is mutually beneficial and supports completion of doctoral training (see also Pillar 4, Principle 3 on doctoral training).</p> <p>According to NTNU's guidelines for academic positions (Chapter 10 including NTNU's researcher policy), researchers are normally recruited through open calls. Exceptions may apply in specific cases, such as externally funded projects with predefined candidates or where a postdoctoral researcher has developed and secured project funding. NTNU's researcher policy states that researchers should be appointed on a permanent basis if the project duration exceeds 18 months, providing stronger employment protection than the minimum requirements set out in the Civil Service Act.</p> <p><i>Career development</i></p> <p>PhD candidates, postdoctoral researchers and research staff at NTNU are entitled to a career plan, aligned with both individual ambitions and institutional needs (cf. NTNU's guidelines for recruitment positions and NTNU's guidelines for academic positions). The career plan addresses both short- and long-term career goals and is developed jointly by the employee and their line manager. NTNU also facilitates career-enhancing activities to support qualification for academic positions in teaching and research. The career plan is followed up through the annual performance interview with the line manager (see Pillar 4 on research careers and talent development).</p>	
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3.3 Contractual and legal obligations	
<p>Researchers at all levels should be familiar with the national, sectoral or institutional regulations governing training and 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. Employers and funders should provide copies of these documents in English. Researchers should adhere to such regulations by delivering the required results – e.g. thesis, publications, patents, reports, new products, etc. – as set out in the terms and conditions of the contract or equivalent document.</p> <p>Given the increasing focus on knowledge security, researchers should always adopt safe working practices, in line with relevant national and Union legislation, including taking the necessary precautions for health and safety and for recovery from cybersecurity attacks, and information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national and Union legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to always fulfil them.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>The research process in 1-2-3 for employees gives an overview of NTNU guidelines pertaining to data collection, citations and references, publishing research, protecting intellectual rights and ethical guidelines in the respective disciplines.</p> <p>NTNU works systematically with Health, Environment and Safety (HES), including learning, guidelines, nonconformity procedures, risk analysis and crisis preparedness.</p>	<p>++ Fully implemented</p>

Researchers are provided with training and guidance in information security and data protection. NTNU provides infrastructure and tools for researchers to collect and manage their research data according to its level of confidentiality (e.g. secure processing environments for confidential data). The [Research Data support unit](#) provides assistance to researchers who need help to manage, store, share and make research available in a secure and efficient manner.

NTNU works systematically with [information security](#) and has set up a management system according to the international ISO 27000 standard consisting of a legal framework and information security policy. The responsibility for the protection of personal data and biological material rests with the project manager (risk assessment, approval of data collection, safe storage, access to data and deletion). NTNU has solutions for safe data storage, transfer of data and deletion. Increased attention is given to [digital security](#). [NTNU SOC - Security Operations Centre](#) coordinates the operational digital security work at NTNU.

GDPR is implemented in NTNU's [guidelines for personal data in research](#). All research and student projects containing personal data should be assessed and listed in a record of processing activities, either by the national IT-provider "Sikt" or with support from research advisors (Faculty of Medicine).

[Health research projects](#) must be pre-approved by the Regional Committee for Medical and Health Research (REK).

3.4 Dissemination and exploitation of results

Open Science should be practiced by all researchers to ensure, in compliance with their contractual arrangements, that the results of their research are disseminated, made openly available and exploited, e.g. communicated, transferred into other research settings and, if appropriate, commercialised. Senior researchers are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially and/or made accessible to the public whenever the opportunity arises.

Researchers should be facilitated in this regard by their employers and funders through the relevant skills training and access to the appropriate funding, infrastructure and support. The engagement of researchers in Open Science practices should be recognised, incentivised and rewarded by employers and funders in recruitment, career progression and funding programme assessment.

Intellectual Assets including Intellectual Property Rights

Employers and funders should ensure that researchers at all career stages are adequately compensated for the benefits resulting from the exploitation – if any – of their research and innovation activities results, where appropriate by guaranteeing co-ownership of the intellectual property rights such as copyright. Employers and funders should address this explicitly in their intellectual assets management strategy and should make the strategy publicly available. The intellectual assets management strategy should cover the creation, management, ownership and utilisation of all types of intellectual assets – including peer-reviewed publications, data, know-how, standards, and support Open Science practices.

The strategy should explicitly refer to ownership provisions and access rights to researchers and/or, where applicable, to their employers or other parties, including industry partners, as possibly provided for under specific collaboration agreements or other types of agreement.

<p>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 civil society and citizens will help researchers to better understand public interest in priorities for research and the public’s concerns, and to harness the potential of co-design and co-creation with society where relevant.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p><i>Open science</i> See pillar 1, principle 3 about institutional guidelines and infrastructure to facilitate to open science practises. In NTNU’s guidelines for academic positions, open science is recognized as an important contribution to the research process in the overall assessment of competence for appointment and promotion. In NTNU’s guide for expert committees on responsible research assessment it is particularly mentioned that “Various contributions to responsible research, including open publishing, open sharing of data and methods, and verification of the results of others, shall be recognised in the overall assessment of research activities, and results.”</p> <p><i>Intellectual assets including IPR</i> In the strategy - NTNU 2035, innovation and dissemination are recognized as core activities in NTNU’s ambition to be a driving force for a knowledge-based and sustainable social development. This also applies to the faculty strategies. NTNU has developed an ecosystem for innovation and entrepreneurship encouraging and supporting research-based innovation. It includes among others an NTNU Technology Transfer Office (legal duty of employees to report inventions).</p> <p>IPR developed by NTNU employees is, as a general rule, owned by the university according to national legislation, NTNU policy for IPR and NTNU guidelines for IPR. In the case of a licence agreement, the researchers are entitled to a share of the income.</p> <p><i>Public Engagement</i> NTNU is widely involved in society through external research collaboration and dissemination to the wider public (science and innovation fairs, school visits, contributions to TV-programmes). Gemini is NTNU’s own channel for research news. The webpage “Research Outreach for researchers” offers advice to researchers who want to communicate research and artistic results to the public and specific user groups.</p> <p>NTNU, the faculties and departments have cooperation agreements with a range of private enterprises and public sector entities. One example in the public sector is the long-term agreement 2022-2032 with Trondheim municipality in research, education and innovation. NTNU is also a partner in the Trondheim Tech Port that offers arenas and networks for innovation and collaboration in the «technology capital of Trondheim».</p> <p>In 2025, a new Pro-Rector function with strategic responsibility for Outreach and Social Responsibility was appointed. The Pro-Rector also chairs a new institutional committee with the same mandate. One of the tasks is to consider how NTNU can strengthen the dissemination activities, building in part on recommendations from the working group Report on dissemination (in Norwegian only) from 2025.</p>	<p>++ Fully implemented</p>

Pillar 4 - Research careers and talent development

Researchers' assessment should ensure an equal recognition and reward of researchers' careers regardless of the sector of employment or activity and follow an unbiased talent-based approach. Fair recruitment and selection of researchers' policies are fundamental for achieving an open labour market for researchers, contributing to the advancement of the European Research Area.

4.1 Valuing diverse research careers

Employers and funders should recognise that researchers may have highly diverse careers both in research and in other functions. Diversification typically includes mobility in all its forms: inter/intra-national, inter-sectoral, inter- institutional, inter- and trans-disciplinary and virtual mobility. This requires more talent-based and diversity-sensitive quality assessment, fostering responsible use of metrics, considering diverse contributions and their potential impacts, diverse activities and practices like teaching and skills, peer review, management and leadership, supervision, mentoring, knowledge valorisation, and technology transfer activities, entrepreneurship and collaboration with industry, developing evidence-informed policymaking activities, science communication and interaction with society, and Open Science practices, team science, among others as well as mobility.

Employers and funders should put measures in place to make researchers, in particular early-career ones, aware of opportunities available in all relevant sectors and to promote a culture of diversification of careers for better personal and professional development. This will require career advisory, mentoring and support services to stimulate inter-sectoral, inter-disciplinary and geographical mobility, as well as the creation and development of entrepreneurial activities.

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)

Implementation

NTNU is a member of CoARA. In 2025, the university's regulations and guidelines on competence assessment for the appointment and promotion of academic staff were revised. A wide set of qualifications are recognized in the overall assessment of applicants (see pillar 2, principles 1-3).

NTNU offers [career development opportunities in three career tracks](#) leading to professor, «dosent» (emphasis on applied research and education) and top-level researcher. Academic staff may apply for promotion within their own career track. As of 2025 it is also possible to transfer between the professor and the «dosent» tracks at the same academic level. Academic support functions, such as in laboratories or research administration, offer alternative career opportunities within the university.

Intersector-mobility and external experience is particularly recognized as a valuable competence for academic staff involved in professional education such as in technology, medicine, teacher education and the arts.

Research, education, innovation and dissemination are recognized as the four core academic activities at NTNU. As explained in pillar 3, principle 4, NTNU has developed an innovation eco-system to facilitate and stimulate academic staff to develop competence and engage in entrepreneurship and collaboration with working life partners.

See pillar 4, principle 2 pertaining to career development and advice.

++ fully implemented

4.2 Career development and advice

Employers and 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. In this context, researchers should be supported to develop an individual career plan to identify the necessary training and research required to attain their career goals. 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 and be proactive and responsible for their career development.

Employers and funders should ensure, either in the institutions concerned or through collaboration with other structures, accessible and up-to-date career guidance and job placement assistance providing information, guidance and support for career development both within and beyond the institution concerned. This should be offered to researchers at all stages of their careers, regardless of their contractual situation

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>All researchers have annual employee appraisal interviews with their manager, typically the Department Head or line manager. NTNU guidelines emphasize career development as part of these conversations. The conversation/interview should result in an individual career plan. The NTNU's Competence Matrix may serve as a tool not only for applications for positions and research funding, but also in career planning.</p> <p>Mentoring is offered through different institutional frameworks and programmes for selected groups such as Postdocs, tenure-track positions and participants in research excellence programmes.</p> <p>As of 2024, PhD candidates and Postdocs are by national regulations entitled to career advice and career plan. In dialogue with the faculties, a career guidance service for early-stage researchers will be developed. The service will most likely consist of digital resources and strengthen the supervisor's role through a train-the-trainer approach. Thus far, new websites on Career development for postdocs and Career development for PhDs provide information on career plans, career-enhancing work as well as links to European and Norwegian digital career planning tools and job-portals.</p>	<p>++ Almost but not fully implemented</p>

4.3 Continuous professional development

Researchers at all career stages should seek proactively and be given opportunities by their employer/funder 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 or collaboration within a team and the respective networks. Particular attention should be paid to the training of First Stage Researchers (R1), the majority of whom are PhD candidates at the beginning of their research career.

Access to research training and continuous development

Employers and 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. Employers and funders should take action to support the development and provision of targeted training, to encourage up-skilling and re-skilling opportunities for researchers with a lifelong learning perspective and to foster inter-sectoral and inter-disciplinary mobility. Such measures should be regularly assessed for their accessibility, take-up and effectiveness in improving competencies, skills and employability.

Employers and funders should attribute adequate relevance to the need to foster entrepreneurial competences in researchers, with the objective of allowing those who undertake an entrepreneurial career path to couple their knowledge production capabilities with knowledge valorisation proficiency, turning innovative ideas into business and fostering innovation and progress.

Employers and funders should take steps to ensure that doctoral training is compatible with interoperable careers in all relevant sectors and for the practice of Open Science, including by making use of the European Competence Framework for Researchers (ResearchComp), the Principles for Innovative Doctoral Training, the European Code of Conduct for Research Integrity, and of any other future initiatives taken for the purpose of strengthening transversal skills of researchers.

Validation of skills

As part of broadening researchers' skills sets, employers and funders should provide for the appropriate assessment and evaluation of formal and informal training, including on-the-job skills and training, particularly within the context of international, intersectoral and inter-disciplinary mobility. The assessment should be done in a fair and transparent manner within a reasonable timeframe.

Teaching

Teaching is an essential means for the structuring and dissemination of knowledge and is a valuable option within a researcher's career path. Teaching should benefit from and make use of scientific knowledge and promote research interest among students. Involvement of researchers in teaching should be fully supported and recognised and might vary at different moments within a career. Special attention should be paid to researchers at the beginning of their careers, ensuring that they are rightly supported and that teaching responsibilities – including lecturing, tutoring, supervising and mentoring – are compatible with their research activities or research training.

Employers and funders should ensure that teaching duties are adequately remunerated and considered in the evaluation/appraisal systems from an early stage of researchers' careers. It should also be ensured that time devoted by senior members of staff to the training and mentoring of early-career researchers – R1, R2 – is counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the initial training and professional development of researchers

Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<i>Access to research training and continuous development</i> PhD-candidates are employed as Research Fellows and are admitted to organized researcher education programmes. PhD candidates who work outside NTNU, must have at least a three-year funding to work on their PhD. See PHD 1-2-3 for NTNU's PhD candidates with relevant	++ Fully implemented

resources for the candidates getting started, underway and completing their degree. Improving the quality in the PhD education has been a priority in line with the principles for Innovative Doctoral Training since 2011. The NTNU PhD Handbook define a common quality standard at all faculties such as mid-term evaluations. The development of generic skills is considered to be an integral part of the researcher education and [career-enhancing work](#) at NTNU. The faculties and departments organize seminars and courses where relevant topics are discussed. It is good practice to include the PhDs in ongoing research activities of the research groups and their external networks nationally and internationally. At institutional level, common [research ethics training resources](#) are offered.

In the rare cases that academics have qualified for a doctoral degree on their own, a doctor philosophia may be awarded.

Academic staff either have their own funds or may apply for funding to attend conferences and participate in the international research community. Temporary reductions in teaching loads can be granted for the purpose of career development (qualification for promotion), or due to heavy management responsibilities (research, education, institutional roles).

[Sabbatical leaves](#) are incorporated into the faculties' and departments' long-term professional strategies. This opportunity is offered to R3 and R4 permanent staff in combined teaching-research positions.

Several competence development courses and programmes at the institutional level are relevant to academic staff. Courses and programmes are evaluated by participants. Academic leadership development programmes are offered for Department Heads, leaders of research groups, and leaders of education programmes. Employees may also apply for leave or funding for continuing education.

Female associate professors with permanent positions may apply for a [skills development stipend](#) to qualify for full professorship. A starter kit for gender balance [Gender equality and diversity – Rectors funds](#) has been created to support researchers in subject areas where their gender is underrepresented.

Entrepreneurial competence

NTNU has developed a comprehensive plan for innovation competence and allocated strategic resources to competence development of NTNU staff (courses and sharing of experience). Projects are ongoing to develop Ex-ante and Ex-post impact cases at the faculties and to develop guidelines on how to describe societal impact. The ResearchComp emphasis on a broad range of competencies, and the CoARA emphasis on quality and impact, are most relevant for NTNU's mission and academic profile. [NTNU's own competence matrix](#) include a wide range of examples of competencies, and tips on documentation and narratives for third mission activities.

Validation of skills

Academic staff members may [apply for promotion](#) provided that it is more than one year left of their contract. Researchers must have 2-3 years left of their contract. Their application is assessed by an expert committee of national and international peers. If the expert committee does not unanimously find that the candidate is qualified for promotion, there is a two-year quarantine before a new application can be submitted. Staff members may annually apply for a local wage increase. The wage policy was revised in 2025 and recognizes a wide set of contributions and competence with reference to NTNU's guidelines for academic positions and examples in NTNU's competence matrix.

Teaching

<p>In Norway, permanent staff who teach must have basic university pedagogical competence. NTNU offers a university pedagogical programme that satisfies this requirement (200 hours of work, equivalent to 7,5 ECTS). New staff members who do not have formal university pedagogical competence are required to attain it within 2 years.</p> <p>3 years is the minimum contract for PhDs and Postdocs in Norway. Contracts of up to 4 years can be offered to allow for career enhancing work, such as teaching. As of 2025, all Postdocs are entitled to develop the university pedagogical competence that is required for associate professor-level positions in Norway. Shorter university pedagogical courses are offered for PhDs, adjunct professors and researchers if they have teaching duties.</p> <p>For top-level positions, further experience and competence in teaching and supervision are required. NTNU also values staff members who take on a leading role in educational development work; They may apply for promotion and additional salary as an Excellent Teaching Practitioner.</p> <p>Note that at NTNU, supervision is part of the research work for academic staff, while only PhD-courses are considered a teaching duty. Competence development courses for supervisors are offered at the institutional level and supplemented by the faculties.</p>	
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4.4 Supervision and mentoring

Proper people and team management are crucial in research working environments as science is by definition a joint endeavour. The necessary training, tools and evaluation mechanisms should be put in place so as to ensure that senior and leading researchers manage their staff and teams in a fair and non-discriminatory manner, free of gender bias and other types of biases – such as biases based on religion, sexual orientation, race, ethnicity, socioeconomic background, etc. –, and establish fruitful and cooperative working relationships with their peers. This should contribute to healthy, fair, creative environments where every individual is respected, duly motivated, recognised and their well-being fostered.

Employers and funders should ensure that a person or a group of persons is clearly identified to whom First Stage (R1) and Recognised (R2) researchers can refer for the performance of their duties and should inform researchers accordingly. Such arrangements should clearly stipulate that the proposed supervisor has an adequate level of expertise in supervising research and has the time and commitment to offer the research trainee appropriate support; moreover, they should provide for the necessary progress and review procedures, as well as for the necessary feedback mechanisms.

Specific provisions for the integration, research support and career development of researchers, for their mentoring and wellbeing, for communication and conflict resolution as well as for the training and professional development of supervisors are provided in the MSCA Guidelines on Supervision. The MSCA Guidelines on Supervision are a set of recommendations for individuals and institutions who receive MSCA funding. The Guidelines promote effective supervision, mentoring and appropriate career guidance.

Relations with supervisors

Researchers in their training phase should have a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) and take full advantage of their relationship with them. Supervisors should also actively support especially early-stage researchers by organising feedback meetings with them and promoting training activities relevant to their work. 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.

<p>Senior researchers</p> <p>Senior researchers (R3-R4) 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 and have access to the appropriate training. Regarding their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with First Stage (R1) and Recognised (R2) researchers, to set the conditions for efficient transfer of knowledge and for the further successful development of their careers. Supporting the career development of R1 and R2 researchers in communicating experience and values in a trusted and confidential environment is a high-responsibility role.</p>	
Relevant national legislation and NTNU regulations, policies and practices (GAP-analysis)	Implementation
<p>Good supervision, mentoring, and team management are recognised as essential for creating healthy, inclusive and high-performing research environments at NTNU. Newly appointed academic leaders (Head of Departments) participate in NTNU's fixed-term leadership programme 2025-2029 (in Norwegian only) which supports leadership development throughout the appointment period, with a focus on areas such as strategic leadership, people and team management, working environment and culture development. NTNU's leadership principles (in Norwegian only) provide a common institutional framework for leadership across the organisation. The principles emphasise creating results through strategic leadership and clear communication, developing staff and academic communities, fostering inclusive and healthy working environments, promoting autonomy, participation and co-determination, and ensuring responsible governance through effective and secure operations at all levels.</p> <p><i>Relations with supervisors</i></p> <p>The NTNU PhD Handbook define a common quality standard at all Faculties, including recommendations on good procedures from admission to doctoral examination; In addition to annual progress reports, formalized reviews take place at admission, mid-term and end of PhD period to give feedback to the candidate to help them complete their degree. As a quality measure, each candidate has two supervisors who are research active, and they may also have an additional non-academic supervisor when this is relevant for their project. It is NTNU policy that postdocs should have a supervisor in their research activity and a mentor from another professional environment. The supervisor and Postdoc shall set up a career plan together. The plan should be updated in the annual employee appraisal interviews. The candidate should carry out research at an international level to qualify for academic positions. To gain international experience and experience from application writing are particularly important. All postdocs are also entitled to develop the educational competence required for academic positions in Norway (cf. NTNU guidelines for recruitment positions).</p> <p>National regulations from 2024 specify that all PhDs and Postdocs are entitled to a career plan and career guidance (cf. Charter principle 4.2). According to NTNUs researcher policy, all researchers are also entitled to a career plan to be developed and followed-up in dialogue with their line manager.</p> <p><i>Senior researchers</i></p> <p>The supervision of R1 researchers is clearly defined in NTNU's PhD regulations. NTNU has developed an e-learning course for PhD-supervisors and offers a physical seminar each semester. A steering committee is also set up with responsibility for the systematic training of supervisors at the university. Senior academic staff are also offered training through a separate programme for project managers and leaders of academic groups.</p>	<p>++ Fully implemented</p>