

ACTION	TARGET/ INDICATOR	DEADLINE	STATUS AND ASSESSMENT 2025
<p>1. Revision to establish a collective OTM-R policy UiB has a recruitment system in accordance with national regulations. During the processing of the Open Transparent and Merit based Recruitment (OTM-R) checklist, the need was revealed to establish an OTM-R policy according to the EU's OTM-R package.</p>	<p>Adopted OTM-R-policy</p>	<p>Autumn 2026</p>	<p>Based on the previous UiB strategy (2019-2022) a project was launched to standardize selected HR processes. The project was established with a separate Steering Committee and Project Group, as well as a User Group (link, in Norwegian). Faculties and departments contribute resources to the temporary working groups. The work was based on UiB's regulations, ensuring coherence with the OTM-R principles. The project involved the following processes: extensions of ph.d. or postdoctoral employment period, reassessment of salary within the first year of employment, promotion to professor, onboarding of foreign employees and process for handling terminations. Measures to improve and standardize these HR processes are now implemented at UiB.</p> <p>The HR department has reviewed and updated the description of recruitment processes (academic and administrative positions) in the University's internal handbook for managers and for HR staff, in addition to the information on external web pages. These webpages also link to the UiB OTM-R web page. Additional updating is anticipated due to the new Norwegian Universities and University Colleges Act.</p> <p>UiB fulfils most of the items in the OTM-R checklist but is continuously working on improving and updating our regulations, information and work processes. The first version of a separate recruitment policy (OTM-R) document for academic positions at UiB is outlined at the web page: link. However, the policy needs to be discussed with more stakeholders and further developed.</p> <p>Special attention will be given to items 12 (relevant information/links in job advertisement, further improvement of</p>

			<p>Action 2) and 23 (system to assess whether OTM-R delivers on its objectives, further improvement of Action 4) in the OTM-R checklist. Relevant data from the recruitment process (Jobbnorge) and for employees (salary system) are available, but there is still room for improvements to develop better reports and routines for data analysis.</p> <p>The UiBs strategy 2023-2030 states that "We have a strong recruitment base and work to ensure a practice of recruitment characterized by quality, long-term perspectives, equality and diversity. The OTM-R is an important element in developing quality in our recruitment practice.</p> <p>Proposed conclusion: The action will be continued. The new deadline will be Autumn 2026.</p>
<p>2. Review of templated and procedures used in UiB's recruitment</p> <p>At UiB, there shall be transparency in respect of applicants for research positions in the institution's recruitment procedures and selection criteria. The gap analysis shows that the announcement texts must include a broader mention of professional development and career opportunities. It is important to have revised templates for interviews and reference surveys, as well as providing feedback to candidates throughout the recruitment process.</p> <p>To reinforce uniform templated and procedures used in UiB's recruitment, in dialogue with academic environments, measures are to be taken to:</p> <ul style="list-style-type: none"> - Develop common templates for announcement texts that include mention of 	<p>New templates and procedures established</p>	<p>Autumn 2020</p>	<p>Templates for advertising texts are completed and put into use. The work has taken place in close cooperation between the HR department and the HR managers at the faculties, as well as with input from a reference group consisting of academic staff. The templates are linked to the Jobbnorge recruitment portal and are updated continuously. Information has been added, including links to further details, which can be adapted to the position. The HREiR logo is a fixed element in the templates.</p> <p>Procedures for feedback are viewed in relation to the description of the recruitment process, cf. Action 1 and 20, and followed up in dialogue with the faculties.</p> <p>Proposed conclusion: The action will be considered implemented (2022).</p>

<p>professional development and career opportunities</p> <ul style="list-style-type: none"> - Establish common procedures for feedback to candidates during the recruitment process, with a particular focus on practice related to feedback from interviews. 			<p>Update 2025: The procedures for feedback to candidates will be further improved in the work on open recruitment processes (Action 20). Emphasis will be placed on the continued development of good practices and establishing a common approach with regard to the format and content of feedback.</p>
<p>3. Recruitment training The gap analysis points out the need for unified training for members of selection committees and employees involved in recruitment processes. In addition to common regulations, the training must also account for faculty differences.</p> <p>Measures should be taken with the aim of:</p> <ul style="list-style-type: none"> - Establishment of e-learning modules for recruitment processes - Training for members of expert committees - Training related to interviews and reference interviews 	<p>Established training services</p>	<p>Autumn 2021</p>	<p>Guidelines for the documentation/assessment of basic educational expertise have been developed and included in the UiB regulations. These comply with the national regulations from 2019. The guidelines will now have to be updated, due to changes in the national regulations in 2024 (new Action 21).</p> <p>Expert committees are given written guidelines for evaluating applicants and how to write their report. One faculty has start-up meetings with the expert committees.</p> <p>The University has templates for interviews and reference interviews (separate templates for academic and non-academic positions) and offers courses in interview techniques.</p> <p>A thorough description of the steps in different recruitment processes (academic and non-academic positions) has been established in the handbook for managers and in the HR-resource bank (internal web page). In addition, the recruitment process is described on external webpages. This information needs to be further developed due to new national regulations regarding competence requirements and composition of committees. Based on the available information, UiB considers e-learning modules not to be necessary for this purpose.</p> <p>Proposed conclusion: The action will be considered completed (2025).</p>

<p>4. Recruitment management data The review of the OTM-R checklist resulted in UiB indicating a measure to develop better tools and procedures for retrieving relevant management data and recruitment indicators.</p>	<p>Established system for management data on recruitment</p>	<p>Spring 2021</p>	<p>Improvements have been made to registration of information in Jobbnorge so that information can now be retrieved and sorted based on job category and the respective number of announced positions. It is also possible to sort based on nationality and whether the applicants are internal or from outside UiB, male/female and whether an applicant has checked the box for disability (positive discrimination measure). Data is now extracted annually for use in following up recruitment actions.</p> <p>The new payroll system has been implemented, and a reporting tool in the payroll system will become more useful over time. Data for employees are available based on job category, external/internal funding, male/female, and Norwegian/foreign nationality. A future HR system will also be able to make key contributions to this work.</p> <p>Some data on employees are also reported to the authorities (Database for Statistics on Higher Education – DBH – dbh.nsd.uib.no):</p> <ul style="list-style-type: none"> -FTE employees (per job category) -FTE male and female (per job category) <p>Data from the salary system is extracted annually for use in an updated report (in Norwegian) giving statistics on male and female employees in different positions at UiB.</p> <p>If number of male or female in different positions drops below 40%, positive discrimination may be used (preference is given to the underrepresented sex, under otherwise approximately equal qualifications). This possibility must be included when announcing the positions.</p> <p>Annual data from both Jobbnorge and the salary system are also very relevant for Action 13 (platform of knowledge regarding</p>
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			<p>discrimination and diversity). The data has also been important when working on the revised Action plan.</p> <p>Proposed conclusion: The action will be considered completed (2025).</p>
<p>5. Career development for younger researchers The gap analysis shows that UiB does not have sufficient institutional schemes for career development for younger researchers. Various initiatives have been taken by individual faculties. In addition, a programme has recently been established for younger researchers at UiB, the Momentum programme, and a special programme for research fellows, the TMS Starting Grant.</p> <p>UiB has initiated the work of developing a common career policy for younger researchers at UiB. A committee has been established and will develop guidelines for the use of the position categories of post doctoral fellow, researcher and associate professor, based on current regulations. Furthermore, the committee will develop proposals for career development initiatives for the position categories at both the department and faculty levels. Recommendations will be presented to the University Board in the autumn of 2019.</p>	<p>Established Career policy</p>	<p>Spring 2020</p>	<p>In 2020, the Board considered the committee’s proposal in Item 4/20 Career Policy for Younger Researchers at UiB and requested that further work be carried out on the recommended actions and that the Board be kept informed of developments. The adopted Career policy focused on associate professors, postdoctoral fellows, tenure-track positions and researchers.</p> <p>The action plan for PhD programmes 2020-2024 (matter for the Board 63/20) also escalated similar career development actions for the PhD group.</p> <p>Career development measures are central matters that are also requested in applications to the EU framework programmes. Extensive work has been conducted in connection with the COFUND/SEAS application to collect and systematize existing initiatives.</p> <p>Follow-up on the Career Policy takes place in connection with the items listed in Action 6 and supplementary actions were also considered to further develop the area in future action plans.</p> <p>Proposed conclusion: The action has been implemented (2022).</p> <p>Update 2025: The career policy needs to be updated due to new national regulations and policy documents. This is also relevant for the new Actions 19 CAREER DEVELOPMENT and 21 BASIC EDUCATIONAL EXPERTISE.</p>

<p>6. Counselling on career opportunities outside academia</p> <p>The gap analysis showed that the University mainly provides counselling on career opportunities within academia, but to a lesser extent on the opportunities available outside academia. In practice, a large proportion of the research fellow group will not have a further career path in academia and this group is therefore the main focus of this initiative.</p> <p>UiB wants to develop services that can contribute to awareness and visibility of career opportunities outside academia and that also raise awareness in business and industry of the expertise that PhD candidates possess.</p> <ol style="list-style-type: none"> 1) During the implementation period, UiB will establish a careers counselling service for research fellows. 2) Each faculty will arrange careers days that are aimed at research fellows and postdoctoral fellows. 3) Every PhD programme will offer courses in transferable skills. 	<p>Established careers counselling service, careers days and courses in transferable skills</p>	<p>Autumn 2021</p>	<p>This action was split into three elements:</p> <ol style="list-style-type: none"> 1) The UiB Ferd Careers Centre was launched in February 2022. The centre has a vision to “support talented individuals in achieving their own goals and meeting future needs for highly qualified candidates”. The core of the Careers Centre is the 1.5 FTEs dedicated to the centre: one in HR and 0.5 in the Division of Research and Innovation. The centre is established as a network-based centre (careers team). The setup ensures support to multiple alternative career paths. In addition to the 1.5 FTEs that constitute the core of the centre, the organisation also involves connecting two other levels: <ul style="list-style-type: none"> • Existing resources at the faculties. Such a connection with the faculties and departments will provide the careers centre with additional capacity and knowledge of needs, thereby ensuring that the centre can provide the correct service in terms of activities and initiatives. • External partners: Examples of partners include permanent partners such as the Bergen Business Council, employer and employee confederations and associations, AFF, etc. In addition, time-limited collaborations with various private and public sector organisations are possible. <p>UiB Ferd is well known to the target group, also through different courses and events. They have established a web page and a newsletter.</p> 2) Careers days: A pilot 3-day event, UiB Ferd Career Days, was carried out in 2023. After an evaluation, it was decided that the central career days will be implemented as a permanent bi-annual event, and then gradually be
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			<p>linked to local career activities at the faculties (new Action 19).</p> <p>3) Transferable skills: The development of different types of courses has been included as specific activities in the action plan for PhD programmes and has been implemented by the Division of Research and Innovation and the HR Division together with the faculties.</p> <p>Proposed conclusion: The action will be considered completed (2025).</p>
<p>Action 7: Trial of career development tools There are several career development tools that have been developed for the sector. UiB wishes to gain experience of the use of such tools as an element in taking a greater institutional grasp on career development. UiB will therefore initiate a pilot project to test out a career development tool. The career development tool will be incorporated into the new templates for performance assessment interviews for the pilot units.</p>	<p>Start-up of pilot project</p>	<p>Autumn 2020</p>	<p>The HR department first contributed a sequence on career development to the Momentum programme (UiB Career development programme for early stage researchers). This sequence was based on an adaptation of the Reflex career development tool and was not a fully-fledged pilot.</p> <p>UiB Ferd has later developed a prototype career development tool for both academic and non-academic staff. The tool for academic staff used a broader competence profile than VITAE, Reflex and ResearchComp. It was based on the Nor-Cam framework. It proved to not be useful in daily work with career development. A more fine-meshed approach was needed.</p> <p>Due to new national regulations, career development tools for early-stage researchers (ESR) need to be adjusted to a Norwegian context. At UiB this was built on both The European Qualifications Framework (EQF) and ESCO (European Skills, Competences, Qualifications and Occupations) in addition to ResearchComp, and supported by a national framework for career guidance developed by the HKdir. UiB played an important role in the process of developing this national framework for career guidance, as one of the pioneers for a career center for</p>

			<p>the target group. The modified version of a career development tool is now in use at UiB.</p> <p>Proposed conclusion: the action will be considered completed (2025).</p>
<p>Action 8: Modernisation of appraisal interviews The gap analysis has revealed that there is a need to review procedures for performance assessment interviews. UiB will, therefore, renew the performance assessment interview as a tool. Work is underway to develop templates tailored to the R&D positions, to design information material and training courses for managers who conduct performance assessment interviews. The obligation of managers to conduct performance assessment interviews must be clarified and the organisation needs to be made aware of what a performance assessment interview is and should be used for.</p>	<p>Revised templates for performance assessment interviews</p>	<p>Autumn 2020</p>	<p>Templates were drawn up for performance assessment interviews adapted for different job categories before the deadline. The templates were made available in the internal employee manual.</p> <p>It was important to follow up on how the templates were received by managers and researchers that use the templates and to accommodate further development of the templates in dialogue with the UiB organization. The HR division is responsible for maintaining and developing the templates in line with other material managed by the division. A separate matter for the Board was submitted in relation to this matter.</p> <p>Proposed conclusion: The action has been implemented, but further development should be considered, with an emphasis on training/awareness-raising and improvement based on the experience gained from using the templates (2022).</p> <p>Update 2025: The University Board has been especially interested in increasing the percentage of <u>employee dialogues</u> conducted with academic staff at UiB (previously called appraisal interview or performance assessment interview). As a follow-up for this action two surveys were sent out in 2023, one to the heads of the departments and one to academic staff. The aim was to investigate their experience with the templates and the employee dialogues. The results provided a basis for further improvement and simplification of the templates of the</p>

			<p>employee dialogues. Measures such as delegating the employee dialogues from the heads of departments to research group leaders (at large departments), developing an e-learning course for those conducting the employee dialogues, and establishing different templates for the different levels of researchers, were implemented (UiB Board cases 94/23 and 94/24, in Norwegian).</p>
<p>9. Pilot project for R&D work in relation to own teaching</p> <p>In the survey, various views were presented on how to facilitate the development of educational activities in the scientific positions.</p> <p>At the system level, projects are being worked on for documentation of educational competence and establishment of award schemes for education both centrally at UiB and in the faculties. In addition to enabling employees' development of their own teaching, there is also a need to work for more contact with business and industry and more interdisciplinary cooperation. Overall, these initiatives create a need for incentives and adaptation.</p> <p>UiB will establish a one-year project whereby some employees in a pilot project are allowed to use 10% of their teaching time for R&D work related to their teaching, and establish support schemes associated with this. The work should be targeted towards the development of employees' own teaching, greater contact with business and industry and/or increasing the interdisciplinary nature of the education we provide.</p>	<p>Completed pilot project</p>	<p>Spring 2021</p>	<p>In line with national regulations, routines are established at UiB (in Norwegian) on how to develop and document educational competence. Templates have been established to help researchers in how to document the necessary activities and practices.</p> <p>As the University became familiar with the regulations for developing teaching practices, it was decided not to start a central project. The work enhancing teaching practices should be done locally in the faculties. This is followed up in onboarding, employee dialogues and in career plans and career planning.</p> <p>In 2024, new national regulations for development and documenting of own teaching practice (educational competence) make it necessary to revise and update these routines and templates (Action 21).</p> <p>In addition, all faculties have established their own Excellent Teaching Practitioners award (web pages in Norwegian). Applicants need to show that they have worked on improving their teaching quality over time, have concrete plans on how this work should be developed further, and how they have contributed to a teaching culture of cooperation between colleagues. The awardees at each faculty form a Pedagogical Academy to contribute to a culture of teaching based on the principles of Scholarship of Teaching and Learning (SoTL). Here</p>

			<p>they systematically investigate teaching and learning processes to enhance their educational practice.</p> <p>Proposed conclusion: The action will not be implemented as a central project as described in this Action. However, rules, guidelines and an Award/Pedagogical Academies are implemented to help researchers when working systematically on enhancing teaching practices (2025).</p>
<p>10. Arena for development of the supervisor role The gap analysis has uncovered several circumstances that are related to supervision and the role of the supervisor. There is a basis for strengthening the institutional system for supervision and the supervisor role, although several faculties have their own systems. In the workshops, proposals were made to establish arenas across the organisation to facilitate the exchange of experiences and also training of supervisors with the objective of strengthening this role at the institution.</p> <p>UiB will follow this up by establishing an annual supervisor forum at the university, which will offer skills development in the supervisor area and discussions about the supervisor role. Such a network arena can prepare the ground for interdisciplinary work on various ethical, academic and personnel aspects of the supervisor role. This will also be an area for following up and further developing the University's established guidelines for supervision.</p>	Established Supervisor Forum	Autumn 2020	<p>An initiative at institutional level was planned as a supplement to existing arenas for supervisors at the faculties. However, when developing the Action plan for ph.d. education (2020-2024), it was decided to change focus towards establishing meeting places for supervisors at faculty level where these were not yet established, and to further develop these arenas. All the faculties now have their own supervisor forum, where the supervisors can share experiences and discuss different questions or challenges. The fora have different content and frequency. In addition, a national forum for supervisor training was established in 2021. This provides an arena for professional updating, sharing best practice and experiences that the UiB representatives can share internally at the University, or make use of when developing/updating courses for ph.d. supervisors.</p> <p>The Division of Research and Innovation has mapped the various courses available to supervisors at UiB. This has also been a theme in the process of establishing the UiB Ferd Career Center (Action 6). Some of the faculties also offer e-learning courses. In addition, the University has:</p> <ul style="list-style-type: none"> • A ph.d. supervision course • Ethical guidelines for relations between supervisors and students or candidates at the University of Bergen University of Bergen

			<p>National guidelines for supervisor training (in Norwegian) was developed in 2023-24 (coordinated by Universities Norway, UHR). These will provide valuable input for future renewal of the UiB supervisor training.</p> <p>The clarification of roles (supervisor and HR manager) has been added to the “onboarding” process for newly appointed PhD candidates and may be revisited in annual employee dialogues (action 8).</p> <p>Helping younger researchers to develop supervision experience is an important element in mandatory career plans for ph.d. fellows and postdocs (Action 19). This is also discussed in the supervisor forums.</p> <p>Proposed conclusion: The action has been implemented (2025).</p>
<p>11. Develop a pilot project for promotion courses to scientific top positions into a permanent scheme for women</p> <p>The gap analysis shows that equality work is well established and that UiB fully complies with the principles. All the same, UiB wants to further develop its practice in the field. For many years, UiB has had its focus on equal opportunity and has action plans for gender equality, diversity and inclusion. The University would like to have more women in top scientific positions and will develop the pilot project for the promotion course into a permanent scheme.</p>	Established programme for promotion courses	Autumn 2020	<p>The promotion courses for women will be continued on a permanent basis in line with the action text.</p> <p>A possible discussion in extension of this is adaptations to the course/establishing a separate programme that also includes the research job codes, cf. also Action 5.</p> <p>Proposed conclusion: The action has been implemented (2022).</p>
<p>12. Academic CV and career interruption</p>	Procedures revised	Autum 2021	<p>The action was aimed at the faculty guidelines for assessing applicants. The matter has been placed on the agenda in ongoing</p>

<p>The conduct for the recruitment of researchers (Code) point to the importance of a CV with an interruption in the academic path not leading to disqualification of applicants. UiB is concerned that recruitment should take place on the basis of qualification and wants to ensure a practice whereby interruption should not exclude qualified applicants from being considered.</p> <p>In order to ensure adherence to this principle, the faculties will review their guidelines for assessing applicants, including the procedures for which works are assessed by an expert committee. The review should account for interruption/alternative career paths so that the procedures do not inadvertently hinder the assessment of applicants.</p>			<p>dialogue with the faculties. Rules/procedures are found to consistently take into account any interruption/alternative career paths (for example that applicants to scientific positions are required to include their most relevant publications, not necessarily the newest ones). It was therefore not considered necessary to include formulations regarding this point in the UiB regulations. It is, however, important to continue working on culture/practices.</p> <p>Based on recent new requirements from the Ministry of Education and Research, the Universities have to work to increase the number of employees with disabilities or interruptions in their CV. How to determine a baseline and thereafter improving the statistics at UiB, is part of Action 18.</p> <p>Proposed conclusion: The action is considered completed (2025).</p>
<p>13. Platform of knowledge regarding discrimination and diversity The gap analysis shows that relatively few researchers are recruited from underrepresented groups, even though UiB works actively to promote equality and diversity. UiB's diversity and inclusion action plan stipulates that no one should experience discrimination, and that the diversity perspective should be taken into account in announcements. The review of the OTM-R checklist showed that insufficient data is currently available to assess action in this area. Therefore, actions are being taken to establish a system for a better platform of knowledge on equality, diversity and discrimination, which can also be used in the auditing of action plans.</p>	<p>System established, platform of knowledge available</p>	<p>Autumn 2021</p>	<p>Information regarding recruitment can now be retrieved from Jobbnorge and sorted based on job category and the respective number of announced positions. It is possible to sort based on nationality and whether the applicants are from UiB or outside UiB, male/female and whether an applicant has checked the box for disability (positive discrimination measure). Data is extracted annually.</p> <p>The new payroll system providing data about employees is available based on job category, external/internal funding, male/female, and Norwegian/foreign nationality. Some data on employees are reported to the authorities (Database for Statistics on Higher Education – DBH – dbh.nsd.uib.no):</p> <ul style="list-style-type: none"> -FTE employees (per job category) -FTE male and female (per job category)

		<p>Data from the salary system is extracted annually for use in a report (in Norwegian) giving statistics on male and female employees in different positions at UiB. If the number of male or female in different positions drops below 40%, positive discrimination may be used (preference is given to the underrepresented sex, under otherwise approximately equal qualifications). This possibility must be included when announcing the positions. It is also possible to extract average salaries, min/max salaries for male/female employees in different job categories for UiB, a specific faculty or at department level. This relates to Action 15 (salary policy). Statistics are published on the web page https://www.uib.no/en/foremployees/80792/equal-opportunities-statistics-uib.</p> <p>Recruitment and employee statistics both relate to Action 4 (recruitment management data) and were important when establishing the UiB Action plan for Diversity, Inclusion and Equal opportunity.</p> <p>Early autumn 2024 UiB conducted a survey and focus group interviews regarding diversity, inclusion and discrimination. Surveys will be repeated, to help form a knowledge base for discrimination and diversity, indicating whether there is any improvement over time.</p> <p>Together, data from statistics and surveys over time form an important knowledge base for future updates of the Action plan for Diversity, Inclusion and Equal opportunity (Action 18) and development of new Actions in the HR Excellence for Research work.</p>
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			Proposed conclusion: The action is considered completed (2025).
<p>14. Guidelines and employment agreements for staff engaged in internal appointments and externally funded projects</p> <p>Although UiB fulfils the requirement of C&C for appointments, increasing participation in international networks and externally funded project work will require guidelines for employment agreements to be developed for employees engaged in international working conditions and externally funded projects.</p> <p>The guidelines and employment agreements must be prepared in accordance with labor legislations and contractual regulations in the European Economic Area and international and national law. Common guidelines are being drawn up, to be followed by templates for employment contracts that govern UiB's international working conditions and externally funded projects.</p>	<p>Draw up guidelines and templates for employment contracts</p>	<p>Guidelines Autumn 2020</p> <p>Employment contracts Autumn 2021</p>	<p>Action 14 consisted of two elements: Guidelines were completed in accordance with the progress schedule. Various types of cases were identified as the basis for the common guidelines, with associated proposals for affiliation types and procedures. The guidelines apply to international employments that are linked to UiB's activities and are governed by Norwegian and/or other countries' regulations because an employer or employee is not Norwegian or the work will be performed fully or partly outside Norway.</p> <p>The purpose of the guidelines was to provide governance and guidance relating to UiB's international employment relationships, appointments in international joint projects and employment contracts for international employment relationships. The guidelines formed the basis for the specific design of templates for employment contracts, or addendum to employment contracts.</p> <p>An agreement was entered into with an external firm to ensure the correct practical management of international employment relationships.</p> <p>The relevant templates are now established. MSCA grants were prioritized. In addition, the following templates have been established:</p> <p>-An addendum for the employment contract when the employee is going to stay abroad for more than one month for research stays, including field work and sabbaticals.</p>

			<p>-An addendum to the employment contract when the employee is going to work abroad for more than one week (holiday not included), for remote work abroad (not posted worker). -A contract for employment in a fixed term secondary position.</p> <p>The templates are important in ensuring good employer practices in relation to international employees, in connection with visits abroad, when employees participate in international projects or for employment in fixed secondary positions when the employee lives abroad.</p> <p>Proposed conclusion: the action will be considered completed (2025).</p>
<p>15. Develop pay mechanisms to stimulate quality of research and education and active dissemination of scientific activities</p> <p>The local wage policy is stipulated by agreement between the parties to working life at UiB according to the national master collective agreement. It is a common platform for how the pay system should be used and what pay-related measures are necessary to achieve the objectives of the organisation. The wage policy is an integral part of the organisation's personnel policy, and provides, among other things, the guidelines for wage determination on announcement and appointment, and criteria for assessing individual salaries for scientific positions. Although UiB thereby meets the C&C requirements in the area, it is desirable to develop the wage mechanisms used to stimulate quality in research and education and active dissemination of scientific activities.</p>	<p>Revised wage policy</p>	<p>Spring 2020</p>	<p>The wage policy has been reviewed and revised in line with the action and in collaboration with employee's trade unions. The wage policy criteria relating to research and teaching positions have been specially considered.</p> <p>A new structure has been established to make it easier for employees to navigate the document. The document has now been divided into four parts:</p> <ol style="list-style-type: none"> 1. Objectives and criteria 2. Wage band in connection with advertising and recruitment 3. Changes in wages or position restructuring after negotiations 4. Local wage policy special agreements <p>Wage development in job categories will be followed up on through e.g.:</p> <ul style="list-style-type: none"> • Work on wage statistics and minimum wage actions

<p>The University will revise its wage policy, including the measures and practices established for R&D positions.</p>			<ul style="list-style-type: none"> • Special agreement on assessment of pay conditions for employees awarded competence promotion to Professor • Special agreement on conditions for salary determination for employees who successfully undertake prestigious projects, achieve the status of Excellent Teaching Practitioner or contribute to externally funded projects assigned to UiB. <p>The wage policy has been translated into English and is published so that it can be communicated/made available to applicants (see for example the OTM-R web pages).</p> <p>One important follow-up aspect on this action is information and awareness-raising to contribute to ensuring that managers throughout the entire UiB organization utilize the instruments in the wage policy. The HR department offers to support this in dialogue with the faculties on the use of wage mechanisms.</p> <p>Proposed conclusion: The action has been implemented in accordance with the plan (2022).</p> <p>Update 2025: The wage policy has been updated according to changes in the new Norwegian Universities and University Colleges Act in 2024.</p>
<p>16. Action plan for equal opportunities and diversity The University previously had two action plans: Action Plan for Gender Equality 2017-2020 and Action Plan for Diversity and Inclusion 2017-2020, both of which were extended to 31 July 2021. UiB will establish a new, overarching action plan for</p>	<p>Spring 2022: UiB action plan adopted by the University Board Autumn 2022: Local faculty</p>	<p>Autumn 2022</p>	<p>The UiB Action Plan 2023-2025 for Diversity, Inclusion and Equal opportunity (EID plan) has been developed and was accepted by the University Board September 2022 (document in Norwegian). It consists of goals and activities divided into three sections:</p> <ul style="list-style-type: none"> • Organisation and resources • Training and competence-building • Local action plans

<p>diversity, inclusion and equal opportunities for the 2022-2026 period.</p> <p>The new action plan will look at these topics in context to increase awareness of how several different bases for discrimination interact and reinforce inequalities. The plan and the actions will be established in line with the requirements and recommendations of the Horizon Europe Guidance on Gender Equality Plans.</p> <p>The work that is currently undertaken within diversity and equal opportunities largely takes place at a strategic and overall level. Faculties and units should be more involved in this work, in order to achieve greater specific goal attainment and implementation in the organization. In order to provide a more operational approach to future diversity and equality work, the action plan will consist of a common element with collective central actions and a decentralized element, for which actions must be designed locally in faculties and units.</p>	<p>actions adopted by the Faculty Boards</p>		<p>A working group consisting of two students, scientific personnel, an assistant faculty director, a representative from the trade unions and the University chief safety delegate, developed the plan. They received input from the faculties and different committees during their work.</p> <p>All the faculties have also developed their own local EID plans.</p> <p>The work following up the EID plan for 2022-2026 is ongoing. Some items will also be important in an updated EID plan, which will be a part of the new Action 18 DIVERSITY.</p> <p>Proposed conclusion: The action has been implemented in accordance with the plan (2025).</p>
<p>17. Ph.d. supervisor competence building</p> <p>The working groups pointed out that even though all the faculties have established a forum for developing the supervisor role (Action 10), these are mainly focused on sharing and discussing best practice and experiences. In addition, UiB offers a course for pedagogical training of supervisors and has established ethical rules for the relation between supervisors and ph.d. candidates. Some faculties have established e-learning courses that</p>	<p>Ph.d. supervisor training and updating on rules and regulations offered at all faculties.</p>	<p>Autumn 2026</p>	

<p>includes information on rules and regulations for the ph.d. education.</p> <p>A prioritized new Action is that all faculties have to establish an offer (courses/e-learning/talks) informing new and updating more experienced supervisors in relevant rules and regulations. This may also include other relevant information and should be adapted to the specific context or needs at the different faculties. It is recommended that the rules and regulations training is mandatory for all supervisors.</p>	<p>Feedback from participants used to improve the offered training</p>		
<p>18. Diversity</p> <p>The previous action 16 was to establish an Action plan for diversity, inclusion and equal opportunity 2023-2025. Not all actions in this EID plan are yet implemented. Early Autumn 2024 a survey and focus group interviews were conducted, in order to gather a new knowledge base to update the plan. Among other things, the survey showed that remaining actions in the present EID plan should be implemented and a new EID plan needs to be established. Action 18, therefore includes both these aspects:</p> <p>*Establish and follow-up a new EID plan.</p> <p>*Following up existing actions:</p> <ul style="list-style-type: none"> • Perspectives on diversity, inclusion and equal opportunity will be included as part of the UiB leadership programs. • These perspectives will also be included in onboarding of new employees, employee dialogues, and in e-learning offers. 	<p>Determining a baseline and target through existing survey and relevant statistics (spring 2026).</p> <p>Follow changes in relevant statistics where possible (spring 2027).</p> <p>Development/ changes will be mapped through new survey.</p>	<p>Spring 2027</p>	

<ul style="list-style-type: none"> • Establish measures for a positive development of the number of employees with disabilities and gaps in employment history/CV . • Further improve the standard formulations for diversity, inclusion and equal opportunity in recruitment templates. Together with weblinks to relevant information, this will contribute to the understanding of UiB policy and work in this field. 			
<p>19. Career development</p> <p>An important feedback from the working groups, was to establish a permanent offer after the 3-days pilot career day at UiB in 2023. Career days give the opportunity to present different dimensions in a researcher careers, such as rejection from journals, funding sources or insight into the rules of working life. Career days also contributes to increased focus on career development, and is an important network arena for early stage researchers. Evaluation of the pilot indicated that a shorter version of the career days should be implemented every second year. A permanent offer should, whenever possible, also be coordinated with local career activities at the different faculties. This will increase the relevance for different disciplines and academic environments.</p> <p>Career plans for postdocs became mandatory at UiB already in 2020, when UiB adopted a Career Policy for young/early stage researchers (UiB Board 4/20). New Norwegian Universities and University Colleges Act also require career plans for ph.d. fellows. In addition to implementing career days as a</p>	<p>Evaluations of the Career days used for continuous improvement.</p> <p>Feedback on the value of career plans is requested in annual employee dialogues.</p>	<p>Autumn 2027</p>	

<p>permanent offer, Action 19 therefore includes establishing a framework for career plans for both ph.d. fellows and postdocs. The framework will establish routines, responsibilities, follow-up through employee dialogues and templates to be used as a starting point when developing templates at the faculties in line with local needs. The working groups also indicated a need for training the responsible for establishing the career plans together with the ph.d. fellows or postdocs. Such training will be established.</p>			
<p>20. Open recruitment processes UiB practices open recruitment processes in accordance with national regulations and internal guidelines. There is still a potential for closer follow-up of applicants during recruitment processes.</p> <p>Applicants for positions receive an automatic receipt from the application system Jobbnorge, confirming that their application has been registered. Applicants for positions as professor, associate professor, postdoc and ph.d. receive the committees assessment with a deadline for comments. The applicants also receive notification when the position is filled. In some recruitment processes, the time between these notifications can be long, which entails a risk of losing candidates.</p> <p>This Action involves a review of the recruitment process to identify when further feedback should be given to the applicants (for example information about the process and timeframe). This includes establishing or improving templates for such</p>	<p>Improvement in feedback from randomly selected recruitment processes.</p> <p>Feedback from employed candidates during onboarding.</p>	<p>Spring 2027</p>	

<p>feedback in Jobbnorge (Norwegian and English). Information on UiB websites about the recruitment process will be updated to ensure good and comprehensive information to applicants.</p>			
<p>21. Basic educational expertise Traditionally, teaching competence has mainly been tested through a trial lecture as part of a recruitment process. In 2019, the Ministry of Education and Research established new regulations for employment and promotion for associate professors or employment of professors, involving criteria for educational competence. New regulations put similar requirements for teaching professors, associate teaching professors and university lecturers. The content of the requirements and guidelines for how they should be documented is now up to the institutions to establish. The regulations allow for a two-year period after employment to achieve the competence requirements.</p> <p>Educational competence requirements for teaching professor, associate teaching professor and university lecturer (assistant professor lecturer) will be developed. The requirements must be established keeping in mind requirements for the professor career path. To ensure that the requirements for the same type of positions are as similar as possible across the sector, the work requires good dialogue with other universities. The requirements and how they should be documented must be easily understood by applicants. The UiB</p>	<p>Feedback of whether applicants have sufficient (documentation of) educational expertise in recruitment and promotion processes for academic positions.</p> <p>Statistics giving number of participants completing courses in pedagogy and ph.d. supervisor courses will be monitored over time.</p> <p>Educational statistics for students over</p>	<p>Spring 2026</p>	

<p>Board must approve the description of the new educational competence requirements.</p> <p>Routines and systems for follow-up must be established, especially when given a two-year period after employment to achieve the competence requirements. This also needs to be updated for professor and associate professor positions.</p>	<p>time will give some indication on changes in quality of education.</p>		
<p>22. Ethics</p> <p>UiB established its own Research Ethics Committee in 2000, although this did not become mandatory for research institutions in Norway before 2017. The faculties have also established their own committees, and in 2025 all members will be trained in the work. Even though the committees have proactive work related to research ethics included in the mandate, the main focus is on handling possible breaches of recognized research ethical norms. UiB has established a web page with information regarding different aspects and work relating to research ethics, https://www.uib.no/en/researchethics.</p> <p>In a report on research ethics in 2021, the National Audit Office (https://www.riksrevisjonen.no/en/) concluded that all governmental research institutions needed to do more to ensure that research is conducted in accordance with laws and regulations, and pointed especially to relevant training for researchers. A UiB working group was established and measures, such as a landing page for information regarding research ethics (https://www.uib.no/en/researchethics), have been</p>	<p>Document participation and evaluate different (new) courses in ethics.</p> <p>Feedback from different meeting arenas to evaluate and follow up the actions.</p> <p>Employee dialogues used for feedback and input on further needs.</p>	<p>Spring 2028</p>	

<p>implemented. To strengthen the work on ethics training and ensure that all employees working with research receive adequate training, a competence plan has been established and needs to be followed up. Several faculties have reported a need for a local support systems with focus on providing advice and guidance on research ethics.</p> <p>The action contains the following elements:</p> <ul style="list-style-type: none"> -Develop a module on ethics in the research manager program -Include research ethics in ph.d. supervisor courses at the faculties -Establish local research ethics committees/groups at the faculty level as needed. These should for example focus on: <ul style="list-style-type: none"> *giving guidance on good research ethical practices *supporting and sharing good practices (research quality) *discussing ethical dilemmas *having an overview of various research methods and research cultures *having an overview of relevant research ethics resource environments *ensuring compliance with documentation requirements for research ethical approval or assessment, which is increasingly required by foreign funding sources in connection with project applications or by journals before an article is accepted for publication 			
<p>23. Revised policy for open science UiB's policy for open science was adopted by the University Board in 2020 and last amended in 2022.</p>	<p>Updated and increased use of support in</p>	<p>Spring 2028</p>	

<p>The University Library (https://www.uib.no/en/ub) offers support and different relevant services. The University follows developments nationally and in Europe within open science. Some areas of open science are receiving increased focus, such as management and sharing of research data, the European Open Science Cloud initiative (EOSC) and the focus on security and research ethical considerations.</p> <p>The field is rapidly evolving, and it is important that the policy is updated and reflects the daily life and challenges of researchers and the organization. Action 23 therefore involves a revision of the UiB policy for open science. This will provide the researchers with support and guidance when engaging in different aspects of open science.</p>	<p>open science activities.</p> <p>Increased engagement in open science followed through statistics on open access publications.</p> <p>Over time, an overview of other open access activities (e.g. data sharing) will be established</p>		
<p>24. Sustainability Research of high international quality and research-based education are UiB's most important contributions to sustainability work. UiB has extensive academic activities, but also climate related work in accordance with the UiB climate action plan (https://www.uib.no/en/sustainability).</p> <p>An internal revision pointed out, among other things, the need to intensify efforts related to communication, culture and collaboration. It is important to establish and maintain good collaborative relationships and meeting places.</p>	<p>Improved coordination of the UiB sustainability work through increased dialogue/use of meeting places.</p> <p>Feedback from the climate plan Steering</p>	Spring 2027	

<p>Leadership training, further development of the annual sustainability conference, and collaboration with other relevant partners are key measures that will improve UiB's ability to leverage our own scientific knowledge base in sustainability work, build organizational culture and cultivate good practices. Action 24 also involves an important revision of the UiB climate action plan.</p>	<p>group, and both administrative and academic leader meetings used to evaluate and follow up the work on sustainability</p>		
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