

| ACTION | TARGET/ INDICATOR | DEADLINE | STATUS AND ASSESSMENTS 2021 |
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| <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>A revision is conducted to establish a collective OTM-R policy.</p> | <p>Adopted OTM-R policy</p> | <p>V2020</p> | <p>When processing UiB’s application, the auditors had a recommendation linked to OTM-R, which formed the basis for adjustments in the follow-up of the action. The recommendation noted the need for a quality assurance system for OTM-R and called for correlation to be ensured between a new OTM-R policy and other elements of UiB’s regulations.</p> <p>On this basis, the work on OTM-R was aimed at two further points in addition to what had already been described for the action:</p> <ul style="list-style-type: none"> - Broad review and description of the recruitment processes at UiB (developing good common practices, raising quality) - Greater transparency online (rules and procedures, information for (international) applicants) <p>In 2020/2021, the HR department has reviewed and updated the internal description of recruitment processes (academic and administrative positions) in the University’s internal employee manual (employee handbook).</p> <p>In connection with the COFUND/SEAS application in 2020, preparatory work was carried out on an externally focused description of the recruitment process for academic positions. It would be a great advantage for future EU applications for there to be an appropriate common landing page on the web pages that addresses the overall policy.</p> <p>Appointment to academic positions is the subject of a standardisation process taking place during the autumn of 2021. The resulting product will be coordinated between the faculties and will be based on the OTM-R principles. A description of the process</p> |

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| | | | <p>will be published on external pages so that it can be used when communicating with applicants and sources of funding.</p> <p>In parallel, several initiatives are also under way to highlight relevant rules/conditions/terms for applicants. This will be accommodated by the flexible new advertising templates (Action 2).</p> <p>Proposed conclusion: The action will be continued. New general OTM-R policy will be prepared for decision no later than submission of the new HRS4R action plan.</p> |
| <p>2. Review of templates 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 templates and procedures used in UiB's recruitment, in dialogue with the 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 professional development and career opportunities - Establish common procedures for feedback to candidates during the recruitment process, | <p>New templates and procedures established</p> | <p>H2020</p> | <p>Templates for advertising texts completed and put into use. A full review of the templates has been completed. 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 has also been added as a fixed element in the templates.</p> <p>The work on procedures for feedback, etc. is viewed in relation to the description of the recruitment process, cf. Action 1 above and followed up on in dialogue with the faculties. The procedures for feedback to candidates will be included in the work on the recruitment process. 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>The steering group notes that it would be advantageous to follow up on progress in recruitment processes in future work. Overall, system support must be ensured for follow-up and to maintain templates and procedures.</p> |

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| <p>with a particular focus on practice relating to feedback from interviews.</p> | | | <p>Proposed conclusion: The action will be considered implemented.</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>H2021</p> | <p>Guidelines for the documentation/assessment of basic educational expertise: The 2019 amendments to the regulations have been followed up on through adaptations to the local regulations for appointment and promotion and when stipulating new rules for the assessment of basic educational expertise at UiB. Some faculties have introduced their own guidelines for applicants and expert committees and a proposal for common guidelines at UiB has also been drawn up. During the autumn of 2021, the Norwegian Association of Higher Education Institutions submitted a proposal for consultation that had been drawn up by a working group that looked at common guidelines for expert committees for the assessment of educational expertise.</p> <p>Proposed conclusion: The action will be continued with new, more specific deadlines/indicators.</p> |
| <p>4. Recruitment management data The review of the OTM-R checklist results in UiB initiating 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>V2021</p> | <p>Improvements have been made to the registration of information on Jobbnorge so that information can now, among other things, be retrieved and sorted based on job category.</p> <p>Due to retirement, the work on the HR analysis has not been followed up on as intended. The transition to the new payroll system has also made it difficult to further develop the area, but new reporting tools in the payroll system will become useful over time. A future HR system will also be able to make key contributions to this work.</p> <p>Proposed conclusion: The action will be continued with indicators that clarify the link to Action 13 (platform of knowledge regarding discrimination and diversity), the further development of systems</p> |

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| | | | <p>linked to payroll (Action 15) and reporting to the authorities (Database for Statistics on Higher Education – DBH – dbh.nsd.uib.no).</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 the 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 careers policy</p> | <p>V2020</p> | <p>The Board has considered the committee’s proposal in Item 4/20 Careers Policy for Younger Researchers at UiB. The Board requested that further work be carried out on the recommended actions and that the Board be kept informed of developments. The careers policy focuses on associate professors, postdoctoral fellows and researchers.</p> <p>The recently adopted action plan for PhD programmes 2020-2024 (matter for the Board 63/20) also escalates similar career development actions for the PhD group.</p> <p>Career development actions are central matters that are also requested in applications to the EU framework programmes. Extensive work was conducted in connection with the COFUND/SEAS application to collect and systematise existing initiatives.</p> <p>Action no. 5 is linked to the establishment of a careers policy and has been implemented. Follow-up on the careers policy will take place in connection with the items listed in Action no. 6 and supplementary actions may also be considered to further develop the area in the new action plan.</p> <p>Proposed conclusion: The action has been implemented.</p> |
| <p>6. Counselling on career opportunities outside academia The gap analysis shows that the University mainly provides counselling on career opportunities within</p> | <p>Established careers counselling service,</p> | <p>H2021</p> | <p>This action is split into three elements:</p> <ol style="list-style-type: none"> 1) The establishment of a careers centre for younger researchers at UiB is on track in accordance with the action. |

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| <p>academia, but to a lesser extent on the opportunities available outside of 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>careers days and courses in transferable skills</p> | | <p>The careers centre is scheduled to launch in January 2022. The centre has been named the UiB Ferd Careers Centre and 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 will be the 1.5 FTEs that are currently dedicated to the centre, one in HR and 0.5 in the Division of Research and Innovation. After assessing various concepts, it has been decided that the centre will be established as a network-based centre (careers team). This setup is based on recognised academic principles and is considered to ensure a strong initiative that safeguards and supports 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:</p> <ul style="list-style-type: none"> - Existing resources at the faculties. These resources will have different roles and different functions at the different faculties and departments and will therefore constitute a set of “nodes” with different characteristics. 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 services 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, we can also envision time-limited collaborations with various private and public sector organisations. <ol style="list-style-type: none"> 2) Careers days: It has not been relevant to follow up on the point about careers days during the pandemic. |
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| | | | <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 will be implemented by the Division of Research and Innovation and the HR department together with the faculties.</p> <p>Proposed conclusion: The action will be continued with an adjustment of deadlines/indicators to support the activity.</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>H2020</p> | <p>The HR department has contributed a sequence on career development to the Momentum programme. This sequence was based on an adaptation of the Reflex career development tool and was not a fully-fledged pilot.</p> <p>There has been discussion about using COFUND/SEAS as a pilot. This programme places great emphasis on career development and transferable skills and has appointed a large number of postdoctoral fellows due to start during the spring of 2022.</p> <p>Proposed conclusion: The action will be continued.</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</p> | <p>Revised templates for performance assessment interviews</p> | <p>H2020</p> | <p>Templates were drawn up for performance assessment interviews adapted for different job categories before the deadline. The templates are available in the employee manual.</p> <p>It will be important to follow up on how the templates are received by managers and researchers that will use the templates and to accommodate further development of the templates in dialogue with the UiB organisation. The HR department is responsible for maintaining and developing the templates in line with other material managed by the department. A separate matter for the Board will be submitted in relation to this matter.</p> |

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| <p>needs to be made aware of what a performance assessment interview is and should be used for.</p> | | | <p>There has also been an emphasis on career plans in the work on UiB Ferd.</p> <p>Proposed conclusion: The action has been implemented, but further development should be considered, with an emphasis on training/awareness-raising and improvements based on the experiences gained from using the templates.</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</p> | <p>Completed pilot project</p> | <p>V2021</p> | <p>The work has yet to start.</p> <p>During the autumn of 2021, Student Affairs and HR will make the necessary preparations to implement the pilot project in 2022/2023.</p> <p>It would be advantageous for follow-up to take place in connection with UiB FRAM and for the work on the planning of teaching to ensure uninterrupted time to conduct research.</p> <p>Proposed conclusion: The action will be continued with a postponed deadline.</p> |

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| <p>the interdisciplinary nature of the education we provide.</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 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 arena for following up and further developing the University's established guidelines for supervision.</p> | <p>Established Supervisor Forum</p> | <p>H2020</p> | <p>The action for a new meeting place for supervisors has not been followed up on during the pandemic.</p> <p>In previous discussions, the steering group has found that one challenge associated with this action is that many of the faculties have already established good meeting places and actions for supervisors. An initiative at institutional level must supplement such existing initiatives. It is important to ensure that the initiative is subject-oriented and something that is desired by supervisors.</p> <p>When the “Arena for the development of the supervisor role” action was selected as a common UiB approach, it was also linked to the efforts to cultivate and strengthen the role of the supervisor. The preparatory work for the HRS4R application indicated that many people perceive the distinction between the supervisor and the HR manager to be ambiguous and that younger researchers in particular are unsure about who is responsible for what. A clear delineation is important, for example between midway evaluations and performance assessment interviews.</p> <p>The clarification of roles has been added to the new “onboarding” process for newly appointed PhD candidates. The Division of Research and Innovation is preparing to map the various courses available to supervisors and this has also been a theme in the work to establish the Careers Centre (Action 6). An important focus will be to accommodate younger researchers being given the opportunity to develop as supervisors.</p> <p>There may be reason to consider whether to specify that the action relates to the cultivation of the supervisor role. Creating meeting</p> |

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| | | | <p>places and ensuring that younger researchers receive practical support to develop supervision experience are two central elements for follow-up. A third element is to support the development of initiatives aimed at supervisors in faculties that currently do not have such initiatives in place.</p> <p>Proposed conclusion: The action will be continued with a postponed deadline and with assessment of follow-up items.</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> | <p>Established programme for promotion courses</p> | <p>H2020</p> | <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 researcher job codes, cf. also Action 5.</p> <p>Proposed conclusion: The action has been implemented.</p> |
| <p>12. Academic CV and career interruption</p> <p>The rules of 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 qualifications, and wants to ensure a practice whereby interruption should not exclude qualified applicants from being considered.</p> | <p>Procedures revised</p> | <p>H2021</p> | <p>The action is aimed at the faculty guidelines for assessing applicants. The matter has been placed on the agenda in ongoing dialogue with the faculties. Rules/procedures are found to consistently take into account any interruptions/alternative career paths, but it may be important to continue working on culture/practices. Consideration should also be given as to whether the University's common regulations should more explicitly clarify the obligation to support applicants with interruptions in their career paths. Follow-up will be considered in further detail in</p> |

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| <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>connection with the announced review of the regulations relating to the Norwegian University and University Colleges Act.</p> <p>Proposed conclusion: The action will be continued with progress schedule adjusted in line with the Ministry's process relating to the regulations.</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>H2021</p> | <p>A SPRINT on the matter has been held, the proposals from which will be followed up on. A possible solution would be the establishment of a diversity survey that could, for example, be carried out every other year. The University is also involved in a collaboration with the organisation Papillon.</p> <p>The further development of the action has also been included in the draft action plan for equal opportunities and diversity: "Relevant statistics must be obtained to provide a good basis for work on actions aimed at employees and students with different backgrounds, orientations and life situations" (priority area for diversity and inclusion, subordinate objective 6).</p> <p>The follow-up must clarify which data to collect and the action must also be viewed in connection with Action 4 on recruitment management data, as well as the further development of systems linked to payroll (Action 15) and reporting to the authorities (Database for Statistics on Higher Education - DBH).</p> <p>Proposed conclusion: The action will be continued with progress schedule adjusted to the Action Plan for Equal Opportunities and Diversity.</p> |

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| <p>14. Guidelines and employment agreements for staff engaged in international appointments and externally funded projects Although UiB fulfils the requirements 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. The guidelines and employment agreements must be prepared in accordance with labour legislation 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 H2020 Employment contracts H2021</p> | <p>The guidelines were completed in accordance with the progress schedule. Various types of cases have been identified as the basis for the common guidelines, with associated proposals for affiliation types and procedures. The guidelines apply to international employment relationships 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 is 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 form the basis for the specific design of templates for employment contracts (supplements to employment contracts).</p> <p>The work on the agreement templates has been initiated and agreements will be developed on a group-by-group basis. MSCA grants are prioritised. An agreement has also been entered into with an external firm to ensure the correct practical management of international employment relationships.</p> <p>Proposed conclusion: The action will be continued with an adjusted deadline relating to employment contracts. Milestones to be established to ensure progress.</p> |
| <p>15. Develop pay mechanisms to stimulate quality of research and education and active dissemination of scientific activities 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</p> | <p>Revised wage policy</p> | <p>V2020</p> | <p>The wage policy has been reviewed and revised in line with the action and in collaboration with employees trade unions. The wage policy criteria relating to research and teaching positions have been specially considered. 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> |

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| <p>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>The University will revise its wage policy, including the measures and practices established for R&D positions.</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 - 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 outstanding teacher or contribute to externally funded projects assigned to UiB <p>The wage policy has been translated into English and has been published so that it can be communicated/made available to applicants.</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 organisation utilise the instruments. The HR department should offer 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.</p> |
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