

INTERNAL REVIEW

Name Organisation under review:

Name in Norwegian: Universitetet i Stavanger – UiS
Name in English: University of Stavanger

Organisation's contact details:

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Web-link to published version of organisation's HR Strategy and Action Plan:

<https://www.uis.no/en/about-uis/charter-and-code-at-uis>

Link to organisational recruitment policy (OTM-R principles):

<https://www.uis.no/sites/default/files/2022-09/OTM-R%20UiS%202019.pdf>

SUBMISSION DATE TO THE EUROPEAN COMMISSION: 25TH September, 2019

1. ORGANISATIONAL INFORMATION

Please provide an update of the key figures for your organisation. Figures marked * are compulsory

STAFF & TUDENTS	FTE
Total researchers =staff, fellowship holders, bursary holders, PhD. Students either full-time or part-time involved in research *	954,9
Of whom are international (i.e. foreign nationality)*	185,4
Of whom are externally funded (i.e. for whom the organization is host organization) *	148,4
Of whom are women *	497,5
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy typically holding the status of Principal Investigator or Professor *	477,4
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	44,0
Of whom are stage R1 = in most organisations corresponding with doctoral level *	239,7
Total number of students (if relevant) *	12000
Total number of staff (including management, administrative, teaching and research staff) *	1538,6

RESEARCH FUNDING (figures for most recent fiscal year)	€
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<i>Total annual organizational budget</i>	<i>182724000</i>
<i>Annual organizational direct government funding (designated for research)</i>	<i>46635000</i>
<i>Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)</i>	<i>6913000</i>
<i>Annual funding from private, non-government sources, designated for research</i>	<i>12770000</i>
ORGANISATIONAL PROFILE	
<p><i>The University of Stavanger (UiS) on the South West Coast of Norway has 12.000 students and 1.700 faculty, administration and service staff.</i></p> <p><i>UiS is situated in an attractive region in the country, with some 300.000 inhabitants.</i></p> <p><i>UiS has an innovative and international profile, and will be a driving force in knowledge development and in the process of societal change.</i></p> <p><i>The University is organized into six faculties, comprising a total of 13 departments/schools and two National Research Centers, as well as the Museum of Archaeology and a unit for lifelong learning.</i></p>	

2. STRENGTH AN WEAKNESSES OF THE CURRENT PRACTICE

1. Ethical and professional conditions

Ethical and professional aspects:

Ethical and professional conditions are improving at UiS with better guidelines and structure across the organization securing equal offers and treatment. Actions we once set to make improvements are either completed or still in progress. The organization is moving in the right direction, but there is room for improvements. Actions initiated after the GAP analysis are of course a high priority, but the process so far has had its strengths and weaknesses.

We selected three actions related to Ethical and professional aspect for 2016-2018, of which the first was to start the process of employing a Research Ethics ombudsman. This in order to be more prepared, be more proactive, and to ensure that research at UiS is conducted in accordance with recognized norms.

Strengths: all the steps related to recruitment are in place and expected to be completed by Q4 2019.

Weakness: We experienced some delays that prevented us from implementing by the anticipated time point as a result of discussions surrounding ethics, GDPR, and the appointment of a data protection officer.

Another action that has been stated as planned, was to enhance the introductory program for new researchers.

Strengths: This is a solid introductory program that is offered twice a year to all new PhD candidates

Weaknesses: This is aimed directly at PhD students and doesn't take into account other early career researchers. Formulation of the original action point did not fit well with the outlined objective, so while we have reached the objective, and this objective is now completed, this does not match the original action point.

In our plan we also saw the need to improve project management of externally funded projects

Strengths: This has increased the number of ideas with potential commercial impact coming from the STEM faculty

Weaknesses: This has been particularly targeted towards STEM subjects, and still needs to be rolled out towards other disciplines, under 3. Action, future plans for actions are set with indicators and new timelines.

For all new international employees, including PhDs the University offers relocation services such as VISA application/Residence permit, opening a bank account to integration, language courses to Norwegian culture and being a part of society. These are all part of the relocation program we offer together with our relocation partners.

2. Recruitment and selection

Open recruitment is of high importance in recruitment processes at UiS.

In addition to being responsible for all recruitment processes in the organization, the HR department is also the responsible unit for management follow-up and leadership development. Interview techniques, the importance of gender balance and diversity are here, of course, especially in courses that are given, among other things, to new managers at the university.

After the Gap analysis, when we started the process of developing our action plan there was a need to improve marketing of UiS and information conditions at UiS which emerged as an area of improvement. In accordance with the plan, UiS has clarified the working conditions and what UiS offers its employees in the procurement texts used in international announcements. We have also put in place new English-language websites with information to applicants about the opportunities offered by UiS and the region. Although we have not achieved the goal of increasing the number of applicants per job, which we now is not considered a good measurement parameter, we have implemented several measures that contribute to better marketing of UiS as a workplace. The average number of applicants per job in 2018 was 26.1. Our new indicator will instead be to have at least three qualified applicants per teaching and research position.

In the action plan we also had as an action to increase the quality management of the recruitment process towards an international target group in order not to exclude foreign applicants. In line with the plan, UiS has had a strong focus on recruitment positions and permanent teaching and research positions being announced internationally. From 2018, international announcement has only been left out exceptionally. To be able to carry out certain research projects and take care of teaching at the bachelor level, it has been necessary to set requirements for language skills in Norwegian or another Scandinavian language upon accession. UiS has increased the number of teaching and research positions (permanent and temporary) published internationally from 45.3% in 2015 to 61.5% in 2018. Objectives in the Action Plan (60%) have been achieved.

Our last action related to Recruitment and selection was the professionalization of the recruitment processes in order to increase recruitment of international researchers.

Unfortunately, we did not manage to do this, but we have made great strides that we think will yield results in the longer term, please see remarks below.

As public university in Norway is expected to hire the best qualified applicants, does in itself, means that as to an increasing degree work to highlight all our scientific positions internationally, with the challenges and opportunities this presents. However, the best compatible in regard to resume is not always the best qualified for the job. Teaching skills or how to collaborate, these are matters we ask managers to pay attention to when announcing and hiring to positions.

Remarks

The University's support function within HR during the period 2015-2017 was reorganized with the aim of, among other things, professionalizing recruitment work. From 1.1.2018, HR is centralized and HR staff is divided into different teams. A recruitment team has been established which is responsible for the implementation of recruitment processes. The team is in the establishment phase, but has a clear goal of further professionalizing the processes and increasing the number of qualified applicants for vacancies, both Norwegian and international. A separate EMC (EURAXESS Mobility Center) has also been established to assist the recruitment team in the reception of foreigners. The number of foreign nationals has increased from 11.9% at 31 December 2015 to 14.8% at the end of 2018. (Unfortunately, when the action plan was adopted, an error occurred, a mistake was made when calculation figures and therefor incorrect information was given regarding the proportion of employees with nationalities other than Norwegian, the correct figure should have been 11.9%, not 8.7%)

The EMC team has been operational since January 2018 and has been given responsibility for a number of tasks to professionalize the first phase of international incoming researcher mobility to UiS. In many ways, it can be said that the signing of C&C, the work on the Action Plan and the recognition of a need to professionalize the reception by incoming researcher mobility were of high importance in establishing the EMC.

3. Working conditions

Norwegian legislation clearly states that all employment should in principle be permanent positions. This is to ensure working conditions, safety for the employee, family and further regulations on working hours and vacation leave to ensure a good work-life balance. Gender balance and diversity are also something we strive to achieve, both because we are measured by the state in these areas but also because we clearly believe this is very important.

Being able to offer good working conditions, as we see it, also means being able to offer interesting positions and opportunities for development. For the academic staff, this means that we clearly see the value for both the organization and staff to have a stay abroad.

One of the actions has been to increase the number of research fellows having a research stay abroad.

Strengths: Several actions have been implemented in order to increase the number of research fellows having a research stay abroad.

Weaknesses: No systematic data collection for this point in order to effectively monitor this

Another action we had was the aim of a long term increase in the number of female full professors.

In 2015 the University had 45.2% women in associate professorships, but only 21.2% female full professors. The University applied for funding from The Norwegian Research Council to improve the gender balance in top research positions. The project was called "Women towards the top - UiS in movement and balance". Simultaneously, several measures were taken to raise the percentage of female full professors. The objective was to increase the proportion of female full professors to 27.5% by Q42018.

The project has proven to be very important to increase the balance in academic top positions, and it also has given us an important symbolic value, because the project demonstrates UiS' dedication to this issue. Top management at the University will contribute to the project and will be responsible for anchoring; implementation and quality assurance measures in the future, just like they have been in the past.

After completing the first round of the project in December 2018, UiS had increased the percentage of female professors to 31%. In September 2019, a new three-year project will further start. Our goal of 40% female full professors at Q42022.

In our action plan we also had a goal to reduce the use of temporary appointments in regular teaching and research positions. *This is also done to increase international recruitment, and we have reduced the share of temporary employees from 18,6% in 2015 to 14% in 2018.* UiS is aware the need to reduce the proportion of temporary staff in ordinary teaching and research positions. The share has been reduced from 18.6% in 2015 to 15.8% Q42018.

Although the development has gone the right way, it is not in line with the objectives. This is mainly due to the fact that several positions are linked to research projects with limited funding and that in some disciplines there is a need to hire temporary workers to meet our teaching obligations.

4. Research training and career development

Training and development is crucial for the university's development and achievement of results. Various competence development measures are carried out based on the university strategy. Competence and career development should be a natural theme in the annual employee development review with the immediate superior.

We had as a goal to increase the awareness of competence development support for all employees, and increased active personnel management (by improving and facilitating conditions for institution and center managers) It is a clear goal for the university to give all our employees, in all different positions, the opportunity to both develop, and to use, their competence. We have focused on developing a range of different programs for employees in different sort of positions. Scientific employees has a "built-in development system" in the competence demands for different types of positions from the PhD-level to the Professor level, with descriptions of what is needed to move in-between these levels being fairly clear. It is not so clear for administrative personnel; In We have a goal to create better developing and training programs for administrative personnel without leadership responsibility as well.

Related to our action to Introduce Q&A in development reviews, this is to better ensure the *quality of developmental reviews* as a work development tool. In 2018, a selected group of staff with different competences and professions developed a new program to ensure a holistic career policy for scientific employees to enhance excellence across a range of academic practice by developing individuals and championing development provision across the institution. This program waits a decision by the UiS board in Q32019, and implementation can start immediately after this formal approval.

The next step is to develop a comparable program for administrative personnel's' career development.

Leadership development on appropriate use of performance appraisal. Our leaders get feedback from their employees on the annual work environment survey. Leaders with low scores get individual guidance from the HR-department. We have also analyzed how our leaders cope with their job tasks and if there is any gender difference in self-reported coping among leaders (according to our results there is no gender difference). We have developed a range of leadership courses, some new and some improved based on participants' feedback. A new concept starting December 2019 is called "colleague guidance", where leaders bring problems and dilemmas to a group of other leaders from different levels and disciplines and get their help, and advice reflections. This course will be evaluated after the last session in Q32020.

We have developed new schemes for performance appraisal, and will have a course for leaders within Q32020.

Increase regular competence development for employees in recruitment positions is also in action we have focused on this period, and with good results.

Strengths: The University has developed a program that has attracted national attention and recognition by Universities Norway (Universitets- og høyskolerådet (UHR))

Weaknesses: None. This is a success

Remarks

International experience is becoming even more important in the years to come, this enables us to attract talented foreign researchers. It also requires that motivate our staff to travel abroad, and that this becomes a natural part of our own career development measures for scientific staff. We also see the value that administrative staff travelling abroad, both to improve foreign language skills, like English, but also to see how other institutions solve similar work tasks. A good way to do this is for example by using the ERASMUS + employee mobility, which can be an instrument to measure especially administrative staff use, related to career development in years to come.

Have any of the priorities for the short- and medium term changed?

There have been no major changes in terms of what we want to measure, but in reviewing the phase we are in, we see the need to adjust some indicators. What we initially thought could be measurable has subsequently proven to be difficult to measure / follow up. However, there are no big changes, and we prim ally see that things take a little longer time than what we set as action deadlines.

The HR transformation has been time consuming and several employees who have been engaged in the HRS4R process are no longer part of the organization or have been given other positions. These are internal causes that have not directly made goals or targets change, but it has definitely not made the process easier. New persons involved may not have quite been explained thoroughly briefed on why or how this should be measured. All in all, we are on the right track and HRS4R is perfectly in line with the strategy at UiS.

The new action points that we have either partially implemented or are planning to initiate are described with a timeline in part 3. These actions builds on our experience so far in the process, or has resulted from the need for better measures to achieve the goals we set.

Have any of the circumstances in which your organisation operates, changed and as such have had an impact on your HR strategy?

After UiS received the HRS4R approval, there have been several major changes in the organizational structure at UiS.

The HR department has been working for several years for an HR transformation at UiS. In January 2018, all employees working with HR related issues became subordinate and moved to the already established central HR department. From then on, all HR at the UiS was centralized and all HR staff became part of specialized teams to better serve the organization. There are several reasons why this was done, and the work with C&C also played a role as the need for equal service to everyone in recruitment processes. Such an organization in itself causes the competence of the individual HR workers to increase by working in specialized teams. Although the HR transformation must have been a success, it has also been met with skepticism and it has also taken time to both co-locate the new larger central HR unit while still being in a phase where one establishes new routines to work smarter and could provide better service. It would not be correct to say this has had an impact on our HR strategy, but it has been time consuming.

The HR department was then divided into 7 teams;

- Recruitment - all recruitment at UiS
- HR Basic services, Temporary positions, leave and sick pay schemes as well as ad hoc questions especially from managers.
- HR strategy and development team
- HSE team
- HR Legal support and counseling team
- HR Team for leadership development and competence
- EMC EURAXESS Mobility Center, inbound and outbound research mobility with assistance to researchers.

The latter team was also developed as a result of the need after the work on incorporating Charter & Code into practice at UiS began.

Are any strategic decisions under way that may influence the action plan?

From August 2018 major organizational changes were made at UiS.

We went from elected principal to hired principal. At the same time, we went from a concerned rector and a director position to three new pro rector positions, respectively a pro rector for research, a pro rector for teaching and a pro rector for innovation and society. In addition, a director of organization and infrastructure.

The entire top management is thus new and it is still early to say to what extent it will influence the action plan. Major structural changes of this nature are always demanding, but we clearly see that the change is for the better and we are sure that only the new organization will settle, positive outcomes will evolve from such a change.

The former Pro rector has been strongly involved in the HRS4R process.

3. ACTIONS

OVERVIEW OF CURRENT ACTION POINT STATUS AND INDICATORS

All action points listed as partly are not completed has an explanation with the star sign * and an estimated completion date

Action points		Person responsible	Target dates	Indicator(s)/Target	Current status
1.	Appoint ombudsman	Research director	End 2018 2Q 17 4Q 17 1Q 18 2Q 18 New target: Q4 19	Start a process where the aim is to appoint a Research Ethics ombudsman, cf. pt. 2. Describe role & responsibility Internal hearing & UiS board decision Announcement Enrolment In Q1 2019, the appointment of ombudsperson was decided and a mandate for this role adopted by the University Board. Currently, the advertisement for that position is being prepared and an appointment is expected to take place by Q4 2019.	Extended
2.	Enhance introductory program for new researchers	Research director	End 2017 3Q 17 1Q 18	Internal regulations and practice regarding project management at UiS shall be part of the introductory program for newly appointed researchers, cf. section 4. Description of introduction program Implementation	Completed and ongoing
3.	Improve project management of externally funded projects	Research director	July 2017 2Q 17/ongoing 2Q 17	Launch a series of internal seminars aiming at better knowledge transfer and best practice with respect to project management of externally funded projects. The target group will be support staff at all levels of the organization, cf. pt. 6. Define target group Develop content with TTo and R&D dept.	Completed

4.	Improve marketing of UiS and information about working conditions at UiS	HR-director	End 2017 New indicator: 3 qualified applicants per teaching and research position by Q4 2021.	UiS must be marketed better as a workplace. Develop career pages where employees can easily read about opportunities. Review announcement templates with the aim of promoting working conditions and career opportunities better, cf. pt. 15. Increasing the average number of applicants from 29.7 in 2015 to 31 in 2017	In progress
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5.	Increase the quality management of the recruitment process towards an international target group in order not to exclude foreign applicants	HR-director	End 2017	International recruitment is to be prioritized. Make sure that all the recruitment positions and permanent scientific positions are announced internationally and that the competence requirements do not prevent foreign applicants, cf. pt. 13. Increase the number of Teaching and Research positions (permanent or temporary) which are published internationally from 45.3% in 2015 to 60% in 2017. NEW indicator: Increase the number of foreign nationals from 14.8% as of 31.12.2018 to 18% by 2021.	Completed
6.	Professionalization of the recruitment processes in order to increase recruitment of international researchers	HR-director	End 2018 Q4 21	Make the recruitment processes more professional and efficient with the aim of increased international recruitment, cf. pt. 14. Increase the proportion of employees with different nationality than Norwegian from 8.7 in 2015 to 10 in 2018. New indicator: Increase the number of foreign nationals from 14.8% as of 31.12.2018 to 18% by end 2021.	Extended
7.	Increase the number of research fellows having a stay abroad	Dean	End 2018 New: Q4 2022	All research fellows are expected to have a stay abroad during their time at UiS. This must be communicated to the employee and facilitated through financial support, cf. pt. 24. Increase the number of Doctoral candidates who complete a stay abroad during their doctoral education from 25 % in 2015 to 35% in 2018, by easier access to information online and highlighting the importance of such a stay in the introduction seminars.	Extended

				<p>New indicators: The university has the strategic goal of increased internationalization and mobility. Due to a change in the leadership of the university, new benchmarks for the share of doctoral candidates having a stay abroad will be put in place during the strategy process 2019/2020.</p>	
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8.	A long term increase in the number of female full professors	HR-director	End 2018 New: Q4 2022	<p>Carry out measures in connection with “Women towards the top – UiS in movement and balance” and thereby increase the proportion of women in professor positions:</p> <p>1. Change management: by focusing on anchoring of Til Topps, and awareness and accountability of line management. A qualitative study at the Faculty of Science and Technology performed by the Network for gender research, identifying barriers and will provide basis for organizational measures.</p> <p>2. The promotion programme: includes a mock evaluation for women close to professorship, identifying possible areas of improvement. The programme includes writing courses, funding for networking, internationalization, mobility or publication support, based on the individual candidates' needs.</p> <p>3. Recruitment: a task force consisting of scientific personnel, members of HR staff units and managers, identifying and implementing new methods for recruitment, so that the applications to advertised vacancies become larger and more gender balanced. This is because we have received feedback that labor market pressure in our region is so large that it hampers efforts to improve the gender balance.</p> <p>Increasing the proportion of female full professors from 21% in 2015 to 28% in 2018.</p> <p>New target: Increasing the proportion of female full professors from 21% in 2015 to 28% in 2018</p>	Completed but ongoing
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9.	Reduce temporary appointments/ increase permanent positions	HR-director	Ongoing	<p>Reduce the use of temporary appointments in regular teaching and research positions. This is also done to increase international recruitment. Reducing the share of temporary employees from 18,6% 2015 to 14% in 2018</p> <p>NEW Target: Reduce the proportion of temporary staff in ordinary teaching and research positions from 15.8% in 2018 to 12% by the end of 2021</p>	Extended
10.	Increased awareness of support for competence development for all employees. Increased active personnel management (by improving and facilitating conditions for institution and center managers)	HR-director	Ongoing New target: 3Q 2020	All employees should be encouraged to develop their competence. Department and center managers should be able to exercise active personnel management for all employees, including research fellows, cf. pt. 36.	In progress
11.	Introduce Q&A in developmental reviews	HR-director	End 2018 New target Q2 2020	<p>Ensure the quality of developmental reviews as a tool in work on employee development, cf. pt. 36. Leadership Development Course on appropriate use of performance appraisal Q4 17 to Q2 18</p> <p>Ensure the quality of developmental reviews as a tool in work development. In 2018, a selected group of staff with different competence and professions developed a suggestion to a new program to ensure a holistic career policy for scientific employees to enhance excellence across a range of academic practice by developing individuals and championing development provision across the institution. This program will govern a decision by the UiS board in September 2019, and implementation can start immediately after the decision is made.</p> <p>Next step is to develop a comparable program for administrative personnel's' career development within the organization., see action 10</p>	Extended

12.	Increase regular competence development for employees in recruitment positions	Research director	End 2017 Q2 17- Q2 18 Q3 17- Q3 18	Employees in recruitment positions at UiS should receive good and regular professional supervision in their competence development. Stipulate clear expectations for the supervisor role and ensure that all supervisors complete the necessary training, cf. pt. 36. Further develop the supervisor course (VUK), based on an extended evaluation project to elucidate participant's learning experiences after participating on the course has been initiated. To ensure future supervisor training capacity at UiS, courses for "Training the trainers" will be initiated. This will enable key staff at UiS to run supervisor courses.	Completed
13	New Action Increase the number of teaching and research positions (permanent and temporary) published internationally .	HR-director	Q4-21	To increase the number of teaching and research positions (permanent and temporary) published internationally from 61.5 in 2018 to 70% by 2021. Reduce the number of positions requiring competence in Norwegian or another Scandinavian language upon accession. Extend the period for acquiring skills in Norwegian from two to three years.	In progress
14	New action: Enhance support to researchers during the grant application process	Research director	Q1 and Q2 2020	The R&D department have coordinated a new approach to grant proposal writing. These processes have been designed to ensure a coordinated approach and routine across the different faculties, and have been implemented at the university. The University of Stavanger has a strategic objective to increase its portfolio of externally funded research projects. These processes have been implemented to increase support to researchers during the application process, with the aim of increasing the overall quality of applications submitted by the university's researchers, and increasing their overall success rate. This process includes workshops to inform researchers about these processes and the support that is available to them, as well as organizing various writing courses aimed at different funding calls. External	New: In progress

				<p>specialist/consultants can also be involved.</p> <p>This was rolled out in Q1 of 2019, and will be further adapted in Q1 & Q2 2020. Indicator will be number of courses per year.</p>	
15	<p>New action:</p> <p>Improve research leadership skills of research staff</p>	<p>HR director, HR Team for leadership development and competence</p>	Q4 20	<p>1. Evaluation after finished research leadership course by all participants to measure usefulness of program, and possible improvements for future programs.</p> <p>2. Check indicators of research collaboration, social support and reported conflicts in scientific work environments on the annual work environment survey, to see if development of leadership skills among researchers influence the work environment for scientific personnel on group-levels over time</p>	<p>New. In progress</p>

Comment on the implementation of Open, Transparent, Merit-Based Recruitment principles:

As UiS received the HR certification prior to the publication of the OTM-R toolkit and HRS4R recommendations by the European Commission, we currently do not have an online OTM-R policy document, but requirements are completed through national and internal regulations and HR practice at UiS in our Employee and Manager handbook. In addition, we have made a support site for our applicants with an overview of the appointment process and national regulations on appointment and promotion to teaching and research posts, called "Application & Appointment".

To ensure open recruitment we have used an electronic recruitment system for years, and are working with a number of international recruitment channels.

Nationally guidelines for selection committees are stated in regulations. UiS sees the need to prepare more detailed guidelines and templates for the committees to ensure that the best candidate is selected.

UiS, as a public institution, is required to abide by national regulations for work and research policies. We follow the Norwegian law for the Governmental sector and university regulations that goes well in hand with the OTM-R objectives.

4. IMPLEMENTATION

General overview of the implementation process

The implementation phase has in many ways been exiting, discovering areas of improvement both across units and disciplines, and deciding how to raise the individual target figures to the desired level is interesting but also demanding. One thing is to integrate goals or targets into our strategy documents, that follow the same plan as what we strive to, another thing is the extent to which this corresponds to the results we actually achieve. It is nevertheless very positive that we see a willingness

in the organization to work towards best practices, but we also see in this process the need to refine formulations and find better ways to measure progress and that is not always easy.

The implementation process gives our employees a greater awareness of HRS4R and areas of improvement within the organization.

1. How have you prepared the internal review?

The preparation for the internal review was done by working through each of the Action points from our Charter & Code action plan. We have analyzed our actions, the extent to which these have been fulfilled and issues that have emerged in processes related to the degree to which we have succeeded. In cases where we have seen opportunities for improvement, this has partly been a continuous process during the period, but in preparation for internal review also an opportunity to settle a status with regards to where we want to proceed, how this should be measured, and what seems important in the time to come to achieve the desired results.

The internal review has been written by the HRS4R group:

Leader of EURAXESS Mobility Centre UiS Mr. Kjetil Kiil Halvorsen

Leader Recruitment division HR, Mrs. May Merethe Tjessem Opdal

Senior Adviser Robert Eroll Radu, Research & Innovation department

With support and supervision by the HRS4R steering group and a Scientific Specialist Group, and feedback especially by newly employed international researchers.

2. How have you involved the research community, your main stakeholders, in the implementation process?

The principles of the Charter & Code are incorporated in our daily work in the HR department and in the Research and in the Innovation department. In addition, actions was also spread throughout our organization and we received feedback from researchers as our Specialist group consisting of scientific members of staff.

Key people within HR and the Research & Innovation department is involved and updated on statistics and projects targeting our research community. In addition, discussions with key people in the organization, responsible of strategy documents has been necessary in updating our action steps and analyzing how UiS is moving forward to answer to the forty principles set by the Charter & Code.

The Research Community and then especially “new” incoming international researchers on level R 1,2 and 3 & 4 has been involved to evaluate specific parts of mobility related issues in the light of HRS4R, and has been and still is a useful measure to what extent we succeed with the implementation.

3. Do you have an implementation committee and/or steering group regularly overseeing progress?

Members of the original HRS4R working group has been strongly involved in the review of the process. We have had three main groups who regularly met to oversee progress and discuss best practice and implementation of target goals.

These three groups have had meetings or the steering group has been requested to comment, bring in new ideas and suggest how our university can improve.

HRS4R working group:

Mr. Kjetil Kiil Halvorsen, Leader of EMC, EURAXESS Mobility Centre UiS

Mrs. May Merete Tjessem Opdal, Leader of Recruitment at UIS

Organizational Psychologist Mrs. Gunhild Bjaalid, Leader Support and Human Resource development

Mr. Robert Eroll Radu, Senior Adviser, Research & Innovation Department

HRS4R Steering Group:

Director Mr. Halfdan Hagen, HR department

Director Mr. Troels Gyde Jacobsen, Research & Innovation department

Senior Legal Adviser Mr. Gunnar Baustad, HR department

Former Pro Rector, Associate Professor Mr. Dag Husebø, now leader of Uniped –The University Pedagogic team at UiS.

Research Specialist group:

Professor Mr. Håvard Hansen

Associate Professor Mr. Kenan Dikilitas

Former Pro rector, Associate Professor Mr. Dag Husebø, now leader of Uniped- The University Pedagogic team at UiS.

4. Is there any alignment of organisational policies with the HRS4R? For example, is the HRS4R recognized in the organisation's research strategy, overarching HR policy

The organizational policies are aligned through strategy documents and the university accreditation application. The HRS4R is recognized in the organization's research strategy through the cooperation between HR and Research & Innovation department concerning researcher mobility and career development. An overarching HR policy undergoing review will be published on UiS Charter & Code page.

5. How has your organisation ensured that the proposed actions would be also implemented?

The Charter & Code Action Plan has been presented to faculties and research institutes and is published both on our internal and external sites. Managers and researchers refer to the certification in contact with external networks as a quality stamp; we attach it to our vacant positions in

international recruitment sites and see and use it as an advantage during interviews with potential candidates and in reports.

Implementing the Charter & Code actions is not a one-person job, but a responsibility of the whole organization. The cooperation between HR and the Research & Innovation department allows us to have contact with the research community through seminars and network activities. Examples are regular forums for PhD Scholars and on-boarding events for international employees, where we get valuable input on possible improvements. The main stakeholders are also responsible for overseeing the implementation process guided by the strategy document, that is a base for this evaluation.

6. How are you monitoring progress (timeline)?

All actions made will have a responsible unit/person and a date will be set for when goals/action has to be in place. In line with what we did in the first phase, we will hold meetings and checkpoints to ensure the process and to open discuss other ways to reach the goals.

7. How will you measure progress (indicators) in view of the next assessment?

The internal review of the Charter & Code Action are critical steps in moving UiS forward to continuously grow as an international oriented institution. Accomplishing the target goals of the actions steps on increasing mobility and recruitment of international academics in the future is key. A significant part of monitoring the Charter & Code progress includes aligning the Project for Internationalization with our new strategy and university accreditation requirements set by the Norwegian Ministry of Education and NOKUT.

8. How do you expect to prepare for the external review?

Our preparation for the external review of the Charter & Code Action Plan defines our ability to reach the goals set in our Strategy document and our ability to succeed in the university accreditation and our ability to implement actions. The commitment made and the continuing process of implementation of actions according to the strategy is and will be an ongoing process that require attention and revision.