

Action Plan

Case number: 2018NO339889

Name Organisation under review: Inland Norway University of Applied Sciences

Organisation's contact details: Postboks 400, ELVERUM, 2418

Submission date: 25/11/2019

1. Organisational Information

*Please provide a limited number of key figures for your organisation. Figures marked * are compulsory.*

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research *	844
Of whom are international (i.e. foreign nationality) *	79
Of whom are externally funded (i.e. for whom the organisation is host organisation) *	76
Of whom are women *	437
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. *	432
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	7
Of whom are stage R1 = in most organisations corresponding with doctoral level *	102
Total number of students (if relevant) *	13 845
Total number of staff (including management, administrative, teaching and research staff) *	1 289

RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	130260868
Annual organisational direct government funding (designated for research)	112504724
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	2500000
Annual funding from private, non-government sources, designated for research	500000

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

INN University is a public university college established on 1 January 2017, after the merger of Hedmark University of Applied Sciences and Lillehammer University College. It has six campuses in south-eastern Norway, with approximately 14,000 students and 1,300 employees. We have applied to the Ministry of Education and Research for university accreditation, with the aim of becoming a full university by 2020.

INN University offers 48 Bachelor, 30 Master and 4 PhD programmes (plus one in cooperation with the Norwegian University of Science and Technology) and 35 one-year study programmes. The academic offer covers a vast number of subject areas.

2. Strengths and weaknesses of the current practice

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code at your organization.

Note: Click on the name of each of the four thematic headings of the Charter and Code to open the editor and provide your answer.

Ethical and professional aspects*



Strengths and Weaknesses (max. 800 words)

GENERAL NOTE REGARDING THE GAP ANALYSIS AND ACTION PLAN: In our Gap Analysis, we have defined a gap broadly, so that it also covers areas of improvement and not only real gaps. As mentioned above, INN University is a new institution and the result of a merger between the former Lillehammer University College and Hedmark University of Applied Sciences. Many of the identified gaps and measures proposed in the Charter and Code Action plan are to be seen as part of the ongoing work of building a new institution and harmonising strategies, policies and former practices.

INN University fully complies with national legislation, which largely regulates and covers well all the principles under this thematic heading.

The researchers* have an ethical and professional responsibility to adhere to standards, laws and regulations and the University's decision-making structures, procedures and guidelines ensure that the researchers' activity is in accordance with national and other relevant legislation, the University's strategy and financial framework.

INN University ensures sound, transparent and efficient research and financial management and operates in compliance with national legislation, supplemented with internal guidelines and provisions in the contract terms for external funders. Researchers receive support from the R&D and external funding administration. The Gap Analysis nonetheless shows a general need to harmonise the level and professionalism of the R&D administration in the various entities with research activities.

Research resources are allocated within the University's priority areas, within which researchers are given a high level of freedom to develop and pursue own research. Most positions combine research and teaching duties. R&D time is distributed in accordance with our general policy (2018 revision) on working hours for different categories of academic staff, including performance-based allocation of research time. An individual yearly work plan is established, agreed by employee and manager. It is desirable to increase the scientific production, including dissemination, and raise the profile of our research. Our Analysis shows that balancing the necessary managerial prerogative against the researchers' individual wishes and needs can be a challenge.

National legislation entitles all research staff to a professional assessment on a regular basis, and ensures transparency and independent evaluation committees.

The University complies with national legislation on equality and anti-discrimination, prohibiting direct and indirect discrimination and harassment and applicable to all aspects of the employment relationship.

The University complies with national ethics legislation, has its own ethical guidelines and a research ethics committee. The standard employment contract underlines the clear expectancy that staff adhere to these guidelines. There is nonetheless a need for regular staff information regarding ethical principles and related procedures.

The University operates in compliance with national legislation on data and confidentiality protection. The Analysis nonetheless shows a need to ensure consistent practice and good procedures for the life-cycle management of research data.

The University's mandate and social mission includes disseminating research results and contributing to value creation through e.g. scientific publications reported via a national database. It is desirable to increase the rate and quality of publication, also international and co-publication. We aim to ensure 100 % Open Access publication by 2024, in line with national guidelines, and need to create related guidelines and services. Our researchers also carry out extensive popular science dissemination activities. The University has signed the San Francisco Declaration on Research Assessment (DORA) and will implement its criteria on evaluating research output.

* "Researchers" refer to academic staff. Nearly all academic positions at INN University combine teaching and research. Please note regarding the number of staff detailed under "1. Organisational information" in the Action Plan that the number of staff does not reflect Full Time Equivalents (FTE), but actual number of staff, e.g. total researchers = 844 persons (607,15 FTE). Since 1995, Norwegian universities and colleges have had a predominantly shared academic career structure with two different career tracks: a research-oriented and a teaching-oriented track, and a range of permanent and temporary positions. National legislation strictly regulates the use of temporary positions, and there is also a national political focus on reducing the use of temporary positions in the university sector. The research-oriented academic positions are associate professor (*førsteamanuensis*) and professor, while lecturer (*universitets-/høyskolelektor*), senior lecturer (*førstelektor*) and docent (*dosent*) are teaching-oriented positions, but with the possibility of doing research. The docent position is a relatively newly established top position for senior lecturers. PhD candidates are temporarily employed as academic staff. Postdoc positions are relatively new in the Norwegian context. Senior lecturers and docents do not necessarily have a doctoral degree, but are, in the formal Norwegian system, regarded as equivalent level to doctoral degree holders and professors. Please note therefore regarding the number of researchers detailed under "1. Organisational information" in the Action Plan that these positions have not been counted as R1, R2, R3 or R4, but are reflected in the total number of research staff. With regard to international staff, INN University does currently not systematically register employee nationality, nor do we cross-reference nationality and staff category (i.e. it is currently not possible to differentiate between international staff and other staff). Hence, the number of international staff reported (79) is therefore that which is currently registered out of the total number of staff (both academic and non-academic staff). Please note that due to the lack of registration, the actual number is assumed to be higher. INN University staff are employed as civil service staff, as per national legislation.

Recruitment and selection*



Strengths and Weaknesses (max. 800 words)

As a Norwegian public higher education and research institution, INN University complies with the important principles under this thematic heading. Many of the relevant principles are regulated by national labour laws. The Gap Analysis nevertheless reveals a need for improvement regarding aspects of implementation practices in the recruitment and selection process.

Recruitment and selection is open, transparent and merit-based. In addition to national legislation that largely regulates recruitment, INN University has rules and procedures for appointments through its personnel regulations. Our researchers, including PhD candidates, are civil service employees. In accordance with the Civil Service Act, the non-statutory principle that the best-qualified person be appointed applies. Job advertisements are advertised openly with specified deadlines, clear information on job requirements and working conditions. The process includes documentation of professional qualifications through expert assessment, emphasising also personal suitability for the position through interview, references and often trial lectures. The expert committee includes diverse expertise and ideally different nationalities. Applicants and the public are entitled to transparency in the process according to national legislation. Equality and diversity are handled in accordance with national legislation, ensuring non-discrimination. The same recruitment and selection process applies to international candidates.

INN University has implemented an electronic recruitment system to ensure open recruitment and an equal recruitment process irrespective of nationality. As a rule, research positions are advertised internationally in English. We already employ a number of international researchers, including PhD candidates, but would like to increase the number.

One of the main findings in the Gap Analysis is a need to improve the University's hiring/staffing planning, reduce the recruitment time (from advertisement to appointment), ensure timely information to all stakeholders throughout the process, and harmonise practices, which are open for some local adaptations, throughout the organisation. This includes better information and guidance to members of expert committees, including ensuring international representation, whenever possible, in all recruitments.

Success in international recruitment requires long-term planning, additional budgets and structured work. Another Analysis main finding is the need to improve recruitment, reception and integration of international staff. We acknowledge the need for more capacity in order to focus on international recruitment, better preparing the institution for the opportunities and challenges (such as verifying foreign academic degrees and credentials and English professional language proficiency) relating to international recruitment and employment, and establish support services to foreign staff.

The Analysis also reveals that combined teaching and research positions might present challenges. The overall expectation is that researchers carry out both research and teaching tasks to a high standard, which might prove a challenge when recruiting internationally. International recruitment requires more explanation and clarification of the employer and employee expectations, including language expectations, i.e. Norwegian and/or English.

Mobility experience is not yet part of standard qualification criteria, although it is evaluated along with other qualifications during the recruitment process. We aim to include mobility as a standard criterion in job advertisements.

Working conditions*



Strengths and Weaknesses (max. 800 words)

National legislation promotes equality and family values, and there are strict employment laws in place that support fair working conditions. With the exception of some private institutions, all Norwegian higher education institutions are public and staff, irrespective of background, are civil service employees. The labour market conditions in the public sector are embedded in a welfare state tradition. Researchers at INN University are thus well covered by national legislation regarding secure working conditions, including salaries and benefits. The environment is supportive with a good research infrastructure, flexibility adapted to life situations and focus on non-discrimination and equality. Researchers, through staff representation in all decision-making bodies, have influence in questions relating to working conditions and pay.

As a rule, our researchers are given permanent employment, with research opportunities as part of the conditions of appointment. To enable researchers to focus on research and publication, administrative and practical assistance is in place. Our Analysis nonetheless indicates a need for further support arrangements to encourage researchers to participate more in national and international research groups and/or networks, including mobility opportunities.

Most positions include both research and teaching. National guidelines and policies move in the direction of research and education becoming increasingly interlinked, meaning that also teaching experience and formal pedagogical qualifications will become essential to facilitate career development for researchers.

Research fellows are employees and covered by labour laws to ensure fair pay and working conditions.

Working conditions are evaluated every other year through an employee survey, and managers normally carry out employee evaluations annually where projects and future development opportunities are discussed with staff. A main finding in the Gap Analysis is an inconsistency between managers in the use and content of the annual staff appraisal interview. We also found a need to increase the knowledge among researchers about applicable policies, available tools and what support they are entitled to regarding career development. See also the "Training and development" thematic heading for further information.

We aim to increase the proportion of women in academic positions. All job advertisements for (senior) research positions specify that in case of (relatively) equally qualified applicants, women will be given priority (and vice versa where women might be over-represented). Further measures will be considered to improve gender balance in professor/associate professor positions and within individual specialist fields/units.

INN University is an Inclusive Workplace enterprise, meaning that employees' work situation is adapted to their ability to work and phase of life. The HSE system includes both physical, psychosocial and organisational work environment. There is management training regarding managers' tasks and responsibilities in relation to HSE work. Most information about working conditions and rights is available only in Norwegian. There is a need to translate and adapt information for international staff. INN University has recently adopted (March

2019) a language policy stipulating that Norwegian is the primary working language, with English as the main second language. INN University is responsible for ensuring that relevant information to all staff is made available also in English.

The buildings and other infrastructure are functional and well maintained, with a view to universal design of physical and other working conditions. The University is developing a digitalisation strategy and maintains high focus on digital work environment, making INN University a modern and attractive place to work.

There is a need for an Intellectual Property Rights policy and due to a general lack of knowledge on patenting consider a partnership with an external Technology Transfer Office.

Training and development*



Strengths and Weaknesses (max. 800 words)

The 2008 gap analysis carried out at national level by Universities Norway, a cooperative body for 33 accredited institutions, showed career development and planning as unsatisfactory in relation to the Charter and Code principles. There has been little tradition for career development and planning in Norway, in particular in the academic professions. Notwithstanding, these areas are covered, albeit perhaps not to the ideal level.

Opportunities for professional development are important at all stages of a researcher's career. INN University facilitates researchers in continually improving their skills, competence and employability. Career development is a topic during the yearly staff appraisals between staff and line managers. As part of this system and overall expectations towards continuous career development, all academic staff are expected to strive towards further professional development, through participation in internal and external courses, conferences, etc. Various support schemes and internal funds are available for skills development, including international mobility grants. Our Analysis nonetheless shows challenges and weaknesses in the current practice, see the thematic heading "Working Condition".

Rules for career development for academic staff are laid down at national level. Our Analysis nonetheless shows a need for more systematic work on career development at the institutional level. The University does not yet have a specific career development strategy that describes career opportunities, access to mentors and supervision. Such a policy will be developed. There is also a need to develop a mentorship scheme as a tool for career development, including for guidance of PhD candidates about career opportunities.

INN University prioritises the development of a sound research infrastructure and effective research support systems with emphasis on productive and robust academic communities. To prioritise research activities that lead to increased scientific production, including publication in weighted publication channels and increased external funding, particularly from the Norwegian Research Council and the European Union, researchers are encouraged to join research groups, including international groups. Internal research groups receive funding provided they meet the criteria set by the central R&D committee, one of which is that the group should contain a mix of early career and senior researchers. Such a mix benefits both groups of researchers and seen as important for further career development.

PhD candidates have a structured and regulated relationship with their supervisors, as stipulated in national legislation and the University's PhD regulations. In addition, candidates employed at the University have yearly performance appraisal interviews with their line managers. We regularly organise courses for PhD supervisors, however participation is not yet mandatory. We have a set of different guidelines for supervision, and are currently developing also ethical guidelines for supervision applicable to all levels of supervision.

Feedback from the PhD candidate focus groups as part of the Gap Analysis shows that most are satisfied with their supervisor and that the system works well. However, there are differences between faculties and a need to harmonise practice and improve follow-up. This includes a strategy to ensure that all PhD candidates are integrated into active research groups. PhD candidates also report the desire to have a standardised induction programme and more links between PhD programmes.

3. Actions

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organization's Action Plan/HR Strategy dedicated webpage(s):

<https://eng.inn.no/about-inn-university/working-at-inn-university>

Please fill in the list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis. The listed actions should be concise, but detailed enough for the assessors to evaluate the level of ambition, engagement and the expected implementation process. The institution should strive to provide a detailed plan, not just an enumeration of actions.

Note: Choose one or more of the principles automatically retrieved from the GAP Analysis with their implementation ratings.

Proposed ACTIONS

Proposed ACTIONS

Action 1

Improve the infrastructure for supporting researchers in connection with applying for external funding, Intellectual Property Rights (IPR) and data protection, financial reporting and research leadership. Special emphasis on embedding systems and procedures, together with related training and support, at both institutional and faculty levels. A special emphasis on harmonising the level and professionalism of the R&D administration at all levels university-wide.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(+/-) 4. Professional attitude		Completed by 4Q 2020
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> - Pro-rector research (overall responsibility and responsibility for the central institutional level) <input type="checkbox"/> - Faculty deans (faculty level).	1) Support systems embedded at both institutional and faculty levels for external funding, IPR and data protection, financial reporting and research leadership. 2) Employees are trained and familiar with all related systems and procedures. Staff survey completed. 3) Procedures in place to ensure that new staff members receive training and that "old" staff members have ample opportunity for refresher courses.	

Proposed ACTIONS

Action 2

INN University has institutional guidelines for the repartition of R&D time, including clear priority criteria for R&D time. Keep a constant focus on the implementation of the new 2018 INN University policy on allocation of R&D time, also considering the difficulties in balancing the necessary managerial prerogative against the researchers' individual wishes and needs. We wish to promote a harmonised and predictable HR policy for all INN University staff.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(++) 1. Research freedom		Continuous – Internal evaluation by 4Q 2021.
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> Human Resources Department (Head of Human Resources – overall responsibility).	Internal evaluation completed.	

Proposed ACTIONS

Action 3

Follow-up the implementation of the meritorious/performance based system/guidelines for R&D activities, including popular science dissemination/communication, linked to the allocation of R&D time. INN University has institutional guidelines for the repartition of R&D time, including clear priority criteria for R&D time.

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(++) 8. Dissemination, exploitation of results

(+/-) 9. Public engagement

Completed by Q4 2019.

Responsible

Unit	Indicator(s) / Target(s)
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- Pro-rector research (overall responsibility)

- Faculty deans (faculty level)

- Human Resources Department.

1) System and procedures implemented in the organisation, after review of status-quo. 2) Annual individual work plans include plans for the use of R&D time and production.

Proposed ACTIONS

Action 4

Follow up R&D time for academic staff with the goal of increasing scientific production and raise the profile of research conducted at INN University. Targeted measures to increase the rate and quality of publication; including national and international scholarly co-publication, especially in certain academic fields where the current level of co-publication is low.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(++) 8. Dissemination, exploitation of results		Continuous – Internal evaluation by 4Q 2020.
(++) 32. Co-authorship		
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> - Pro-rector research (overall responsibility)	1) Increase compared to current (2018) rate of scientific publication (CRISTIN - national database). 2) Annual individual work plans include plans for the use of R&D time and production. 3) Internal evaluation completed.	
<input type="checkbox"/> - Pro-rector education		
<input type="checkbox"/> - Human Resources Department (Head of Human Resources)		
<input type="checkbox"/> - Faculty deans (faculty level).		

Proposed ACTIONS

Action 5

Ensure good and consistent life-cycle management of research data through introducing good procedures, including support arrangements. Ensure staff is well informed through regular information and awareness raising, including up to date information on the internal website.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 6. Accountability	Completed by 4Q 2019.
(+/-) 7. Good practice in research	

Responsible

Unit	Indicator(s) / Target(s)
<input type="checkbox"/> - Pro-rector research (overall responsibility)	1) System for life-cycle management of research data in place, including related support and training arrangements. 2) Staff awareness raising campaign completed. 3) Workshops on practical use of system for life-cycle management of research data for academic staff completed. 4) Employees are trained and familiar with all related systems and procedures. Procedures in place to ensure that new staff members receive training and that "old" staff members have ample opportunity for refresher courses. 5) Staff survey completed.
<input type="checkbox"/> - The IT Department.	

Proposed ACTIONS

Action 6

Ensure that all staff are familiar with the ethical standards and related procedures. Find efficient channels of communication.

GAP Principle(s)

(++) 2. Ethical principles

Timing (at least by year's quarter/semester)

Continuous – Internal evaluation by 4Q 2020.

Responsible

Unit

Indicator(s) / Target(s)

- Pro-Rector
Research
(overall
responsibility)

- Human
Resources
Department -
Communication
Department -
All INN
University
managers.

1) Ethics included as compulsory topic in annual staff appraisal interviews. 2) Internal R&D website with dedicated ethics page. 3) Awareness raising campaign completed. 4) Ethics embedded in the compulsory supervisor training. 5) Staff survey completed.

Proposed ACTIONS

Action 7

Create good institutional guidelines and services for the use of Open Access.

GAP Principle(s)

(++) 8. Dissemination, exploitation of results

Timing (at least by year's quarter/semester)

Completed by 4Q 2020.

Responsible

Unit

Indicator(s) / Target(s)

- Pro-Rector Research (overall responsibility)
 - University Library.

Guidelines and services for Open Access successfully implemented.

Proposed ACTIONS

Action 8

Ensure regular information for all academic staff about the importance of Intellectual Property Rights (IPR) and patenting. There is a need for a university-wide awareness raising campaign regarding these issues.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(+/-) 31. Intellectual Property Rights		Continuous – Targeted internal information campaign, dedicated section on internal R&D website, and academic staff survey by 4Q 2020.
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> - Pro-rector research (overall responsibility) <input type="checkbox"/> - Faculty deans (faculty level) <input type="checkbox"/> - Communication Department.	1) Targeted internal information/awareness campaign completed. 2) Dedicated section on IPR and patenting on internal R&D website. 3) Target all academic staff with general concepts and internal procedures. Procedures in place to ensure that new staff members receive information and that “old” staff members have ample opportunity to refresh information. 4) Academic staff survey to measure general knowledge on IPR and patenting, as well as related internal procedures completed.	

Proposed ACTIONS

Action 9

Develop a new Intellectual Property Rights (IPR) policy.

GAP Principle(s)

(+/-) 31. Intellectual Property Rights

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Pro-rector research (overall responsibility).

Intellectual Property Rights (IPR) policy approved and implemented.

Proposed ACTIONS

Action 10

INN University needs to improve its competence and routines to assess IPR and patenting issues. In this context, there is a need to analyse the feasibility and viability of signing a partnership with an external Technology Transfer Office on patenting matters.

GAP Principle(s)

(+/-) 31. Intellectual Property Rights

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

- Pro-rector research (overall responsibility)
 - Faculty deans.

Analysis completed and decision taken regarding the prospective signing of a partnership with an external Technology Transfer Office on patenting matters.

Action 11

Strengthen research leadership through more qualitative use of work plans as a tool. Analyse the use of work plans as an effective tool for human resource planning and balancing different demands.

GAP Principle(s)

(++) 1. Research freedom

(+/-) 28. Career development

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Proposed ACTIONS

Responsible Unit	Indicator(s) / Target(s)
<input type="checkbox"/> - Human Resources Department (overall responsibility Head of Human Resources)	1) System in place for effective use of work plans for human resource planning. 2) Annual individual work plans include plans for the use of R&D time and production.
<input type="checkbox"/> - Pro-rector research <input type="checkbox"/> - Faculty deans (faculty level).	

Proposed ACTIONS

Action 12

Initiate a project aimed at reducing the recruitment time and making recruitment more efficient, by reducing the time from publication of a job advertisement through to the actual appointment by a target of 30 %. Ensuring harmonising of practices throughout the University is an integral part of the project. As is ensuring consistent practices for timely information to all stakeholders in the recruitment process.

GAP Principle(s)

(+/-) 13. Recruitment (Code)

Timing (at least by year's quarter/semester)

Start: Immediate –
Completed by 1Q
2021.

Responsible

Unit

Indicator(s) / Target(s)

- Human
Resources
Department
(overall
responsibility)

Head of
Human
Resources)

Recruitment time (from publication of advertisement to appointment) is reduced by 30 %.

- Faculty
deans
(faculty
level).

Proposed ACTIONS

Action 13

Training of all INN University managers and HR teams throughout the organisation in recruitment (including diversity recruitment), selection and interviewing techniques to ensure harmonised practices throughout the organisation. This includes ensuring standardised guidance and information to members of the selection expert committees.

GAP Principle(s)

Timing (at least by year's quarter/semester)

(+/-) 13. Recruitment (Code)

(+/-) 14. Selection (Code)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Human Resources Department (overall responsibility Head of Human Resources).

1) All INN University managers and HR teams have completed recruitment training. Training will include both information on policies and procedures and practical skill set development. Procedures in place to ensure that new managers and HR team members receive training and that "old" staff members have ample opportunity for refresher courses. 2) Procedures in place to ensure that selection expert committees are routinely provided with standardised guidance and information.

Action 14

Initiate a project to assess means of introducing assistance and systems for better strategic personnel/staffing planning.

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 14. Selection (Code)	
(+/-) 16. Judging merit (Code)	Completed by 2Q 2020.
(+/-) 19. Recognition of qualifications (Code)	

Responsible

Unit	Indicator(s) / Target(s)
<input type="checkbox"/> - Human Resources Department (overall responsibility Head of Human Resources)	Project started and completed. Desired result is better assistance and systems for strategic personnel/staffing planning.
<input type="checkbox"/> - Faculty deans (faculty level).	

Proposed ACTIONS

Action 15

Establish university-wide standard, uniform systems and practices for the reception of new employees.

GAP Principle(s)

(+/-) 13. Recruitment (Code)

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

1) New system is in place and operative. 2) Staff survey completed.

- Faculty deans (faculty level).

Action 16

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

Action 16

Increase internal competence and capacity and improve the support system for international recruitment in the HR department in order to help prepare the institution for the opportunities and challenges (such as verifying foreign academic degrees and credentials and English professional language proficiency) relating to international recruitment and employment. This measure includes streamlining the cooperation with NOKUT (the Norwegian Agency for Quality Assurance in Education), an independent expert body under the Ministry of Education and Research, which provides expert advice regarding foreign academic degrees. INN University will need to improve the system of support services and channels of communication with international researchers.

GAP Principle(s)

- (+/-) 13. Recruitment (Code)
- (+/-) 19. Recognition of qualifications (Code)
- (+/-) 26. Funding and salaries
- (+/-) 34. Complains/ appeals

Timing (at least by year's quarter/semester)

Completed by 2Q 2020.

Responsible

Unit Indicator(s) / Target(s)

Proposed ACTIONS

Responsible Unit	Indicator(s) / Target(s)
<input type="checkbox"/> - Human Resources Department (overall responsibility Head of Human Resources, including overall responsibility regarding verification of foreign academic degrees) <input type="checkbox"/> - Pro-rectors Education and Research <input type="checkbox"/> - Faculty deans.	1) Increased internal support for international recruitment is in place and operative, supporting both the institutional and faculty levels. 2) Targeted information available to international researchers on the INN University website, including access to further information and support services.

Action 17

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

Action 17

Increase the collaboration between HR and the central R&D department to provide information about mobility options and to make procedures as smooth as possible for both outgoing and incoming researchers. Our focus groups showed that many researchers felt that it was up to them to make contact rather than services being offered directly to them.

GAP Principle(s)

(+/-) 18. Recognition of mobility experience (Code)

(+/-) 29. Value of mobility

Timing (at least by year's quarter/semester)

Completed by 4Q 2021.

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of

Human Resources)

- Pro-rector research (overall responsibility for central R&D level)

- Faculty deans (faculty level).

1) All researchers routinely informed of mobility opportunities and related procedures through the annual staff appraisal interviews. Harmonised support arrangements in place at faculty level. 2) Targeted information available to international researchers on the INN University website, including access to further information and support services.

Proposed ACTIONS

Action 18

We need to look more closely at allocating resources to international recruitment in order to succeed in establishing more onboarding services and making INN University more attractive for international researchers and their families. Consider establishing a concept for onboarding and relocation for international hires. There is demand for assistance with dual careers, family needs and a better structure for housing, visas and banking. There is also a need for better and more adapted language courses.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(++) 12. Recruitment		Completed by 2Q 2020.
(+/-) 13. Recruitment (Code)		
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> Human Resources Department (overall responsibility Head of Human Resources).	1) Increased support for international hires is in place and operative, supporting both the institutional and faculty levels. 2) Peer support system introduced for international hires. 3) Adapted language courses offered.	

Proposed ACTIONS

Action 19

Include mobility experience as a standard desirable criterion in all academic staff job advertisements.

GAP Principle(s)

(+/-) 16. Judging merit (Code)

(+/-) 18. Recognition of mobility experience (Code)

(+/-) 29. Value of mobility

Timing (at least by year's quarter/semester)

Completed by 2Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Human

Resources

Department

(overall responsibility

Head of

Human

Resources).

Mobility is included as a standard desirable criterion in all INN University academic staff job advertisements.

Proposed ACTIONS

Action 20

With regard to combined research and teaching positions, specify both the repartition of research and teaching duties and language requirements in all academic staff job advertisements, to facilitate international recruitment.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(+/-) 13. Recruitment (Code)		Completed by 2Q 2019.
(++) 15. Transparency (Code)		
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> Human Resources Department (overall responsibility Head of Human Resources).	The repartition of research and teaching duties, as well as language requirements, are included in all academic staff job advertisements.	

Proposed ACTIONS

Action 21

Management training through quality assurance of the performance appraisal interview as a tool, including career development.

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

(+/-) 38. Continuing Professional Development

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Human

Resources

Department
(overall
responsibility

Head of

Human

Resources).

Management training system and procedures in place.
Managers continuously trained. Training will include both
information on policies and procedures and practical skill
set development.

Proposed ACTIONS

Action 22

Introduce a system that reminds managers of performance appraisal interviews. Career plans must be discussed and documented annually. This is linked to INN University's institutional guidelines for the repartition of R&D time, including clear priority criteria for R&D time.

GAP Principle(s)	Timing (at least by year's quarter/semester)
------------------	----------------------------------------------

(++) 1. Research freedom

(+/-) 28. Career development

(+/-) 30. Access to career advice

Completed by 4Q 2020.

Responsible

Unit

Indicator(s) / Target(s)

Human Resources Department (overall responsibility Head of Human Resources).

All managers document annual performance appraisal interviews and career development plans for academic staff.

Proposed ACTIONS

Action 23

Information and further support arrangements to encourage researchers to participate more in national and international research groups and/or networks, including mobility opportunities.

GAP Principle(s)

(+/-) 29. Value of mobility

Timing (at least by year's quarter/semester)

Completed by 4Q 2021.

Responsible

Unit

Indicator(s) / Target(s)

- Pro-rector research (overall responsibility)
- Faculty deans (faculty level).

1) All researchers routinely informed of opportunities. 2) Awareness raising campaign among academic staff and managers completed. 3) Specific skill set training programmes regarding e.g. international project writing, international impact etc. developed and operational. 4) Increased numbers of researchers engaged in national or international research groups and/or networks.

Proposed ACTIONS

Action 24

All central policy documents and guidelines should be routinely available in English; e.g. English language translations and adapted information regarding working conditions, employee rights and HSE for international staff.

GAP Principle(s)

(++) 12. Recruitment

(+/-) 13. Recruitment (Code)

(+/-) 23. Research environment

(++) 24. Working conditions

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

Human

Resources

Department

(overall responsibility

Head of

Human

Resources).

All central policy documents and guidelines routinely available in English.

Proposed ACTIONS

Action 25

Increase the proportion of women in top academic positions. All job advertisements for (senior) research positions specify that in case of otherwise approximately equal qualifications, women will be given priority (and vice versa where women might be over-represented). Further measures will be considered to improve gender balance in professor/associate professor positions and within individual specialist fields/units.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(++) 27. Gender balance		Completed 2Q 2020.
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> - Human Resources Department (overall responsibility Head of Human Resources)	1) Reintroduced "search and find" committees for aiding targeted recruitment. 2) Awareness-raising campaign at institutional and faculty levels. 3) Increase knowledge in HR on how specific wording in e.g. job advertisements appeal differently to men and women through training and awareness raising activities.	
<input type="checkbox"/> - Faculty deans (faculty level).		

Proposed ACTIONS

Action 26

Introduce more systematic work at the institutional level on career development. Develop a specific career development strategy and policy that describes career opportunities, access to mentors and supervision.

GAP Principle(s)	Timing (at least by year's quarter/semester)
------------------	----------------------------------------------

(++) 1. Research freedom

(+/-) 28. Career development

(+/-) 38. Continuing Professional Development

Completed by 4Q 2019/2Q 2020.

Responsible

Unit

Indicator(s) / Target(s)

Human

Resources

Department

(overall responsibility

Head of

Human

Resources).

1) Strategy and policy approved and implemented (4Q 2019). 2) System for mentors and supervision for different career paths in place (2Q 2020).

Proposed ACTIONS

Action 27

Establish a mentorship scheme as a tool for career development for young researchers, including for guidance of PhD candidates about career opportunities, linking younger researchers with senior researchers.

GAP Principle(s)	Timing (at least by year's quarter/semester)
------------------	----------------------------------------------

(+/-) 36. Relation with supervisors

(+/-) 38. Continuing Professional Development

Completed by 4Q 2020.

Responsible

Unit

Indicator(s) / Target(s)

- Pro-rector research (overall responsibility)

- Human Resources Department

- Faculty deans (faculty level).

1) Mentorship scheme in place. 2) Career guidance included as topic in the annual internal seminar for young researchers. 3) Increased number of younger researchers in active research groups.

Proposed ACTIONS

Action 28

Establish a mandatory training for PhD supervisors.

GAP Principle(s)

(+/-) 37. Supervision and managerial duties

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

Mandatory training in place and PhD supervisors continuously trained.

- Faculty deans (faculty level).

Proposed ACTIONS

Action 29

Organise workshops and meetings for supervisors regarding the different guidelines for supervision, topics of common interest, etc. The events will also allow for experience sharing between supervisors and vis-à-vis HR and faculties/PhD-programmes. The purpose is to ensure the best possible supervision, improve follow-up and harmonise practice between faculties/PhD-programmes.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(+/-) 37. Supervision and managerial duties		Completed by 4Q 2019.
Responsible Unit	Indicator(s) / Target(s)	
<input type="checkbox"/> - Human Resources Department (overall responsibility Head of Human Resources)	Workshops and meetings routinely organised for PhD supervisors.	
<input type="checkbox"/> - Faculty deans (faculty level).		

Proposed ACTIONS

Action 30

Introduce a standard induction programme for all PhD candidates.

GAP Principle(s)

(+/-) 36. Relation with supervisors

Timing (at least by year's quarter/semester)

Completed by 4Q 2019.

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

Standardised induction programmed developed and routinely organised for all PhD candidates.

- Faculty deans (faculty level). - Pro-rector research.

Proposed ACTIONS

Action 31

Expand current internal courses on transferable skills for PhD candidates, as measures for young researchers both inside and outside academia.

GAP Principle(s)

(++) 39. Access to research training and continuous development

Timing (at least by year's quarter/semester)

Completed by 2Q 2020

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility

Head of

Human Resources)

Internal courses on transferable skills developed and routinely organised for PhD candidates.

- Faculty deans

(faculty level). -

Pro-rector research.

Action 32

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

Action 32

Develop a system for mentoring and career advice for “young” researchers, in the start phase of their research careers (R1 and R2).

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

Timing (at least by year's quarter/semester)

Completed by 4Q 2021

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)
 - Faculty deans (faculty level). - Pro-rector research.

System for mentoring and career advice for young researchers developed.

Proposed ACTIONS

Action 33

Develop a mentoring scheme for female researchers as a tool to qualify for senior positions.

Timing (at least by year's quarter/semester)

GAP Principle(s)

(++) 27. Gender balance

(+/-) 28. Career development

2Q 2021

(+/-) 30. Access to career advice

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)
 - Faculty deans (faculty level). - Pro-rector research.

Mentoring scheme for female researchers developed.

Proposed ACTIONS

Action 34

Ensure individual competency plans for all employees to be monitored and discussed annually as part of the appraisal/focus interview.

GAP Principle(s)

Timing (at least by year's quarter/semester)

(+/-) 28. Career development

4Q 2021

(+/-) 30. Access to career advice

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility

Head of Human Resources)

- Faculty deans (faculty level).

Individual competency plans are monitored and discussed annually as part of the appraisal/focus interview.

Proposed ACTIONS

Action 35

Develop a career paths- and qualifications framework available and communicated to all employees.

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

Timing (at least by year's quarter/semester)

4Q 2020

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

Career paths- and qualifications framework available and communicated to all employees.

Proposed ACTIONS

Action 36

Introduce competency management and employee development as part of regular management training.

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

Timing (at least by year's quarter/semester)

4Q 2020

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

Competency management and employee Development introduced as part of regular management training.

Proposed ACTIONS

Action 37

Offer various courses on a regular basis, e.g. in research skills such as academic writing, dissemination, funding application writing, to both young and established researchers.

GAP Principle(s)	Timing (at least by year's quarter/semester)
------------------	----------------------------------------------

(+/-) 28. Career development

2Q 2021

(+/-) 30. Access to career advice

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)
 - Pro-rector research.

Courses offered on a regular basis to all researchers.

Proposed ACTIONS

Action 38

Establish a training programme for young researchers as part of the Transpeer-project (<https://transpeerdevelopment.org/>).

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

Timing (at least by year's quarter/semester)

2Q 2021

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)
 - Pro-rector research.

Training programme established.

Proposed ACTIONS

Action 39

Develop a «New at INN» welcome package, including a personal welcome letter, a general introduction package including a welcome from both the Rector and the Head of Human Resources, as well as a guide to practical issues and central information areas for new employees. This will be made available in both Norwegian and English.

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(+/-) 28. Career development	
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	1Q 2020
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(+/-) 30. Access to career advice	
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Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

Welcome package developed and introduced.

Proposed ACTIONS

Action 40

Develop a specific welcome package for foreign employees.

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

**Timing (at least by
year's
quarter/semester)**

Q1 2020

Responsible

Unit

Indicator(s) / Target(s)

- Human
Resources
Department
(overall
responsibility
Head of
Human
Resources)

Welcome package developed and introduced.

Proposed ACTIONS

Action 41

Further develop the welcome day offered to all new employees to also offer tailored welcome programmes to several different target groups, ph.d. candidates and young researchers being one of them, foreign staff another.

GAP Principle(s)

(+/-) 28. Career development

(+/-) 30. Access to career advice

Timing (at least by year's quarter/semester)

2Q 2020

Responsible

Unit

Indicator(s) / Target(s)

- Human Resources Department (overall responsibility Head of Human Resources)

New and improved welcome day structure introduced.

Unselected principles:

(++) 3. Professional responsibility (++) 5. Contractual and legal obligations (++) 10. Non discrimination (++) 11. Evaluation/ appraisal systems

(++) 17. Variations in the chronological order of CVs (Code) (++) 20. Seniority (Code) (++) 21. Postdoctoral appointments (Code)

(++) 22. Recognition of the profession (++) 25. Stability and permanence of employment (++) 33. Teaching

(++) 35. Participation in decision-making bodies (++) 40. Supervision

The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan. (max. 1000 words) *

INN University is a public university college established on 1 January 2017, after the merger of two public university colleges. In Norway, government regulations are in place for the recruitment of researchers with requirements and guidelines for applicants and panels. INN University has internal guidelines and checklists ensuring clear OTM-R procedures and practices for all types of positions, together with national legislation governing the area of recruitment in public bodies. As a new institution, we need to develop new institutional strategies and policies in all Human Resources (HR) areas generally, including recruitment policies and procedures. This work has been ongoing since the merger and actively shared within the organisation via management training, HR training, postings of information and guidelines on our internal web sites. HR is responsible for ongoing training and information.

All appointments are formally approved by an appointments committee whose composition is strictly regulated by national laws and internal regulations.

An overall goal for INN University is to ensure that our recruitment process continually meets the statutory professional and ethical standards inherent to a Norwegian public institution and an internationally respected institution. We therefore constantly seek to improve the quality of our recruitment process, with openness and probity being paramount.

INN University has clear guidelines and procedures for recruitment of academic staff, established by the University Board, which are regularly revised to ensure that they always agree with both national legislation (many of the relevant principles are regulated by national labour laws) and the European Framework for Research Careers. The guidelines stipulate an overall assessment with selection criteria including formal academic and professional qualifications, and non-formal qualifications, skills and competences (including personal competences).

Recruitment and selection is open, transparent and merit-based. Along with national legislation that largely regulates recruitment, INN University has rules and procedures for appointments through our recruitment and personnel regulations. Our researchers, including PhD candidates, are civil service employees. Following the Norwegian Civil Service Act, the non-statutory principle that the best-qualified person be appointed applies. Jobs are advertised openly with specified deadlines, clear information on job requirements and working conditions. The recruitment process includes assessment of professional qualifications by an expert committee, and also assessment of personal suitability for the position through interview, references and often trial lectures. The expert committees include diverse expertise and ideally different nationalities. National legislation dictates that applicants and the public are entitled to transparency in the process. Qualified applicants have the right to see their own assessment and, by law, may see the assessment of other candidates. The complaints mechanism is ensured through national laws and regulations (see OTM-R checklist). Equality and diversity policies adhere to national legislation, ensuring non-discrimination. The same recruitment and selection process applies to international candidates.

INN University recruitment policy incorporates the overall principles of the OTM-R checklist and toolkit and is published on an easily accessible section of our website. The Gap Analysis nevertheless reveals a need for improvement regarding certain aspects of implementation practices in the recruitment and selection process. Most of the areas addressed through the OTM-R checklist are generally well covered. However, there is room for improvement in some areas and we continuously work to improve the quality of our processes: areas of improvement are reflected in the Action Plan.

We are already working to improve our recruitment and onboarding processes. This work will continue as part of the Action Plan. Some points in the checklist have already been reviewed, and measures taken. For example, the language policy in our internal guidelines for recruitment has been revised (advertising, selection and appointment), ensuring that the requirement for Norwegian language proficiency is well documented and thus avoiding Norwegian language skills from becoming an unnecessary barrier to international recruitment. Further, the procedures for appointing expert committees have been revised to further ensure sufficient expertise, diverse representation and gender balance, and avoid any possible conflicts of interest. INN University has a new internationalisation strategy and, as a result, expects an increase in both international recruitment and representation of our researchers in various international projects and settings. Further measures, such as translation of relevant documents into English, are also under development.

INN University already uses an e-recruiting tool to minimise the administrative burden for applicants, allowing electronic submission of all documentation. Applicants receive an automatic notification confirming the reception of their application. However, we recognise the need for better information to candidates about the assessment and selection process in general, both in order to keep candidates well informed throughout the process and to allow them to better prepare for and understand the selection process. Standard information templates will be developed to ensure expedient communication with candidates throughout the recruitment process. We will ensure that all candidates receive adequate information about the timeframe, recruitment principles and procedures, together with general information on employment conditions. This information will be made available in all job advertisements. A description of our recruitment process, guidelines and procedures, as well as our HR policies regarding career paths, competencies and duties, working conditions, gender equality, etc. is available on our website.

Much of the quality control system for recruitment processes in Norwegian academic institutions lies within the national legislation and rules governing the recruitment processes in the public sector. INN University has incorporated an internal quality control system, through guidelines, procedures, and use of specialist HR staff, to ensure that the hiring process meets all legal requirements and quality measures. Quality control will also be ensured through regular participation and observation in recruitment processes by specialist HR staff, together with the continued employment of gap analyses and action plans. INN University senior management will consider the need for further organisational recruitment performance indicators. Currently, as stipulated by national authorities, gender balance in top academic positions is the only recruitment performance indicator.

Going forward, successful implementation of the Action Plan regarding our recruitment process depends on recruitment training and sufficient quality checks by HR staff. There is a general need for further awareness-raising regarding strategies, policies, guidelines and procedures, and recruitment training for both staff and managers, which will be prioritised in the future. We will incorporate the OTM-R toolkit in all future awareness-raising and training programmes in building recruitment competency.

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL:

<https://eng.inn.no/about-inn-university/working-at-inn-university>

4. Implementation

General overview of the expected overall implementation process of the action plan: (max. 1000 words)

SEE BELOW UNDER POINT 4 IN THE TEXT BOX “Additional remarks/comments about the proposed implementation process” for information on the pre-approval phase and process.

The HRS4R process will transition from the project organisation of the application phase to the normal line management organisation for the post-approval implementation phase. The implementation process will be integrated into the University's normal working processes as fully as possible. This will be done to ensure the embedding of the HRS4R process into the normal processes and organisation of the University, although dedicated working groups will also be established for specific topics (such as developing training programmes for young researchers), whenever there is a perceived need. We will put special emphasis on involving PhD-students and young researchers (R1 and R2) in the implementation of the “Strategy and Action Plan”, including as members of the implementation monitoring team.

The University has put in place an efficient implementation management system, with clearly defined responsible parties and chain of command, an implementation monitoring team, an implementation plan, and regular progress reporting to the Rector and the Committee overseeing the process. The University Board will also be kept regularly updated. This will allow for a smooth implementation of the “Strategy and Action Plan” and any potential course correction to take place when necessary.

The Rector and the Committee overseeing the process will continue their mandate in overseeing the process and its progress. They meet regularly. The Rector and the Committee will delegate the responsibility for the day-to-day implementation and monitoring of the process and progress to the Pro-rector research and the Head of Human Resources, who will ensure good coordination between themselves and will regularly report to the Rector and the Committee on their respective areas of responsibility.

The Pro-rector research and the Head of Human Resources head the implementation management system, as head of their respective normal chains of command. The Pro-rector research and the Head of Human Resources have their respective line organisations/departments, which will be involved in development and follow-up of action points. The implementation plan, based on the “Strategy and Action Plan”, has clear actions, responsible parties, indicators and clear timelines with milestones, including timely progress evaluations, both for each individual action and for the four overall thematic headings. We underscore that the University will ensure user involvement in all processes. The HRS4R will be an element to be considered in all relevant processes involving policies and guidelines, as well as procedures and practices.

The application-phase working group will be dissolved once the European Commission approves the application. An implementation monitoring team mandated by the Pro-rector research and the Head of Human Resources will be established to closely monitor and follow up the overall implementation of the HRS4R process. The implementation monitoring team is composed of a representative community of researchers (R4 to R1) and other representative staff, such as HR staff, central R&D administration, etc., mirroring in this sense the application-phase working group. We will ensure a good representation of young researchers (R1 and R2), noting the evaluators' comments in this regard and ensuring an increase in the representation in relation to the application-phase working group. The implementation monitoring team will be co-chaired by two members of Pro-rector research and Head of Human Resources staff respectively.

The implementation monitoring team will regularly meet and monitor the Action Plan and its implementation. The co-chairs of the monitoring team will report to their respective line managers, i.e. the Pro-rector research and the Head of Human Resources. This will ensure that the Pro-rector research and the Head of Human Resources are well informed at all times and able to brief the Rector and the Committee overseeing the process. This will ensure consistency in any corrective action or other course correction and that they can be duly performed. The implementation monitoring team will also evaluate the implementation plan on a regular basis, suggesting revisions as and when deemed necessary.

INN University, as a public institution, has clear and formalised decision-making structures. The University Board, with internal and external members, is the highest decision-making body. Academic staff (researchers) have a lawful right to be represented in decision-making bodies. According to national legislation, INN University staff in teaching and research positions are therefore represented, through the organisation's codetermination system, in all decision-making bodies, including the University Board, and high-level committees. The research community will therefore be involved in the HRS4R implementation process through this system regarding implementation leading to changes in policies, guidelines and formal structures and systems. The three central university wide committees with wide researcher and staff representation, described in the checklist below, will continue to play an important role in ensuring that the researcher community is involved in the implementation. In addition, the newly established faculty level advisory boards with researcher representation will be another important arena regarding implementation.

To ensure that all staff is continuously involved in the implementation, we will have regular focus group engagements/interviews (with particular emphasis on R1 and R2) as well as research staff and other staff surveys. In addition, the University will maintain, as part of its systematic HR work, the regular dialogue we have with all staff regarding working environment and working conditions. This is done through the annual staff appraisal/focus interviews and the annual working environment survey, a legal requirement. The action points in the Action Plan include elements such as workshops, awareness raising campaigns etc. where the research community will be actively involved through participation.

The HRS4R implementation process is a priority for the University, anchored at the University Board, senior management and staff levels, and we will purposefully use this process to improve and become an even better place to work for researchers. INN University is an active supporter of strengthening researchers' working conditions and is dedicated to implementing the Charter and Code. The further development of researcher careers and working conditions is a key aim and the goal of several ongoing organisational development projects, such as a skills development strategy.

SEE BELOW UNDER POINT 4 IN THE TEXT BOX “Additional remarks/comments about the proposed implementation process” for information on the pre-approval phase and process.

Make sure you also cover all the aspects highlighted in the checklist below, which you will need to describe in detail:

Note: Click on each question of the checklist to open the editor.

How will the implementation committee and/or steering group regularly oversee progress?*



Detailed description and duly justification (max. 500 words)

The HRS4R process will transition from the project organisation of the application phase to the normal line management organisation for the post-approval implementation phase. See also the Overall description of the implementation process.

The Rector and the Committee overseeing the process will continue their mandate in overseeing the process and its progress. They meet regularly. The Rector and the Committee will delegate the responsibility for the day-to-day implementation and monitoring of the process and progress to the Pro-rector research and the Head of Human Resources, who will ensure good coordination between themselves and will regularly report to the Rector and the Committee on their respective areas of responsibility. The Pro-rector research and the Head of Human Resources head the implementation management system, as head of their respective normal chains of command. The Pro-rector research and the Head of Human Resources have their respective line organisations/departments, which will be involved in development and follow-up of action points. The implementation plan, based on the "Strategy and Action Plan", has clear actions, responsible parties, indicators and clear timelines with milestones, including timely progress evaluations, both for each individual action and for the four overall thematic headings. We underscore that the University will ensure user involvement in all processes.

The application-phase working group will be dissolved once the European Commission approves the application. An implementation monitoring team mandated by the Pro-rector research and the Head of Human Resources will be established to closely monitor and follow up the overall implementation of the HRS4R process. The implementation monitoring team is composed of a representative community of researchers (R4 to R1) and other representative staff, such as HR staff, central R&D administration, etc., mirroring in this sense the application-phase working group. We will ensure a good representation of young researchers (R1 and R2), noting the evaluators' comments in this regard and ensuring an increase in the representation in relation to the application-phase working group. The implementation monitoring team will be co-chaired by two members of Pro-rector research and Head of Human Resources staff respectively.

The implementation monitoring team will regularly meet and monitor the Action Plan and its implementation. The co-chairs of the monitoring team will report to their respective line managers, i.e. the Pro-rector research and the Head of Human Resources. This will ensure that the Pro-rector research and the Head of Human Resources are well informed at all times and able to brief the Rector and the Committee overseeing the process. This will ensure consistency in any corrective action or other course correction and that they can be duly performed. The implementation monitoring team will also evaluate the implementation plan on a regular basis, suggesting revisions as and when deemed necessary.



How do you intend to involve the research community, your main stakeholders, in the implementation process?*



Detailed description and duly justification (max. 500 words)

There are two elements to this involvement, i.e. pre- and post-approval implementation phase. The first concerns the elaboration of the Action Plan. The second concerns involvement during the actual implementation process, once the European Commission approves the application.

1) Elaboration of the Action Plan

The research community has been involved in the elaboration of the Action Plan via various consultation events and means, as described in more detail in the Process description. To ensure that the opinions of the research community were taken into account, a number of consultation events were carried out before preparing the Gap Analysis and Action Plan. The various consultation events and means have directly nourished the Action Plan.

A summary of the Action Plan and its action points is published on the internal Charter and Code website. A discussion forum function allows staff and leaders to continuously comment and relay these to the Committee overseeing the process.

The Action Plan has been presented and discussed in three central university wide committees, which are another channel to involve the research community. All three committees have wide researcher and other staff representation:

- The IDF meetings are formal meetings between employee organisations/trade unions and INN University as the employer. Trade unions/employee organisations in Norway participate in decision-making bodies and processes. This is regulated by law and is an important means of involving all employees, including researchers, in the processes and decisions of the institution.
- The R&D Committee, with academic staff representation, is an advisory and executive body for the Rector in research policy and research strategic issues. The Pro-rector research leads the committee.
- The Education Committee, with academic staff representation by the faculty Vice Deans education, is an advisory and executive body for the Rector in matters of study and education. The Pro-rector education leads the committee.

2) Actual implementation phase

Academic staff (researchers) have a lawful right to be represented in decision-making bodies. According to national legislation, INN University staff in teaching and research positions are therefore represented, through the organisation's codetermination system, in all decision-making bodies, including the University Board, and high-level committees (including on the appointments committee). The research community will therefore be involved in the HRS4R implementation process through this system regarding implementation leading to changes in policies, guidelines and formal structures and systems.

The three central university wide committees with wide researcher and staff representation, see above, will continue to play an important role in ensuring that the researcher community is involved in the implementation. In addition, the newly established faculty level advisory boards with researcher representation will be another important arena regarding implementation. We will put special emphasis on involving PhD-students and young researchers (R1 and R2) in the implementation of the “Strategy and Action Plan”, including as members of the implementation monitoring team.

The Action points in the Action Plan include workshops, awareness raising campaigns etc. where the research community will be actively involved through participation.

The forum functionality on the internal dedicated Charter and Code website allows staff and leaders to comment and continuously relay these to the Committee overseeing the process.

The faculties are expected to ensure awareness and implementation on all levels, including providing regular information to staff. Staff and leaders will have the opportunity to comment and relay these to the Committee overseeing the process.

We underscore that the University will ensure user involvement in all processes. The implementation monitoring team will also evaluate the implementation plan on a regular basis, suggesting revisions as and when deemed necessary.

How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy. *



Detailed description and duly justification (max. 500 words)

The HRS4R process is strongly emphasised by the University Board, senior management and across the organisation. It is well anchored among staff and leaders through the consultation process.

In the HRS4R process, the University has been very conscious of and put emphasis on considering the realities of the newly established institution and to fully involve all its staff, leadership and entities, i.e. all faculties, institutes and all campuses. Both the two former institutions had initiated the HRS4R process, but INN University has been very conscious to initiate and implement an entirely new process, taking into account the realities of the new organisation.

The University has consciously used the process as part of the necessary post-merger alignment of organisational policies and guidelines, and will continue to do so. This includes ensuring consistent understanding of policies and guidelines to secure homogeneous practices and implementation. The timing of the process is thus propitious to align these revised or new policies and guidelines with the HRS4R. This includes the Research Strategy and the overarching HR Strategy.

The implementation phase of the HRS4R will follow in the normal line management organisation. The HRS4R will be an element that will be considered in all relevant processes involving policies and guidelines, as well as procedures and practices. This will be ensured by the Head of Human Resources and the Pro-rector research, who are responsible for the day-to-day implementation and progress in their respective areas of responsibility.

INN University, as a public institution, has clear and formalised decision-making structures. The University Board, with internal and external members, is the highest decision-making body. Academic staff (researchers) have a lawful right to be represented in decision-making bodies. According to national legislation, INN University staff in teaching and research positions are therefore represented, through the organisation's codetermination system, in all decision-making bodies, including the University Board, and high-level committees. The research community will therefore be involved in the HRS4R implementation process through this system regarding implementation leading to changes in policies, guidelines and formal structures and systems.

How will you ensure that the proposed actions are implemented?*



Detailed description and duly justification (max. 500 words)

The Board of INN University, where staff are represented, endorsed the Charter and Code principles and committed the University to get involved in the process of implementing a Human Resources Strategy for Researchers in the institution. The Board mandated the Rector to initiate and oversee the process to obtain the European Commission's "HR Excellence in Research" certification and logo. The Board has been kept informed at regular intervals of progress on the Gap Analysis and the Action Plan. The Board will continue to be kept informed on the implementation of the proposed actions. The process is thus clearly anchored at the highest level and is a high priority for the University. This will ensure the necessary focus; impetus and that personnel and other resources are earmarked to implement the proposed actions. In addition, the anchoring of the process in the organisation during the elaboration of the Gap Analysis and Action Plan has ensured a high awareness and interest among all staff and leadership, which will aid during the implementation phase.

The University has put in place an efficient implementation management system, with clearly defined responsible parties and chain of command, an implementation plan, and regular progress reporting to the Rector and the Committee overseeing the process. This will allow for a smooth implementation and any potential course correction to take place as soon as necessary.

The Pro-rector research and the Head of Human Resources head the implementation management system, as head of their respective normal chains of command. The implementation plan, based on the Action Plan, has clear actions, responsible parties, indicators and clear timelines with milestones, both for each individual action and for the four overall thematic headings.

The Pro-rector research and the Head of Human Resources will jointly establish and staff a team, consisting of all relevant stakeholders (special emphasis on involving younger researchers), to monitor and follow-up the overall implementation of the HRS4R process, also ensuring the former are at all times well informed and able to brief the Rector and the Committee overseeing the process.

The process will to the extent possible be integrated into the University's normal working processes and to a lesser extent use specially set-up working groups, etc. This is done to ensure the embedment of the HRS4R process into the normal processes and organisation of the University. Purposely set up working groups will nonetheless be established for specific topics. A working group consisting of the Human Resources Department, the Pro-rector research and some/all faculty research Vice Deans will e.g. map training needs and establish various training courses for improving researchers' skills, at all levels of a research career.

The responsible parties, i.e. the Pro-rector research and the Head of Human Resources, will be responsible for organising and carrying out future reviews, both internal and external. The monitoring team will be actively involved in this work, both in the planning and implementation. We underscore that the University will ensure user involvement in all processes.

How will you monitor progress (timeline)?*



Detailed description and duly justification (max. 500 words)

Progress (timeline) will be monitored through the same system as for the implementation of actions, i.e. through a system of clearly defined responsible parties, implementation plan with indicators and a clear timeline with milestones, including regular progress evaluations, and regular progress reporting up the chain of command.

We have carefully chosen metrics to measure progress (timeline), emphasising schedule variance metrics. As implementation moves forward, we will be able to track performance. The schedule metrics enable us to see how we are doing at a glance and whether we are on track to hit our targets. We will use a dashboard and through regular reporting from the working level to the monitoring team ensure that it is continuously updated. This will allow for early course correction if necessary. The monitoring team will regularly meet and review status.

See the point "How will you ensure that the proposed actions are implemented?" above for further information.

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



Detailed description and duly justification (max. 500 words)

Progress (indicators) will be monitored through the same system as for the implementation of actions, i.e. through a system of clearly defined responsible parties, implementation plan with indicators and a clear timeline with milestones, including regular progress evaluations, and regular progress reporting up the chain of command. The indicators have been purposefully designed to either be clearly set in time, e.g. a specific workshop, or clearly measurable at defined points of time during the implementation phase, e.g. halfway reporting.

Progress and performance must be measured to attest a development in a (long-term) implementation such as the HRS4R. With few, but carefully selected indicators, it is possible to get a good overview on the progress and performance. We will measure progress over time against various objectives providing information relevant to policy. We will measure performance against a target to evaluate the effect of policy actions and plans. Only well selected indicators can assist the process to maintain a focus on the important work areas and take strategic decisions to address problem areas. That makes a process sustainable and allows the responsible persons to act. All our indicators are SMART (specific, measurable, achievable, relevant and time-bound).

See the point "How will you ensure that the proposed actions are implemented?" above for further information.

Additional remarks/comments about the proposed implementation process: (max. 1000 words)

SEE ABOVE UNDER POINT 4 IN THE TEXT BOX "General overview of the expected implementation process" for information on the post-approval implementation phase and process.

THE PROCESS

Inland Norway University of Applied Sciences (INN University) is a public university college that was established on 1 January 2017, after the merger of two public university colleges (Hedmark University of Applied Sciences and Lillehammer University College). The University operates on six campuses in south-eastern Norway and has approximately 14 000 students and 1 300 employees. INN University, as a public institution, complies with all national legislation and regulations and its staff, as civil service employees, are well protected and enjoy good working conditions.

INN University offers 35 one-year study programmes, 48 Bachelor programmes, 30 Master programmes and 4 PhD programmes (plus one in cooperation with the Norwegian University of Science and Technology) in addition to a number of teacher education and further education programmes. The academic offer covers a vast number of subject areas, ranging from ecology and agricultural sciences to law and economics. The Norwegian Film School, one of the University's faculties, is Norway's national film school.

In the HRS4R process, the University has been very conscious of and put emphasis on considering the realities of the newly established institution and to fully involve all its academic staff, leadership and entities, i.e. all faculties, institutes and all campuses. In this regard, the HRS4R process has been an excellent means to create awareness in the organisation of the importance of pulling together and ensuring a common identity. Both the two former institutions had initiated the HRS4R process, but INN University has been very conscious to initiate and implement an entirely new process, taking into account the realities of the new organisation. The University has consciously used the process as part of the necessary post-merger alignment of organisational policies and guidelines, and will continue to do so. This includes ensuring consistent understanding of policies and guidelines to secure homogeneous practices and implementation. The timing of the process is thus propitious to align these revised or new policies and guidelines with the HRS4R.

INN University is currently in the process of applying to the Norwegian Ministry of Education and Research for full university accreditation, with the aim of becoming a full university by 2020. As a full university, INN University aims to increase its recognition, visibility and authority, both nationally and internationally. INN University already offers education and research at the level of comparable institutions with university status. The process of becoming a full university is a means of building an even stronger and better environment for research and development through improving conditions for researchers, building strong PhD programmes, and emphasising national and international cooperation and recruitment. The University accreditation process has served as yet another impetus to focus on the improvements opportunities inherent in the HRS4R process.

A Working Group was established for the HRS4R process with a project leader and a wide and representative selection of staff, with representation of all levels of a research career. The Working Group did not work in isolation and tasked, involved and relied on input on specific topics, such as ethics and Intellectual Property Rights, from persons throughout the University. The Committee overseeing the process acted as a reference group, provided input and commented on the reports. The action points and principles of the Charter & Code have been communicated in forums at all levels throughout the institution and acknowledged by senior management as an important part of the strategy for the internationalisation of INN University.

The process of developing the Action Plan was initiated by carrying out a Gap Analysis in which the current situation and improvement areas at INN University were analysed by the Working Group with regard to all the 40 principles of the Charter and Code. To ensure that the opinions of the target group were taken into account, a number of consultation events were carried out before preparing the Charter & Code Gap Analysis and Action Plan. The information we wished to obtain through the various consultation events and means concerned the respondents' opinion on the level of compliance with the 40 principles, including ideas for improvements. INN University took this opportunity to do a thorough analysis of its current policies, systems and practices and identify areas of improvement. The various consultation events and means gave us valuable input on areas for improvement.

Many of the Charter and Code principles are already implemented through national legislation. In 2008, Universities Norway (UHR), a cooperative body for 33 accredited universities and university colleges, did a national gap analysis demonstrating that Norwegian higher education and research institutions largely meet all the 40 Charter and Code principles, in part due to national legislation and regulations. The gaps and improvement areas identified are therefore common to many Norwegian higher education institutions.

In examining how INN University is working on the four key areas defined by the Charter and Code principles, the process was designed to:

- a. Identify and prioritise key challenges facing INN University in each of the main areas;
- b. Prepare a list of possible solutions to the challenges;
- c. Identify the responsible parties;
- d. Draw up a time line for when the solutions should be implemented.

The anchoring of the process in the organisation and among academic staff/in the research community during the Gap Analysis and Action Plan elaboration has ensured a high awareness and interest among all staff and leadership, which will aid during the implementation phase. The Action Plan has been widely presented and discussed with the University academic staff and leadership. It is strongly emphasised by the University Board, senior management and across the organisation.

SEE ABOVE UNDER POINT 4 IN THE TEXT BOX “General overview of the expected implementation process” for information on the post-approval implementation phase and process.