

## 1. Organisational information

### **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 16,000 students and 1,422 employees.

INN University currently (2021) offers 56 Bachelor, 46 Master and 4 PhD programmes (plus one in cooperation with the Norwegian University of Science and Technology) and 29 one-year study programmes. The academic offer covers a vast number of subject areas.

## 2. Strengths and weaknesses of the current practice

Please review the strengths and weaknesses under the 4 thematic areas of the Charter and Code, as provided by your organisation in the initial assessment phase. When doing so, you should do not only look back, but also consider new priorities, strategic decisions, etc. which may further influence the action plan. Please also provide a brief commentary in the "Remarks" column if major changes have occurred versus the initial plan.

**Note:** Click on the name of each of the four thematic headings of the Charter & Code to open the editor and provide your answers in the Internal Review for Interim Assessment dedicated section.

### **a. Ethical and professional aspects \***

#### Strengths and Weaknesses (Interim Assessment, max 500 words) \*

INN University fully complies with national legislation, which largely regulates and covers well all the principles under this thematic heading. The more detailed description of legislation, rules and procedures, together with our strengths, from the Initial Phase description, see above, still applies. In this Interim Assessment, we only assess those points where we indicated gaps/weaknesses in the Initial Phase assessment. Measures have since been put in place to remedy identified gaps/weaknesses.

R&D administration: A great deal of progress has been achieved in improving the infrastructure for supporting researchers and embedding relevant support systems and procedures at both institutional and faculty levels. There remain however, certain elements that require further effort, in particular regarding ensuring uniform practices throughout the University, due to the University's decentralised organisational model. The University Board took a strategic decision to create a position of "Director of Research" at central level, with as one of its core responsibilities to ensure harmonised and uniform systems and practices throughout the University. There is sustained and continuous development work ongoing in this regard

Ethics: The University complies with national ethics legislation, has its own ethical guidelines and a research ethics committee. There was nonetheless need for more management level focus on the topic and regular staff information regarding ethical principles and related procedures. Measures have been put in place to remedy identified gaps. Staff are now familiar with the ethical standards and related procedures. Ethics is now a compulsory topic in the annual appraisal interviews between staff and managers.

Research Data management: Measures have been put in place to remedy identified gaps. The University has put in place and is implementing a system for life-cycle management of research data, including related support and training arrangements for researchers.

Scientific publication: Measures have been put in place to remedy identified gaps. Based on quality organisational development work and the strengthening of research activities in recent years, the University has had an increase in the rate of scientific publication, in both level 1 and level 2 publication channels. The academic environments at the University have both increased in size and strengthened their research competence. This is the result of strategic investments in research groups and increased focus on strategic recruitment, including international, of employees with solid research expertise with regard to both publication and winning of external funding applications. Performance-based allocation of R&D time has contributed to a more targeted use of R&D time and more publications.

The University has local guidelines for Open Access, based on the national goals and guidelines for Open Access to research articles. A dedicated Open Access website on the University's web gives staff information on both policies and procedures. An Open Access-fund, covering processing charges is available to researchers.

#### Remarks (max 500 words)

Detailed information and explanation on the implementation of the various Actions in our Action Plan can be found under Section 3 on Actions in this Interim Assessment.

INN University was established 1 January 2018, as the result of a merger between the former Lillehammer University College and Hedmark University of Applied Sciences. Many of the identified gaps and related measures in the Charter and Code Action plan have been part of the work of cementing the new institution and harmonising strategies, policies and former practices. The new institution is now firmly established. A new rector was appointed on 1 May 2021. The institution is now entering into a forward-looking phase, moving from consolidating the new institution into developing and enhancing organisational performance. The University is striving for continuous improvement. We want to continue to develop a university that delivers high quality in research and education. We want to continue to develop a competent administration that delivers high quality support services and we want to be an attractive employer that gives employees the opportunity for professional and personal development and growth during their time as an employee with us. The University's overall strategy emphasises that we are a learning organisation that works for innovation and continuous improvement. This will also characterize the HR strategy in the years to come.

#### **b. Recruitment and selection \***

##### Strengths and Weaknesses (Interim Assessment, max 500 words) \*

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### Remarks (max 500 words)

Detailed information and explanation on the implementation of the various Actions in our Action Plan can be found under Section 3 on Actions in this Interim Assessment.

### **c. Working conditions \***

#### Strengths and Weaknesses (Interim Assessment, max 500 words) \*

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Support arrangement for national and international cooperation: Measures have been put in place to remedy identified gaps. All researchers are routinely informed of mobility opportunities and related procedures through the annual staff appraisal interviews. Harmonised support arrangements are in place at faculty level.

Annual staff appraisal review: Measures have been put in place to remedy identified gaps. All managers document annual performance appraisal interviews and career development plans for staff. This is ensured through procedures in the “Management Portal” and is included in the management yearly planning wheel. The University has established a “Management Portal” on the organisation’s intranet where all relevant procedures, forms, etc. are easily available to managers. Competency management and employee development is part of the University’s regular management training.

Career development: Measures have been put in place to remedy identified gaps. Qualification and career development has become a very important topic for the University and there is ever-increasing focus on the issue. The University has been working on a new “Competence, career and recruitment policy” and the work is still ongoing, with the aim of developing a uniform/unified employer policy. The current policy will be superseded by the new policy but stays applicable until the new policy is approved. A career paths- and qualifications framework is available and communicated to all academic staff.

Women in academic positions: Measures have been put in place to remedy identified gaps. The University launched a specific “Action Plan for Equality and Diversity” in May 2020. This action plan has raised awareness among staff and managers, in addition to the already established procedures and routines. Management meetings routinely analyse the overall person-years and the proportion of women in general and in top academic positions in particular. The University has reintroduced «search and find» committees for aiding targeted recruitment. The procedure is included as a routine with regard to recruitment. The HR department has had internal seminars and trainings to increase knowledge on this topic.

Translated information for international staff: Measures have been put in place to remedy identified gaps. Information regarding working conditions, employee rights and HSE are available in English language.

IPR: Measures have been put in place to remedy identified gaps. The University Board approved the University's Intellectual Property Rights policy in 2019. The policy, together with related information and procedures, is available to all employees on the University's internal web.

#### Remarks (max 500 words)

Detailed information and explanation on the implementation of the various Actions in our Action Plan can be found under Section 3 on Actions in this Interim Assessment.

#### **d. Training and development \***

##### Strengths and Weaknesses (Interim Assessment, max 500 words) \*

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Career development: Measures have been put in place to remedy identified gaps. Qualification and career development has become a very important topic for the University and there is ever-increasing focus on the issue. The University has been working on a new "Competence, career and recruitment policy" and the work is still ongoing, with the aim of developing a unified employer policy. The University is currently working on a new uniform/unified employer policy. The current policy will be superseded by the new policy but stays applicable until the new policy is approved. A career path- and qualifications framework is available and communicated to all academic staff.

Career guidance is now included as a recurring topic in the annual internal seminar for young researchers. The University has put a lot of focus on integrating younger researchers in active research groups, e.g. by including this as a topic in the training course in research management. The R&D committee reports annually to the Board of Directors on this with regard to the participation of PhD-candidates in research groups. There is a regular offer of training courses for researchers on the topics of research management and management/leadership of research groups, which also raises this issue. The result of these efforts, and the heightened focus on career development through the annual work plans is an increase in younger researchers in research groups.

Mentoring: Measures have been put in place to remedy identified gaps. A system is now in place that systematically assesses when and how to link mentors and supervisors to individuals' career plans. The University thus has a system for pairing mentors and mentees, but this is done on a case-to-case basis. We do not yet have a full-fledged mentoring programme with a pool of mentors and a standardised set of procedures. An analysis is ongoing to determine whether and in what form such a potential mentoring programme could be introduced at the University. One idea is to include the supervision/mentoring of young researchers as part of the job descriptions of all senior researchers. There is already a clear expectation that they do this, but including it in job descriptions would formalise the expectation.

PhD supervision: Workshops and meetings are routinely organised for PhD supervisors. The supervisors are obliged to attend the yearly PhD day. This day gathers the University's PhD candidates

and Postdocs for a joint day of information and experience sharing; including such seminars as “Motivational seminar for early career researchers” and other relevant talks and seminars.

Remarks (max 500 words)

Detailed information and explanation on the implementation of the various Actions in our Action Plan can be found under Section 3 on Actions in this Interim Assessment.

**e. Have any of the priorities for the short- and medium term changed? (max 500 words)**

The following University initiatives and projects supports and provides follow-on from current Actions in our Action Plan.

International research projects and networks: To strengthen the University’s opportunities in EU programmes, we are planning a more structured initiative and measures to increase revenues from the EU programmes. During 2021, several measures were implemented in order to increase our EU project portfolio and achieve the goal of doubling EU revenues by 2025. Research groups with the potential to be successful applicants in EU programmes will receive additional funding. The allocated funds will be significant enough to free up researchers and research groups to develop networks, develop scientific environments, write applications, have workshops and international trips/contact. The support is managed by the Pro-rector for Research with the R&D Committee as an advisory body. The research groups will be able to apply for the funds according to given criteria with effect from 2022. The administrative capacity to follow up on this EU initiative will also be strengthened with an EU adviser resource.

Young researchers and internationalisation: In order to strengthen and develop the University’s research culture and promote internationalisation on a long term basis, the Research Department will develop a two-year programme for competence and career development for young researchers. The target group is employees who have achieved first competence in scientific or artistic development work) during the last five years. The programme is open to all faculties and applicants are admitted after assessment of individual applications. A committee assesses the applications; applicants are nominated by the R&D Committee and approved by the Pro-rector for research. Participation in the programme involves being given time for research, participation in joint gatherings, mentoring and shorter stays abroad / mobility and international networking. Together, these elements will contribute and lead to each participant developing an application for an ERC Starting Grant or for the Norwegian Research Council's Pioneering Research or other relevant grants. The programme is intended to develop the University’s future research leaders who, through their international research expertise and network, will contribute to the development of interdisciplinary and international research projects. During 2021, the programme has been developed, in collaboration between the Research Department and HR, as a pilot with approximately eight participants for the period 2022-2024.

*Research administration and research support - Development of a research support cluster at INN University.* The University has launched a project to improve research administration and support. The University’s overall vision is *Stronger together* with the core values *involving, innovative and truth seeking*. Furthermore, our research strategy has three main goals that will support the University's ambition: - Increase research production - Strengthen competence - Streamline research support. The need to streamline, modernise and professionalise research support is based on several elements, where the two most important are 1) the changes that are taking place in the university sector within open research and 2) the need for increased collaboration within the organisation where we have a diverse and dispersed research administration. In future, research and research projects

funded by the Norwegian Research Council and the EU are expected to have a greater focus on impact / benefit and an interdisciplinary approach to solving the research questions. The research administrative support functions are important tools for achieving this. There will also be a need for increased specialised competence within all elements of the research administration, including library services related to research. There is a need for better communication, systematic competence development and increased exchange of experience for research administrative support functions. The work that is now starting will establish a research administration cluster, where employees with research administrative tasks are partners. The cluster will be a platform for active collaboration, experience sharing and competence development across the institution. The cluster will aim to modernise, streamline and professionalise the research administrative support functions.

**f. Have any of the circumstances in which your organisation operates, changed and as such have had an impact on your HR strategy? (max 500 words)**

The Covid-19 pandemic has directly influenced the implementation speed of our Action Plan but has not had a direct impact on our HR strategy as such. The University has not functioned normally since March 2020, with staff resources reprioritised and redirected to handle the ongoing pandemic and its effects on the running of the University, including its staff and students. This has directly affected our ability to implement actions through internal processes. As Point 3 on Actions demonstrate, notwithstanding these challenging conditions we have been able to implement fully most of the actions in our Action Plan.

As a result of the pandemic, the University has gained increased focus on digitalization in both teaching and collaboration in general which has opened for more flexibility in work, including increased use of home offices. This has also led to an increased focus on work life balance and the need for closer employee follow-up. Remote management and how to maintain and develop a good working environment without physical meeting points have been important areas of expertise in which we have had to strengthen ourselves and which we see will continue beyond the pandemic's duration. An upside is that digitalisation and flexibility increase the scope for collaboration across institutions and geographical distances and help to reduce barriers to seeking partners outside one's own institution and own country, which in the long run can help to strengthen and realize the ambition on increased mobility.

Budget cuts and expectations of efficiency from the Norwegian public authorities: There are persistent cuts in government allocations based on expectations of streamlining the administration, which entails a need for innovation and restructuring of administrative activities. During 2022, the University will initiate a project to evaluate administrative organization where the current organizational models will be assessed in relation to resource efficiency and the administrative organization's ability to deliver good support services to strategically important areas for the University. The environment is changing. There is a general increasing focus on competence and career development that builds on the University's own ambitions in this area. There is a clear expectation from the Norwegian public authorities that we develop good systems for competence planning and management, including facilitating attractive and predictable career paths for our employees. Universities Norway (UHR) (a cooperative body for 33 accredited universities and university colleges) has developed a new national guide for competence and career development, NORCAM - Norwegian Career Assessment Matrix, which opens for more flexibility in academic career paths, and which recognizes new and important areas of competence as meritorious. These changes both affect and increase the University's opportunities to offer good career development for our employees. Among other things, it will be possible to assess a greater degree of variation in work assignments, where some may be guided towards more research work while others are guided towards more teaching, and which will contribute

to better working conditions for researchers. A new job category has been opened, which includes a "tenure track", which could be an attractive opportunity for younger researchers and an important contribution to reducing temporary staffing, which is a goal at the University.

**g. Are any strategic decisions under way that may influence the action plan? (max 500 words)**

During 2022, the University will initiate a project to evaluate administrative organization in which the current organizational models will be assessed in relation to resource efficiency and the administrative organization's ability to deliver good support services to strategically important areas for the University. The project will start in the first half of 2022. This could lead to changes in, among other things, resources and workflow. Whether this will affect the HR strategy is difficult to estimate at present, but what is clear is that HR will have to prioritize some resources for the organizational project, which could mean less capacity to work with some of the action plan points. It remains to be seen. Only when the project is completed with the first concept phase will we see the scope and the total need for resources.

A general goal is to increase the degree of internationalization and mobility among employees, both in the form of increasing the proportion of international cooperation, international recruitment and the proportion of employees who travel on temporary stays at foreign higher education institutions. The focus is on informing regularly about incentive schemes related to international cooperation and mobility. The University has recently become involved and taken a driving role in eMerge, a European university alliance through the European Universities Initiative, which requires a close link between education and research and thus contributes directly to increasing mobility. Despite increased recognition and the need for mobility experience, it nevertheless proves to be challenging to implement mobility experience as a stated, desired qualification requirement in job advertisements. This relates to Norwegian legislation and agreements that address, among other things, discrimination considerations.

A general comment regarding the completed Actions of the Action Plan: Regardless of the majority of Action Points now being completed, we will obviously continue to build on the results achieved and continue our ongoing efforts in ensuring the best conditions for the University's researchers and other staff. The University has a continuous focus on organisational development of which the implementation of Charter & Code is an integral element.

Comment related to the Research Funding information included under Point 1 "Organisational Information" above: Regarding the funding of public Norwegian universities, please note the following. The yearly allocation from the Norwegian state is mainly a framework funding that gives the institutions a large room for manoeuvre to dispose of the resources to achieve the overall goals as best as possible. INN University does thus not receive funds from the Norwegian state that are earmarked for research activity. The "annual organisational direct government funding (designated for research)" reported above is therefore the INN University stated R&D costs covered from within the basic allocation as per our yearly reporting to the Norwegian state (fiscal year 2020). Our finance department has reassessed how this was reported in our initial application, which explains the large delta from the figure that was reported at that time.





### 3. Actions 2022-2025

Action	Status	Remarks
1	Extended (ny frist 4Q 2023)	<p>New deadline 4Q 2023.</p> <p>Remark on indicator 1: A great deal of progress has been achieved in improving the infrastructure for supporting researchers and embedding relevant support systems and procedures at both institutional and faculty levels. There remain however, certain elements that require further effort, in particular regarding ensuring uniform practices throughout the University. Practices relating to support systems can still vary between faculties, due to the University's decentralised organisational model. A new position of "Director of Research" was established and filled in autumn 2020. The University having an organisational model with very independent faculties, the University Board and Senior Management acknowledged the need for a position of "Director of Research" at central level. The "Director of Research" reports directly to the Pro-rector research. This key role in the University's central administration has as one of its core responsibilities to ensure harmonised and uniform systems and practices throughout the University. The Director of Research is thus working purposefully on systematic organisational development activities. This systematic work includes ensuring equal support systems and procedures for the entire organisation and constitutes a direct strengthening of efforts in this area. This indicator has been extended to 4Q 2023 to allow for the results of the ongoing organisational development activities. There is sustained and continuous development work ongoing.</p> <p>Remark on indicators 2 and 3: Both indicators are met and completed. The University is implementing a comprehensive system and practice for relevant training. Through internal analysis and a University-wide coordinated effort, we have an ever better overview of the competency needs of researchers and the organisation as a whole. The University has put in place a digital training portal on the internal web (<a href="https://innafor.inn.no/mitt-arbeidsforhold/kompetanseutvikling">https://innafor.inn.no/mitt-arbeidsforhold/kompetanseutvikling</a>), based on a target group approach (e.g. researchers, leaders/managers, etc.), which is accessible and transparent for all staff. Training activities are actively encouraged by managers, including through the formalised yearly performance appraisal interview. Training needs are included in the formalised list of topics to be discussed and agreed during these meetings. This has been a very positive development. There is continuous work on further measures targeted directly at the researcher target group (R1 to R4). As an example, ethics is now given as a topic for reflection and embedded in all internal training offers where we see this as relevant, be it research management, HSE, etc. In addition, we offer specific courses in research ethics and ethics of scientific supervision/guidance. The focus on trainings is also reflected in an increased demand from staff for training courses. This is very positive. A Staff Survey has been completed and the results will be used to further improve measures.</p>

		<p>General remark: It should be noted that support systems and procedures, and related trainings, would always evolve. There will always be a need for continuous improvements to keep pace with the other developments of the University to ensure that the support offered and delivered to everyone is relevant and supports the overall goals of the University. We will mark Action 1 as “completed” once a uniform practice is fully in place, but the system, procedures and content of the support and related trainings must and will always evolve.</p>
2	Extended (ny frist 4Q 2023).	<p>New deadline 4Q 2023.</p> <p>The University allocates research resources 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&amp;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. Based on the institutional guidelines for repartition of R&amp;D time, all University faculties have defined and communicated their own clear and transparent priority criteria for allocation of R&amp;D time to own staff. The system and procedures are systematised and linked to the yearly performance appraisal interview between a staff member and his/her manager. The allocation of R&amp;D time is included in the formalised list of topics to be discussed and agreed during these meetings. The University has established a “Management Portal” (<a href="https://cp.compendia.no/inn/lederhandbok/#all-content">https://cp.compendia.no/inn/lederhandbok/#all-content</a>) on the organisation’s intranet where all relevant procedures, forms, etc. are easily available to managers. An individual yearly work plan is established, agreed by employee and manager. Because of the University’s current organisational model with very independent faculties, the specific priority criteria for R&amp;D time are not uniform at University-wide level. This is an intrinsic challenge directly related to our organisational model, which we monitor continuously. The internal evaluation has been delayed and we have extended the deadline to 4Q 2023.</p>
3	Extended (ny first 1Q 2023)	<p>This is part of a bigger issue linked to the internal organisation of the University. In addition, national regulations regarding this are in flux. The result has been that this project has been delayed. We have extended the deadline until 1Q 2023.</p>
4	Extended (ny frist 2Q 2023)	<p>The University is continuously working on improving the systems regarding international recruitment. The structural part of this issue will be included in the organisational development project which the University will initiate in 2022. Therefore, this overall Action Point will have to be extended since we will not be able to take any position on the organizational side until the above mentioned project is completed.</p>
5	Extended (ny frist 2Q 2023)	<p>The University, as a public institution, follows all Norwegian state administrative policies and procedures. This issue has to be agreed by the University’s hiring committee. The committee is chaired by the Human Resource Director and administers the hiring of people in academic positions, including PhD-candidates, and management positions. Finding standard wording, which the committee can agree to, has been challenging.</p>

		The issue being a fear of introducing criteria that could be construed as discriminatory. The issue is still under consideration. This issue must also be seen in relation to new national regulations (Norwegian Assessment Competency Framework). We have therefore extended the deadline.
6	Extended (ny frist 2Q 2023)	Good progress has been made in designing the course programme. Due to the Covid-19 pandemic this issue has had to be down-prioritised. Staff resources have also had to be reallocated. Consequently, the deadline has been extended.
7	Extended (ny frist 2Q 2023)	The University is still working on the project. Due to the Covid19 pandemic, this international project has been delayed. See also comment under Action 1.
8	NEW (frist 4Q 2023)	<p>The University is working on developing a more systematic approach to and coordination of the University's entire staff training portfolio. In this sense, we still have ongoing development work, albeit we offer a comprehensive set of relevant training courses. Our aim is to integrate all staff trainings in a uniform quality system thinking within the competence development area. This entails to coordinate all training measures and ensure their implementation in an appropriate operating model, thus guaranteeing that all trainings are implemented regularly and predictably. This organisational development work has not been as effective as intended, due to resources being required for other organisational development work and also the Covid19 pandemic and related measures. The work will continue and we have included this as a new action point and indicator linked to this work.</p> <p>Indikatorer:</p> <ol style="list-style-type: none"> <li>1) Establish an "Annual Planning Wheel" for competence activities, to ensure continuous focus on and delivery of relevant courses at an adequate frequency.</li> <li>2) Ensure individual competence- and career plans are started up/established as part of the introduction plan for new employees.</li> </ol>

**The extended version of the reviewed HR Strategy for your organisation for the next 3 years, including the OTM-R policy must be published on your organisation's website.**

Please provide the link to the dedicated webpage(s) on your organisation's web site \*: <https://www.inn.no/english/about-inn-university/work-at-inn-university/>

If your organisation has already filled in the OTM-R checklist in the Initial Phase, please also indicate how your organisation is working towards / has developed an Open, Transparent and Merit-Based Recruitment Policy. Although there may be some overlap with a range of actions listed above in the action plan (as emerged from the Gap Analysis), please provide a short commentary demonstrating the progress of the implementation versus the initial phase.

Comments on the implementation of the OTM-R principles (Internal Review for Interim Assessment)

As described in the application and in the OTM-R check list, most of the OTM-R Principles are taken care of through Norwegian state and public sector legislation and agreements that regulate employment in the public sector in general and in the state in particular. The principle to employ the

person who is best qualified for the position is laid down in the statutory Qualification Principle, which states that the person who is found to be best qualified in relation to the qualification requirements stated in the job advertisement text is to be employed in the position. The assessment is a comprehensive assessment that includes formal competence (education), relevant work experience competence and personal competence. For scientific positions, general qualification requirements and assessment criteria are clearly stated in Norwegian public sector law and regulations (Regulations on employment and promotion in teaching and research positions and Regulations on employment conditions for positions such as postdoctoral fellow, research fellow, research assistant and specialist candidate). In addition, the University has established local guidelines for employment that elaborate further on the regulations, and we have prepared a separate guideline for requirements for practical pedagogical competence. This is available on our website. Assessment criteria/qualification requirements must be clearly stated in job advertisements and assessments must be clearly linked to these. The statement of the assessments and the reasons for the appointment are written in a standard template that accompanies the appointment case to the appointment committee.

When employed in scientific positions, the candidate is assessed by a scientific expert committee. Applicants are given the opportunity to read their own assessment and make comments. We are working to implement a more "advisory" form of feedback to especially younger researchers who are not successful in competition for a position, with the aim of enabling them to perform better in future job applications. This is a development area "in progress".

Feedback to applicants is an area that is constantly being evaluated and where there is always room for improvement. Several standard e-mail texts have been developed and built into the recruitment system, where as a minimum there must be an automatic notification that the application has been received. In addition, a standard briefing is sent to applicants at the end of the application deadline, where more information is provided about the recruitment process, expected timeline, etc. Reception of new employees in general and recruitment of foreign employees in particular are action plan measures that have been in focus. The University now has a "warm welcome letter" which is sent to all new employees together with a link to a digital introductory package. This also contains a separate module with practical information for foreign employees, including information about key checkpoints, offers of Norwegian courses, etc. We have also increased our focus on the introduction routines in the departments to ensure that all new employees receive close follow-up and guidance in the start-up phase. We are still working on putting in place a system that connects the introductory phase directly to new employees' career plans. The goal is for all employees to have an individual career plan where the first stopping point is when hiring. This must be actively followed up through annual employee appraisal interviews. The topic is incorporated as a fixed check point in the template for employee interviews, which is published in the Management Manual. HR has the topic regularly promoted in various training arenas for managers and the implementation of employee appraisal interviews and strategic competence and career development is the theme of a newly developed internal course for new managers at the University.

Regarding publishing the extended version of the reviewed OTM-R policy and actions: We will take a closer look at this. Since so much is regulated by Norwegian national legislation and agreements, we do not have our own OTM-R policy as such, but we publish our values, what we strive for and what can be expected from recruitment processes with us on our website: <https://www.inn.no/english/about-inn-university/work-at-inn-university/application-process/>

**Ideally, the extended version of the reviewed OTM-R policy and actions should be published on your organisation's website.**

Please provide the web link to the OTM-R dedicated webpage(s) if it is different than the one where the reviewed HR Strategy is located.

<https://www.inn.no/english/about-inn-university/work-at-inn-university/>

## 4. Implementation

### **a. How have you prepared the internal review? \***

The internal review has been planned and implemented by the implementation monitoring team, which closely monitors and follows up the overall implementation of the HRS4R process, as part of the wider implementation management system at the University. The implementation management system is described under this point in the Initial phase description, see above. The implementation monitoring team is composed of a representative community of researchers (R4 to R1, with a good representation of young researchers R1 and R2) and other representative staff, such as HR staff, central R&D administration. The internal review planning and implementation has been regularly briefed to the Rector and the Committee overseeing the process.

The internal review has been planned from the reception of the HRS4R in January 2020. The implementation management system in place, 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, also incorporates planning for reviews. This has allowed us to do status checks on the implementation at predefined milestones throughout the first two years of implementation, in preparation of the review.

The internal review has been planned and implemented by the implementing monitoring team, with input from staff and management. Input to the review has been provided by staff and managers at all levels of the University. Input to the internal review has been sought not only through formalised internal channels, but also directly at staff level by information campaigns and staff surveys.

The findings of the internal review have been communicated to staff through representatives on the implementing monitoring team.

### **b. How have you involved the research community, your main stakeholders, in the implementation process? \***

The HRS4R implementation process is integrated into the University's normal working processes as fully as possible. This has been done to ensure the embedding of the HRS4R process into the normal processes and organisation of the University.

INN University, as a public institution, has clear and formalised decision-making structures. 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 are therefore involved in the HRS4R implementation process through this system regarding implementation leading to changes in policies, guidelines and formal structures and systems.

In addition, the University maintains, as part of our 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 are actively involved through participation.

The implementation monitoring team is composed of a representative community of researchers (R4 to R1, with a good representation of young researchers R1 and R2) and other representative staff, such as HR staff, central R&D administration.

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

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 Committee overseeing the process is composed of the University's senior management, including the Deans of all faculties. The University Board is being kept regularly updated. This has allowed 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 have a mandate to oversee the process and its progress. They meet regularly. The Rector and the Committee 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 ensure good coordination between themselves and 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 are 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. The University ensure user involvement in all processes. The HRS4R is an element to be considered in all relevant processes involving policies and guidelines, as well as procedures and practices.

The implementation monitoring team, mandated by the Pro-rector research and the Head of Human Resources, is composed of a representative community of researchers (R4 to R1, with a good representation of young researchers R1 and R2) and other representative staff, such as HR staff, central R&D administration.

**d. 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 HRS4R implementation process is integrated into the University's normal working processes as fully as possible. This has been done to ensure the embedding of the HRS4R process into the normal processes and organisation of the University. The HRS4R is recognised in the University's research strategy, which is transparent to all staff and a publicly available document.

**e. How has your organisation ensured that the proposed actions would be also implemented? \***

The HRS4R implementation process is a priority for the University, anchored at the University Board, senior management and staff levels, and we 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. This clear anchoring and commitment has ensured the implementation of actions.

The HRS4R implementation process is integrated into the University's normal working processes as fully as possible. This has been done to ensure the embedding of the HRS4R process into the normal processes and organisation of the University.

In addition, 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. This has allowed for a smooth implementation of the "Strategy and Action Plan" and any potential course correction to take place when necessary.

**f. How are you monitoring progress (timeline)? \***

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.

The implementation monitoring team meets regularly and monitors the Action Plan and its implementation. The co-chairs of the monitoring team report to their respective line managers, i.e. the Pro-rector research and the Head of Human Resources. This ensures 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 further ensures consistency in any corrective action or other course correction and that they can be duly performed. The implementation monitoring team also evaluates the implementation plan on a regular basis, suggesting revisions as and when deemed necessary.

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

The implementation system in place will continue. We will update indicators and timelines. An updated implementation plan, covering the time until the next assessment, will have clear actions, the same responsible parties, indicators and clear timelines with milestones, including timely progress evaluations.

**h. How do you expect to prepare for the external review? \***

We will start planning for the external review as of the completion of the interim assessment. Firstly, as outlined under bullet point g. above by updating our implementation plan to ensure a continued quality implementation of the HRS4R, while retaining the implementation system. We will reach out to the European Commission regarding guidelines on the external review. Throughout the next years' implementation, we will document actions and gather information in view of the external review. Ahead of the external review, we will prepare the necessary documentation, and prepare a detailed road map leading up to the external review and its execution. This includes preparing staff for the external review, its purpose and the preparation leading up to the review.



The Covid-19 pandemic has directly influenced the implementation speed of our Action Plan but has not had a direct impact on our HR strategy as such. The University has not functioned normally since March 2020, with staff resources reprioritised and redirected to handle the ongoing pandemic and its effects on the running of the University, including its staff and students. This has directly affected our ability to implement actions through internal processes. As Point 3 on Actions demonstrate, notwithstanding these challenging conditions we have been able to implement most of the actions in our Action Plan.

INN University was established 1 January 2018, as the result of a merger between the former Lillehammer University College and Hedmark University of Applied Sciences. Many of the identified gaps and related measures in the Charter and Code Action plan have been part of the work of cementing the new institution and harmonising strategies, policies and former practices. The new institution is now firmly established. A new rector was appointed on 1 May 2021. The institution is now entering into a forward-looking phase, moving from consolidating the new institution into developing and enhancing organisational performance. The University is striving for continuous improvement. We will continue to develop a university that delivers high quality in research and education. We will continue to develop a competent administration that delivers high quality support services and we want to be an attractive employer that gives employees the opportunity for professional and personal development and growth during their time as an employee with us. The University's overall strategy emphasises that we are a learning organisation that works for innovation and continuous improvement. This will also characterize the HR strategy in the years to come.