

Action plan for international activities at the University of Bergen 2007-2009

Approved by a meeting of the University Board on 26 October 2006

Ability to internationalise

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1. Introduction

The University of Bergen (UiB) aims to be a *research university with a high international profile*.¹ This is an ambitious goal that will have consequences for the university's strategic choices at all levels. The emphasis on the international perspective is also reflected in the national strategy as it is set out in the White Paper on Research,² in which it is pointed out that "international collaboration must to a greater extent than at present form an integrated part of the overall Norwegian research system ... ". Similarly, internationalisation is a central element in the Quality Reform,³ in which concrete goals are defined for both education and research. These national guidelines reflect a recognition that higher education and research are part of a worldwide cultural tradition characterised by both international collaboration and competition.

- *The overriding goal for increased internationalisation is to promote quality in the implementation of UiB's main tasks in research, education and dissemination, and to make UiB a university of high repute and an attractive collaborative partner.*
- *In order to reach this goal, it is necessary to see the internationalisation of research and education in conjunction.*
- *UiB must utilise its particular qualifications in order to contribute to solving the major global challenges relating to poverty, resources-related issues, the environment and climate, health, democracy and peace.*

In the coming years, improvements in goal attainment must be reflected in better evaluations of the quality of research and education. They should also result in UiB's research activities to a greater extent taking the form of focused efforts in collaboration with international partners.

What is internationalisation?

In the broadest sense, internationalisation can be defined as all the processes in the organisation that include international cooperation on research and education. This thus includes activities in all parts of the organisation: students and researchers, departments and faculties, the university's management and administrative entities. It can also include strategic collaboration and cooperation on research policy between Norwegian universities and research institutions to further common goals in the international arena. Internationalisation also includes the links UiB has to international institutions and networks in research and education. Finally, internationalisation includes the development of and participation in international projects which are based on collaboration between individual researchers or groups of researchers and which result in mobility among researchers and students, both to and from UiB.

¹ Strategic plan 2005 – 2010 for the University of Bergen

² White Paper 20 (2004-2005) "Vilje til forskning"

³ White Paper 27 (2000-2001) "Gjør din plikt - Krev din rett - Kvalitetsreform av høyere utdanning"

Why do we need an action plan for international activities?

Students and researchers are our primary interface with the international arena. At present, this contact primarily takes place through individual relations and through collaboration between individual groups of researchers. This type of collaboration is essential to our international activities, and UiB must facilitate the development of such relations. However, UiB must also organise, stimulate and motivate for increased international collaboration at the institutional level. This is necessary in order to ensure quality and stability in international relations. This action plan is intended to provide guidelines for the further development of both types of relations. It is also desirable that the plan contribute to reflection and greater awareness about UiB's international relations.

Discipline-specific challenges of internationalisation

Internationalisation is a natural, well-established and necessary part of academic activities for some academic environments; for others, increased focus on internationalisation means changing working methods and priorities. The different disciplines and academic environments may have very different traditions and needs with respect to the development and use of international relations. Means and ends that are expedient in one academic field are not necessarily as suitable in other academic fields. The individual academic environments must therefore, in cooperation with UiB's academic management, accept responsibility for their own academic and strategic priorities.

Many departments at UiB have extensive and well organised international relations linked to their academic profile. The university should consider introducing measures that promote relations with more of the leading milieus and institutions with a view to both research collaboration and student exchanges.

Internationalisation at any cost?

It is an overriding goal that the measures proposed must further quality in research, education and dissemination. Internationalisation must not be an end in itself. Many measures and activities can be very demanding in terms of resources. The academic environments therefore have to give priority to those measures and activities that are most suited to their own strategic goals and which result in the greatest quality gains. At the same time, however, it will be an advantage for UiB if a uniform international profile and policy is developed in important areas that cut across all the different academic fields.

Linguistic challenges in connection with international relations

An assertive international strategy presents a number of challenges relating to the use of language. It is claimed, with considerable plausibility, that the Norwegian language is already threatened in the academic context and that there is a genuine linguistic loss of domain in relation to English in certain academic fields. It is clear that the universities have a particular responsibility for developing Norwegian as both an academic language and as a language of popular science. On the other hand, an increased degree of internationalisation will require increased use of foreign languages (English in particular) in education, research and dissemination. The discussion of measures aimed at meeting such linguistic challenges lies outside the remit of the action plan. However, reference is made to the national recommendation *Norsk i hundre!*⁴ and to the proposal for a language policy for the university and university college sector drawn up by the Norwegian Council for Higher education.⁵ UiB has followed this up by appointing its own working group which will draw up an overall language policy for the institution. The working group has been asked to submit its recommendation by the end of 2006, and the matter is expected to be considered by UiB's governing bodies during the spring semester 2007.

Cooperation with countries and regions

It is demanding in terms of time and resources to maintain good, productive international relations. It will be necessary, therefore, to prioritise which relations and cooperation are to be developed in particular. It is natural for UiB to further develop relations with the Nordic countries, Europe and North America in line with established traditions and national priorities. It is also natural for UiB to further develop its well-established relations with countries in other regions in line with UiB's strategic priorities. UiB's strategic targeting of development-related research is in a unique position in this context. There are also great possibilities in extended collaboration with Latin America and the major

⁴ "Norsk i Hundre! - Strategier for vern av norsk i globaliseringa si tid", Språkrådet, 2005.

⁵ http://www.uhr.no/aktuelt_fra_uhr/nasjonal_sprakpolitikk_for_universitets-_og_hogskolesektoren

economic (and scholarly) powers in Asia, e.g. China, Japan, South Korea and India. The action plan does not adopt a position with respect to which geographical areas should be prioritised. However, because of increasing international competition in research and education, UiB is recommended to consider whether certain geographical countries/regions should be given priority in the form of increased focus and, if so, in what way this should be done.

In order to make best possible use of the opportunities for cooperation, it may be a good idea to establish more institutional relations, coordinated with other Norwegian universities, the Research Council of Norway and the Ministries. For areas in which specific countries/regions are part of the research strategy itself, other criteria may be applied to prioritisation.

Research-based educational collaboration

There is reason to believe that if international relations manage to a greater extent to combine research collaboration with exchanges of students and PhD candidates, this will heighten UiB's profile and make it more attractive. Such a strategy will also contribute to strengthening genuinely research-based education. UiB should encourage its academic environments to develop more research projects in which Master's students, PhD candidates and postdoctors are involved in international collaboration. Applications for external research funding should therefore include planned and academically well-prepared periods abroad.

The University Library: A prerequisite for international research and education

The University Library plays an important role in UiB's international activities, and it will be an important instrument in realising UiB's strategy for international collaboration. A good academic library is an important criterion for an international university. If UiB is to succeed in attracting proficient students, PhD candidates and researchers from Norway and abroad, a good academic library is a necessary prerequisite. The University Library has an important role in disseminating international research to and within UiB's own milieus and in disseminating UiB's own research to the rest of the world, not least through publication in open access channels and the use of Bergen Open Access Research Archive (BORA).

Entering into formal collaboration agreements

Although many of UiB's international relations have been established and are maintained by the individual academic environments, the departments and the university have an overriding responsibility for collaboration agreements. With effect from 2006, UiB has guidelines in place for entering into and administering international agreements. The university should adopt an overriding policy for entering into such agreements.

The relationship between the action plan and strategic work at UiB

This action plan focuses on goals, challenges and proposals for measures relating to the university's international relations in research, education, researcher training, dissemination, profiling and coordination. The plan shall provide guidelines for the implementation of other strategic plans at all levels in UiB, including the preparation of budgets and the report on educational attainments and research. Since the initiation of the measures will require understanding, participation and commitment from all employees, it is important that the plan is made known throughout the organisation.

2. Research

International academic evaluations have shown that UiB has achieved great international recognition in a number of academic fields. International research collaboration is decisive if the university is to succeed in maintaining its position in established areas and be at the cutting edge of research in new areas. One international, general main indicator for research is the volume and quality of international publication. Another form of recognition is visibility in the form of international offices, leadership, the awarding of prizes and participation in international forums such as networks and conferences/seminars.

Efforts to strengthen the internationalisation of research at UiB should also stimulate innovation and economic development in the Bergen area. However, a holistic approach of this kind to internationalisation requires investments aimed at raising quality in the entire knowledge chain at the university, in research-based education, in research, dissemination and in facilitating the commercial exploitation of results. Given such a focus, further internationalisation will follow automatically because the institution will increase its attractiveness vis-à-vis good, interesting milieus in other countries.

Overriding goals

UiB shall endeavour to collaborate with leading research groups, institutions and organisations and to become affiliated to relevant academic and institutional networks which have been identified by the individual departments, faculties and by the university itself. Strategic research alliances must be used to a greater extent as the basis for research-based educational collaboration.

UiB must be competitive in the international arena in order to attract talented researchers, both as collaborative partners and as applicants for academic positions.

The action plan for internationalisation also aims to help UiB attain its quantitative goals with respect to *Result-based redistribution* (RBO) of the basic funding allocation through increased participation in international projects (financed by the Research Council of Norway and the EU), publication in internationally recognised journals and by internationally recognised publishers, and through educating more PhD candidates.

UiB shall increasingly be in charge of the management of international projects in selected areas, based on its comparative advantages, both here in Norway and internationally. These areas should be identified through cooperation between the academic and administrative management at different levels.

All levels in UiB, including individual researchers, should involve themselves in international research policy forums, in both national and international forums, and, in that connection, take the initiative for and contribute to the development of funding programmes that are in line with UiB's academic profile and priority areas.

The EU is developing a separate European research and innovation area (*European Research Area – ERA*) as part of the single market. UiB should further develop and increase its participation in the EU's future framework programmes and in the ERA networks. UiB has already drawn up a separate action plan for participation in the EU's Seventh Framework Programme (FP7), which is being implemented at all levels. Corresponding action plans should be developed for other high priority international programmes, such as the European Science Foundation.

Challenges

One important challenge is to achieve an expedient balance and good cooperation between different levels and players in internationalisation efforts, both in Norway (the Research Council of Norway, Ministries, collaborative institutions) and internationally. UiB's priorities for international collaboration must take account of national and international priorities and guidelines, as well as trends in the research field. UiB must assert itself in the competition for research funding from international sources (the EU in particular) and utilise funding from the Research Council of Norway in order to increase international collaboration.

It is a major challenge to identify, prioritise and utilise important strategic alliances with strong or innovative international research milieus and networks, and to secure support for them at the relevant

levels in the institution. UiB and its peripheral zone should cooperate closely on the utilisation of their respective strategic alliances in order to develop strong international relations in the fields of research and researcher training. In these efforts, the competence that exists at Norwegian and Nordic centres abroad should also be utilised. Moreover, UiB should utilise important expensive internationally-financed facilities and programmes, such as CERN and EMBL.⁶ Finally, UiB should initiate measures to ensure an attractive infrastructure locally (including high-tech research facilities and the University Library). UiB's management has a particular responsibility for inter-faculty initiatives and for quality assuring that priorities and initiatives are of a high international standard.

Another important challenge is to ensure the recruitment of young talent who have the potential to become international research leaders. Funding from the Bergen Research Foundation is currently making an important contribution towards this goal. The academic environments have a particular responsibility for identifying candidates and using this funding and other external funding in its recruitment efforts.

If UiB is to succeed in developing a working environment and a recruitment and mobility policy that contributes more to raising UiB's international profile and to integration and quality, steps must be taken to ensure professional administrative support for foreign guest lecturers in order to help them with practical problems such as residence and work permits and accommodation.

⁶ CERN: www.cern.ch; EMBL: www.embl.org

2	Measure: Research	Responsibility	Period	Comments
Endeavour to attain high academic quality with international relevance				
2.1	Reward the publication of: - articles in the most highly recognised international scientific journals; - books published by internationally recognised publishing houses	Faculties, departments ⁷	Continuously	Several departments have already incorporated these reward schemes into their budgets.
2.2	Identify priority partners and utilise programmes, networks and funding for the individual academic priority areas	All levels	Continuously, with a description in annual research plans. Priorities for the next 3 years should be clarified before the end of 2007.	UiB's management has overriding responsibility for the prioritisation and coordination of efforts relating to programmes and networks covering a broad academic range.
2.3	Consider whether to recruit highly qualified foreign scientific advisors (advisory committees; "Scientific Advisory Committees")	Faculties, departments, major interdisciplinary programmes	Continuously	This must be considered in relation to the scope and distinctiveness of the academic field.
Recruitment				
2.4	Consider advertising scientific posts internationally, e.g. on the web portal ERA-MORE	Departments, faculties	Continuously	The Human Resources and Finance Department (PØA) has chief responsibility for ERA-MORE. Departments and faculties are responsible for deciding how they make use of the portal for recruitment purposes - advertising/headhunting. Other portals should be considered by the individual departments/academic environments.
2.5	Use "start packages" and transitional solutions aggressively in order to attract senior researchers of a high international standard. Start packages for women should be considered, in fields with a low proportion of women in particular.	Departments, faculties	Continuously, with annual allocations	UiB should have contingency plans for attracting expertise of a high international standard. If necessary, UiB should utilise Unifob for this

⁷ In this document, the term "departments" is used to refer to faculty departments, sections and centres at UiB.

				purpose.
2.6	Endeavour to use international experts in committees for the appointment of permanent scientific staff.	Departments, faculties	Continuously	Faculties and departments stipulate norms for this purpose within the bounds of existing rules. This is an important measure for ensuring quality and international relevance in recruitment.
Mobility				
2.7	Organise information and services for UiB researchers planning a stay at another institution, for guest researchers coming to UiB, for newly-appointed foreign researchers, postdoctors and PhD candidates by: a) Developing a mobility portal/ new electronic practical portal/ handbook) b) Better facilitation of tuition in Norwegian for foreign researchers that can be organised via the web and at several locations on UiB's campus, or alternatively as intensive summer courses; c) Better accommodation provision for guest lecturers	a) The Human Resources and Finance Department (PØA), the Department of Research Management; b) PØA; c) The Property Department	a) To be completed in spring 2007 b) Start-up in 2007	Re a) Work is ongoing in PØA and the Department of Research Management. This measure is very important and requires immediate action, including allocations for implementation from UiB's central administration. The portal shall contain information about visas, salary, taxation, insurance and accommodation.
2.8	Continue the flexible guest researcher scheme (see also measure 4.9 in the chapter on researcher training)	The Department of Research Management	Continuously for shorter stays /workshops, two deadlines a year for longer stays	Instigated in 2006 using funds allocated by the Department of Research Management. The scheme should be continued and earmarked funds allocated. It should be evaluated after two years.
2.9	Utilise the research sabbatical scheme as an important tool in internationalisation by giving priority to applications that involve academically well-reasoned periods of study abroad.	Faculties, departments	Annually	Research sabbaticals that involve periods of study abroad should be given priority and, if applicable, given extra financial support.
2.10	Stimulate increased mobility at postdoctoral level, among other things by ensuring that project applications include funding for periods of study abroad. Assess the need for special support schemes for postdoctors who have responsibility for small children.	Faculties, departments, the Department of Research Management	Continuously	

Increase external funding (EU, Research Council of Norway and others) that stimulates international collaboration				
2.11	Further develop schemes that stimulate and support involvement in research policy and participation in large-scale project applications	All levels	Continuously and with at least two deadlines per year.	Funds aimed at stimulating international participation should be allocated by the central administration.
2.12	Further develop the academic-administrative support functions in the application processes.	The Department of Research Management, the departments in collaboration with the faculties.	Continuously	It is natural for the small departments that this is done at faculty level.
2.13	Introduce reward schemes for environments that develop qualitatively good projects and obtain external funding for them from sources of finance that do not count within the result-based redistribution scheme (RBO). This applies in particular to development-based research.	UiB's management, the faculties	Annually	E.g. in the form of earmarked PhD grants
Participation in international networks, organisations and facilities				
2.14	Take steps to enable the hosting of the academic secretariat function for major international programmes.	Faculties, departments	Continuously	Such host roles are important in terms of international visibility and recognition.
2.15	Consider establishing a practical support function for the organising of major international conferences.	UiB's management, PØA	Possible start-up in 2008	UiB should to a certain extent have a professional support organisation for such purposes that can cooperate with external congress agencies when necessary.
2.16	a) Strengthen the administrative organisation that is to provide assistance to researchers in the Worldwide Universities Network (WUN) collaboration. b) Upgrade the technical infrastructure to make it possible to participate effectively in video-transmitted meetings/lectures.	UiB's management, the Department of Research Management	Continuously as long as UiB is a member	UiB shall encourage greater research activity in general and new initiatives targeting WUN in particular.
2.17	Utilise support schemes for major international projects/ programmes and network collaborations, including bilateral collaboration.	Departments, faculties	Annually	Funds available through the Bergen Research Foundation.

3. Education

UiB has experienced a large increase in the number of exchange students in recent years, and a lot of important work has been done with a view to increasing international student mobility. The faculties, departments and programme boards have worked systematically to incorporate periods of study abroad into many of UiB's study programmes, and more UiB students now have a valuable international component in their degree course studies. As regards learning, the personal gains from an exchange stay are great, not least in academic and language terms. Students build their own international networks and bring back positive academic and cultural impulses to their academic environments at UiB. The same can be said about the many foreign students who complete periods of study at UiB. Foreign students and a good selection of courses in English at UiB contribute to "internationalisation at home", to the benefit of all UiB students. At the same time, international student mobility helps to strengthen UiB as a research and educational institution and as a university with a strong international profile. The university must work to ensure that this positive trend continues and to attract applications from more proficient and motivated students.

The work on international student mobility can be seen in conjunction with the more and more extensive Bologna process,⁸ which focuses on the quality of education and research, mutual approval of educational qualifications, the European dimensions in higher education, joint degree programmes and national frameworks for qualifications. These efforts are being further developed, a fact that is also reflected in UiB's international activity.

Overriding goals

UiB aims to actively promote international collaboration in education, among other things through student mobility and the development of joint degree programmes. Student mobility through bilateral collaboration with institutions abroad and through international programmes and networks will still have high priority. There must be a reasonable balance between the number of students going abroad and the number of students coming here from abroad. Academic requirements shall apply to student mobility in the same way as to other courses offered by UiB. The quality of UiB students' exchange stays abroad must be high, and international students should be offered a broad range of relevant topics in English at UiB. It would be an advantage to link courses of study for international students to the best research fields of the academic environments, both in order to strengthen research-based education and in order to heighten the profile of our research among exchange students and international partners.

Challenges

Improved academic, practical and administrative arrangements are necessary in order to ensure that the number of our students going abroad continues to increase and to ensure the quality of exchange stays. The security aspects must be considered. Students must be given clear advice from their study programmes about pre-approved, recommended and specially-adapted exchange offers. It should be easy and natural for students to complete part of a programme of study abroad. The planning of such specially-adapted exchanges has not progressed far enough for many study programmes, and this is an obstacle to increasing the quality and quantity of student exchanges.

In 2006, UiB has carried out an extensive local assessment of the Quality Reform at UiB.⁹ The assessment points out that the most important measure for increased internationalisation of studies is still the teaching staff's interest in developing international collaboration and encouraging their own students to take part of their study programmes abroad. The committee recommends following up the intentions of the Quality Reform that possibilities for periods of study abroad be incorporated into study programmes, and that this should be an element in study plans. The committee also recommends that emphasis be placed on teacher exchanges.

There is currently too little reciprocity in terms of which universities UiB sends many students to and which universities it receives many students from. This could indicate that student exchanges take place too little within the framework of agreements between important partners with an interest in and potential for extensive exchanges, and that what is on offer to international students at UiB fails to

⁸ <http://odin.dep.no/kd/norsk/tema/utdanning/hoyereutdanning/internasjonalt/045061-990004/dok-bn.html>

⁹ "Kvalitetsreformen under lupen" - <http://studiekvalitet.uib.no/>

sufficiently meet the requirements of target groups.

Recruitment to UiB from important partner universities in the USA, Canada, Australia and the UK is a particular challenge. There is too little reciprocity in exchanges within the Erasmus programme and with universities in Africa, Latin America and Asia.

UiB has a good portfolio of bilateral exchange agreements in all parts of the world, but many of them could be utilised more than at present. Through these agreements, UiB students are offered important exchanges with countries outside Europe. In addition, UiB takes part in the programmes Erasmus, Erasmus Link and Nordplus. These programmes offer free places and grants to students. It is a challenge to utilise the opportunities these programmes offer for the establishment of new subject-specific agreements and networks that allow for groups of students to be sent. The Erasmus programme will be continued in 2007 as part of a new European programme for lifelong learning, with high ambitions with respect to student exchanges in Europe.

Exchange agreements can be entered into with institutions that, in academic terms, can complement UiB's Master's and doctoral programmes in highly specialised subjects.

International students are an important resource for UiB, and satisfied students will act as good ambassadors for UiB, Bergen and Norway. The university should endeavour to utilise this resource better than at present, among other things through increased contact between international students and ordinary degree course students, and through international students taking part in the academic environments' overall activities.

The quota scheme is an important tool in UiB's internationalisation efforts, particularly in terms of collaboration with countries in Africa, Latin America and Asia. The faculties and academic environments should have a well thought out strategy for using the quota scheme for the purpose of recruiting Master's students and PhD candidates. The quota students are to be recruited through active academic collaboration, and the use of the quota scheme must be seen in conjunction with other national and international programmes for research and educational collaboration. New forms of collaboration, such as joint degree studies and sandwich courses in line with the recommendations of the Ministry of Education and Research, should be considered.

Case officers' knowledge of foreign education must be updated in order to ensure good quality decisions on recognition and specific recognition, admission and the evaluation of general study qualifications and practical experience. The national database for the recognition of foreign educational qualifications (the NAG database) under the auspices of NOKUT must be continuously updated.

3	Measures: Education	Responsibility	Period	Comments
3.1	Incorporate student mobility into strategies at programme, department and faculty levels.	Faculties, departments	Continuously	The academic environments should establish strategic partnerships which to a greater extent include reciprocal exchanges of students. PhD candidates and scientific staff.
3.2	Continue the work on developing pre-recognised, recommended and specially-adapted periods of study abroad lasting at least three months in the Bachelor programmes. During the course of the spring semester 2007, specially-adapted periods of study abroad shall be available for each Bachelor programme.	Faculties, departments	Continuously	It must be possible to recommend such periods of study on academic grounds and they should underpin the quality of the degree course. The students must be given good information and guidance about recommended exchange courses, including through separate web pages in the student portal.
3.3	Increase the internationalisation of Master's and professional studies.	Faculties, departments	From 2007	More effort must be put into developing and offering recommended periods of study abroad to students at Master's level and in professional studies. It must be an overriding goal to integrate, as far as possible, research collaboration and the exchange of students and PhD candidates in order to ensure that periods of study abroad are of high quality and relevance.
3.4	Increase the competence of exchange coordinators.	Faculties, departments	Continuously, but with a particular effort in 2007.	It is necessary to raise the competence of staff with day-to-day academic and administrative responsibility for student mobility and specially-adapted exchanges in each study programme. Travel is necessary to ensure adequate competence about important exchange partners at the levels involved.
3.5	Review the portfolio of Erasmus agreements and further increase the use of the Erasmus programme at UiB.	Faculties, departments and the Division of Academic Affairs	From autumn 2006	The academic basis for and quality of the mobility must be ensured, and increased student and teacher mobility must be facilitated. Decisions of the Education

				Committee from October 2006 must be followed up by faculties and departments.
3.6	Identify the need for and establish good and attractive courses in English.	Faculties, departments	Continuously, with particular focus in 2007	It may be an advantage to combine individual topics into thematic semester courses, and to promote them as such, with components from different study programmes at the same time as courses offered in English should be based on and form part of the ordinary teaching of degree course students in the study programmes.
3.7	Review the housing situation for international students.	The Division of Academic Affairs	Spring 2007	One of the factors that must be examined is what the current accommodation provision means to the integration of international and Norwegian students.
3.8	Study the need for new grant schemes for students from important partner universities.	To be instigated by the advisory committee for the Vice-Rector for International Relations	2007	It must be considered whether such a measure can help to improve the balance in exchanges with important partner universities.
3.9	Carry out a study on the establishment of an international summer school at UiB. The following must be clarified: - financing model and organisation - the dates in relation to the semesters at UiB - possibility of using UiB's own competence/teaching staff - academic profile and possibility for re-use/multi-use of ordinary topics - relationship with Bachelor and Master's degrees and/or researcher training - the wishes and needs of international partners - whether the summer school can support joint degrees, sandwich models, guest researcher stays and other relevant internationalisation activities in research and education.	The advisory committee for the Vice-Rector for International Relations in cooperation with the Division of Academic Affairs and the Department of Research Management	2007–2008	The study should initially be organised as a separate project of six months' duration. It can be considered whether the project should be extended for the further planning of a summer school.
3.10	Offer support to academic environments which wish to develop joint Master's degrees (or PhDs) together with strong international partners in their academic fields.	Division of Academic Affairs/ Department of Research Management	Continuously	If desirable, UiB staff with experience and competence from previous work on joint degrees should be made available to the

		in cooperation with the departments		relevant academic environments.
3.11	Further develop and describe approaches and procedures for the development, establishment and operation of joint degrees.	Division of Academic Affairs	2007–2008	As part of the work, review existing study administration systems and technical solutions for registration, admission and reporting in joint degree programmes.

4. Researcher training

Overriding goals

The main goal of the international component in researcher training at UiB is to add to the quality of the training. Increased quality can be added through the insight which international PhD candidates bring along with them to UiB or through the insight and experience UiB's own PhD candidates bring with them from international milieus. Well planned periods of study abroad as an integrated part of the researcher training for UiB's candidates makes a valuable contribution to the establishment of international networks at an early stage in a researcher's career. Such networks are important to the candidate's own academic development and to the research environment, but also in terms of making UiB's views and perspectives known in international milieus. The development of research schools, summer schools and practical courses (workshops) with international profiles will also contribute to raising quality and to a more visible "internationalisation at home". Finally, continued emphasis on PhD candidates' participation in the subject and research groups' ordinary international academic activities will be important in order to achieve the overriding goal, i.e. participation in international conferences and seminars as well as short periods at foreign institutions in connection with, for example, research methods, data processing, study trips and fieldwork.¹⁰

By 2009, all UiB's PhD candidates shall be offered the possibility of a period of study at a foreign institution during the course of their researcher training period. This means that PhD candidates must be ensured help in connection with academic and practical planning and financial support for completion of periods of study abroad. It is an overriding principle that the academic quality of a period of study abroad shall be given greater emphasis than its duration.

Challenges

At present, it appears to be a greater challenge for UiB to organise periods of study abroad for its own PhD candidates than it is to receive PhD candidates from abroad.¹¹ The reasons are complex, but one explanation is that researcher training often coincides with the phase of setting up a family, which in many cases means that researchers have responsibility for small children. This can present particular problems for female PhD candidates although it will be a general problem for young families who live in households based on the division of responsibility and tasks and on two incomes. The measures proposed below therefore place particular emphasis on conditions for PhD candidates travelling abroad, particularly in connection with prolonged periods at foreign institutions, study trips, fieldwork and similar.

Another important challenge is to contribute to ensuring that preparations for and completion of periods of study abroad do not lead to a prolongation of the total completion period. A well-prepared and academically purposeful period at a foreign institution which has been quality assured by the environment here in Norway, will provide a PhD candidate with new insight into, and complementary perspectives on, his or her own special field as well as valuable experience of international research collaboration. An unprepared period abroad will steal valuable time from a PhD candidate's limited researcher training period. It is a particular challenge, therefore, to ensure that the nature, duration, location and financing of the period abroad are well organised.

It is also an important challenge for all levels of the institution to improve information about existing local, national and international funding possibilities and instruments and to improve the utilisation of them.

For "internationalisation at home" it is a challenge to further develop researcher training in general and the research schools in particular in such a manner that they achieve strong, good-quality international profiles. This can be done in several ways, including by admitting international PhD candidates through ordinary application procedures and also by having

¹⁰ The preliminary results as of September 2006 of the IPOD survey (Internasjonal project for organised doctoral exchanges) show that 78% of the respondents have taken part in short courses and conferences abroad. For information about IPOD, see www.uib.no/info/english/news/php/?xmlfil=250106153132.xml

¹¹ Cf. the EUA survey 2004-2005: www.eua.be/eua/en/Doctoral_Programmes.jsp. Preliminary figures from the IPOD survey (see the note above) show that only 32% of the respondents have completed periods of study abroad lasting more than 2 weeks.

international research leaders spend time at UiB, bringing their own PhD candidates along with them. Internationalisation at home can also take place through inviting international guest lecturers and guest researchers to participate in various academic meetings in UiB's researcher training. The development of a summer school can play a particularly important role in this context (see measure 3.9 in the chapter on education).

4	Measures: Researcher training	Responsibility	Period	Comments
4.1	Carry out the IPOD project a) prepare a status report on the academic environments' organisation of, and PhD candidates' experience of, periods of study abroad b) identify the reasons why PhD candidates do not go abroad for prolonged periods of study c) draw up proposals to increase international mobility of PhD candidates to/from UiB d) recommend concrete measures which will result in better academic, administrative and practical facilitation of periods of study abroad	Vice-Rector for International Relations, the Department of Research Management	2006–2007	As of September 2006, a large part of the interview material has been collected. Processing has started and some preliminary results are available. Several of the measures proposed in this chapter are recommended on the basis of the IPOD survey.
4.2	Include PhD candidates in the academic environments' established international networks; integrate and encourage greater participation by PhD candidates in the academic environments/research groups/research schools' own international seminars and conferences.	Departments, research schools, faculties, the Department of Research Management	Continuously	The individual academic environments must take responsibility for such a continuous academic integration process. It is recommended for a limited period to allocate funding for financial support for PhD candidates' participation at academic meetings/conferences which are considered particularly important in the academic environment in question and which cannot be covered by ordinary operating funds.
4.3	Provide better help in connection with the planning of the academic content of periods of study abroad; choose and contact foreign institutions/academic environments; plan the period.	Supervisors and academic environments in cooperation with the PhD candidates	Continuously	This measure should be a regular task for the supervisor function.
4.4	Develop a mobility portal (with practical information for PhD candidates in connection with periods of study abroad; see measure 2.7 a) in the chapter on research).	PØA, the Department of Research Management	To be completed in spring 2007	The web portal shall contain relevant information about visas, salary, tax, insurance and housing for both incoming and outgoing PhD candidates.

4.5	<p>Provide better information about existing financial support arrangements for periods of study abroad (including fieldwork):</p> <p>a) The faculties should have easily accessible information about their support schemes on the intranet's researcher training page</p> <p>b) The Department of Research Management should have easily accessible information on UiB's central researcher training page about financial support schemes; central (the Meltzer fund), national (through the Research Council of Norway and similar) and international (such as WUN Global Exchange, Marie Curie and others) .</p>	<p>a) The faculties</p> <p>b) The Department of Research Management</p>	Continuously	In cooperation with the Media & Communication Centre, endeavours should be made to produce uniform information.
4.6	Earmark funds for particularly costly periods of study abroad.	UiB's central administration, the Department of Research Management	2007–2009	It is proposed that UiB's central administration represented by the Department of Research Management earmark funds for this measure. It could involve periods of study abroad that are particularly costly because of travel, housing, course fees, access to equipment. Criteria should be considered in more detail and the scheme evaluated after two years.
4.7	Allocate operating funds for PhD candidates on the quota programme.	Departments, faculties	From 2007	Operating funds for PhD candidates who do not fall under the university's normal schemes.
4.9	Utilise the new guest researcher scheme in researcher training (see measure 2.8 in the chapter on research).	Faculties, research schools	Continuously	UiB's central guest researcher funds have been restructured and made more flexible, among other things for the financing of short-term stays (1-4 weeks), for the recruitment of top international researchers/ guest lecturers for workshops, series of lectures, seminars, supervision etc.

4.10	Simplify or encourage the implementation of a joint supervision (co-tutelle) scheme.	The Department of Research Management in cooperation with the faculties	2007–2008	Joint supervision (co-tutelle) is a type of cooperation between two institutions on the supervision of PhD candidates.
4.11	Offer regular day courses in English scientific usage and preparation for scientific publication.	Faculties, research schools	From 2007	1-2 day courses at least once a semester. At small faculties, this can be combined with offers to other academic staff.
4.12	Market UiB as a researcher training institution by advertising own researcher training courses internationally and on UiB's central website for researcher training.	The faculties and research schools in cooperation with the Media & Communication Centre	Continuously	In addition to participating in and influencing international academic-administrative networks in the work on improving PhD education and the possibilities for international meeting places for PhD candidates (through, for example, EUA and Coimbra), UiB must actively market its own researcher training in general and its own researcher training courses in particular.

5. Dissemination and profiling

The dissemination of knowledge to society at large is not only one of the main tasks of the university, it also helps to profile of the institution, both nationally and internationally. Moreover, it also takes place through teaching, researcher training and the publication of research results in scientific journals and at conferences, as well as through articles in popular science journals and publicity through other media channels, such as television, radio and the internet. The internet is in a unique position as regards continuously updated, searchable information, and it is especially suitable for dissemination and profiling in the international context.

Dissemination and profiling are interconnected, and dissemination will, as a rule, contribute to profiling. In dissemination work, however, a clear distinction must be drawn between scientific dissemination, which is uncompromisingly based on academic integrity, and profiling, which aims at marketing the institution.

Making the university's activities known in the world at large is increasingly important in the recruitment of good students and staff. In that context, UiB has put considerable effort into providing information for international students. International dissemination and profiling are also invaluable in the recruitment of skilled researchers, new partners and research funding from abroad. International dissemination may, however, be very demanding in terms of resources. Those involved in dissemination at UiB must therefore be prepared to devote resources to this goal, while at the same time giving careful consideration to the prioritisation of the message and target groups.

International dissemination and profiling should result in an improvement in evaluations of the quality of research and education. With a few notable exceptions, UiB scores low in most rankings that have been published in recent years. While the relevance and quality of such rankings can be called into question, we have to assume that they can have a considerable effect on potential students and partners. In any case, UiB has a potential for improvement through stronger profiling of the institution's attractive distinguishing characteristics and opportunities for outstanding research and education.

As mentioned above, research and education also contain important profiling elements, for example through active participation in international research policy forums and financing organisations. Moreover, there is a great profiling potential in organising international conferences, seminars and researcher courses under the auspices of recognised international organisations.

Overriding goals

UiB must develop a stronger and clearer profile which makes a quantifiable contribution to increased recruitment of international students and researchers, and to international collaboration on research and financing. The university must also promote good scientific dissemination to an international audience based on the university's best research.

Challenges

Although it is UiB's scientific staff that are the university's most important contributors to international dissemination and profiling, it is important that all UiB's employees take responsibility for their own role as active participants in this context.

It is important to get more UiB researchers and employees to participate in international research collaborations and in international work on academic policy and to get them to act as good ambassadors for UiB at international conferences, meetings and visits. It is a particular challenge to motivate more UiB researchers to nurture ambitions of an international research career.

5	Measures: Dissemination and profiling	Responsibility	Period	Comments
5.1	Develop and update a clear, user-friendly external website in English at all levels – in parallel to the Norwegian website.	The Media & Communication Centre (system) and the faculties and departments (content)	2007 and thereafter continuously	Work on a new external website is in full swing at the Media & Communication Centre, and it is expected to be completed by the end of 2007.
5.2	Regularly update the English language brochure on UiB's activities.	The Media & Communication Centre	Annually	
5.3	Develop more specific brochures in English aimed at different target groups, such as students, partners, sources of finance and politicians.	Faculties and departments in cooperation with the Media & Communication Centre and the Division of Academic Affairs	Continuously	Example: The brochure produced by the Norwegian arts faculties for the presentation of Norwegian arts research to the European Commission in April 2006.
5.4	Stronger profile for news items and press releases in English, such as "English News" and "Features" on UiB's website, and make greater use of international websites.	The Media & Communication Centre in cooperation with the academic environments	Continuously	Examples of international websites: Alpha Galileo (www.alphagalileo.org), Communiqué (www.communique-initiative.org ; European Research Media Service), and Eureka Alert (http://www.eurekaalert.org/)
5.5	Utilise conferences, research courses, workshops and series of seminars for profiling purposes (see measure 2.15 in the chapter on research, among others).	The Media & Communication Centre in cooperation with departments and research schools	Continuously	In connection with the research schools and/or under the auspices of (and with marketing and profiling through) internationally recognised research organisations.
5.6	Strengthen the information collaboration with Bergen Museum, the Science Centre, Unifob AS and the rest of UiB's peripheral zone.	The Department of Research Management (chief responsibility) in cooperation with the Media & Communication Centre, faculties and departments	Continuously	The topic should be included as a fixed item on the agenda at meetings between UiB and its peripheral zone.
5.7	Make conscious use of national cultural and international academic occasions in the international profiling of UiB.	All levels	Continuously	Examples: The Grieg Anniversary (2007), International Polar Year ("IPY", 2007), The Darwin

				Anniversary (2009)
5.8	Emphasis on international aspects in action plans for dissemination.	Sections, faculties and departments	Continuously	
5.9	Make use of the University Library – the digital library and open access (BORA) – as a resource and tool in dissemination work.			

6. Coordination, cooperation and responsibilities

The preceding chapters in this action plan focus on the university's academic activities (research, education, researcher training and dissemination), and not on organisational aspects. Nonetheless, a well-trimmed organisation which focuses on the international aspects will contribute to the attainment of the goals the plan sets for academic activities. Coordination, collaboration and the division of responsibility for international activities internally in the university are keywords in this context. It is important, at the same time, that UiB has good cooperation with players in the field of internationalisation outside the university, such as the Norwegian Centre for International Cooperation in Higher Education (SIU; see <http://siu.no/>), located in Bergen.

Overriding goals

One overriding goal for internationalisation at UiB is to ensure and improve the quality of the institution's academic activities. One important contribution to achieving this goal is to have an organisation in which coordination, collaboration and responsibility for international activities works well, both vertically and horizontally. Central administrative services, as well as administrative services in the faculties and departments must be expedient, both in terms of their scope and approach, seen in relation to the ambitions and goals set for international activities.

It should be a goal for the university that all faculties and departments carry out a systematic review of the full range of their international activities. Such a review should form the basis for the development of a strategy, plans and priorities at the individual faculties and departments. This will be a useful contribution to strengthening contact within the faculties and between the faculties and departments, and it will also be a means of obtaining valuable information about the connection between research, education and mobility in international activities.

Challenges

Stringent requirements apply with respect to specialised competence, resource input and overall institutional power and influence if UiB is to succeed in competing for funding for international research and educational collaboration and in attracting good researchers and students in future. It is a challenge for UiB to heighten awareness among staff at all levels about the importance of pulling in the same direction in order to ensure coordination and good cooperation.

It is important for UiB to identify the university's present and future needs for competence in connection with international activities. This applies to both the type and scope of the competence and the level in the organisation at which it is expedient to develop competence relating to different aspects of international activities.

It is a challenge to define functions relating to international activities at the central level, in the faculties and departments and to ensure that responsibility and resources are appropriately distributed in relation to these functions.

It is also a challenge to ensure that access to competence, knowledge and information about the different areas of the university's international activities is institutionalised without weakening the individual commitment to internalisation.

6	Measures: Coordination, cooperation and responsibilities	Responsibility	Period	Comments
6.1	Establish a coordinator and contact function for international activities at all faculties and departments.	Faculties and departments	2007	This is intended as a function for coordination, contact and competence, and not necessarily as a separate position.
6.2	Organise one meeting per semester for employees with coordinator functions within a faculty and its departments.	Faculties	Continuously	
6.3	Create meeting places for the exchange of knowledge, experience and information about UiB's international activities.	Vice-Rector for International Relations	Continuously	Meetings at which the Vice-Rector and employees in central administrative departments meet employees from the faculties and departments.
6.4	Establish a central coordinator function for specific countries/ regions.	UiB's management in cooperation with the Department for Research Management and the Division of Academic Affairs	Continuously	This can apply in particular to the countries especially mentioned in UiB's strategy plan (item 3) and which require special follow-up.
6.5	Establish an administrative competence catalogue for international activities at UiB.	UiB's management in cooperation with PØA	Spring 2007	A limited project
6.6	Complete the database that is intended to provide a total overview of UiB's bilateral agreements.	The Division of Academic Affairs in cooperation with the IT department and the Department of Research Management.	Spring 2007	Work has commenced.
6.7	Collect information about UiB's membership of and participation in international networks, organisations etc. and make it easily accessible on the internet.	The Department for Research Management in cooperation with the Media & Communication Centre	2007	
6.8	Assign overriding responsibility for international networks at the research management level	The Department of Research Management	2007	
6.9	Establish a coordinator service for visits by international delegations to UiB.	The Department of Research Management, the Division of Academic	Spring 2007	UiB receives many queries from many different institutions/ organisations which wish to visit the

		Affairs, the Offices of the Rector and the University Director		institution. It is necessary to coordinate work in this connection.
6.10	Stimulate administrative staff to take part in activities and accept international offices.	All levels	Continuously	It is important to develop both general and specialised administrative competence.