



The KUPP program — overview and self-evaluation 2024

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KUPP 3 workshop
Norwegian Academy of Science and Letters
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KUPP 2024



Hybrid Technology Hub



- 57 participants
 - centre leaders and senior scientists
 - young researchers, heads of administration
- 11 Centres of Excellence hosted in Oslo
 - CanCell, HTH, Hylleraas, RITMO, RoCS
 - CREATE, CRESCO, Integreat, PHAB, PRIMA
 - CeFH, Norwegian Institute of Public Health



Rosseland
Centre
for Solar
Physics



prima

integreat



CanCell

Anne Gjøen Simonsen
Nagham Theres Asp
Ragnhild Eskeland
Ann-Christin Borchers
Jose Dos Reis
Ellen Margrethe Haugsten

CRESCO

Arne Klungland
Lorena Arranz
Guro Flor Lien
Parvin Horrieh

Integreat

Arnoldo Frigessi
Maria Dikova
Ingrid Hobæk Haff
Emil Poiesz
Camilla Lingjærde

RITMO

Alexander Refsum Jensenius
Anne Danielsen
Pia Søndergaard
Ragnhild Brøvig
Joona Vuoskoski
Vincius Rezende Carvalho
Mikael Hope

CeFH

Fredrik Swift
Jonathan Wörn
Kathryn Beck

HTH

Petter Angell Olsen
Shadab Abadpour
Aleksandra Aizenshtadt
Mathias Busek

PHAB

Trond Helge Torsvik
Trine Sannesmoen
Lee Hsiang Liow
Anne Hope Davis
Jaganmoy Jodder
Yi Xue

RoCS

Mats Carlsson
Benedikte Fagerli Karlsen
Boris Gudiksen
Sven Wedemeyer
Ignasi Josep Soler Poquet
Carlos José Dias Baso
Mikolaj Szydlarski

CREATE

Arne Ola Lervåg
Ronny Scherer
Anne Line Bjarke
Lu Zhang
Tarjei Widding-Havnerås

Hylleraas

Thomas Bondo Pedersen
Luca Frediani
Trygve Helgaker
Jan Ingar Johnsen
David Balcells
Manuela Leal Nader
Quentin Pitteloud

PRIMA

Karl-Johan Malmberg
Lise Kveberg
Lamberto Torralba-Raga

UiO

Vivienne Lumayag
Unn Røyneland
Susann Andersen
Olaug Kristine Bringager

Part I:

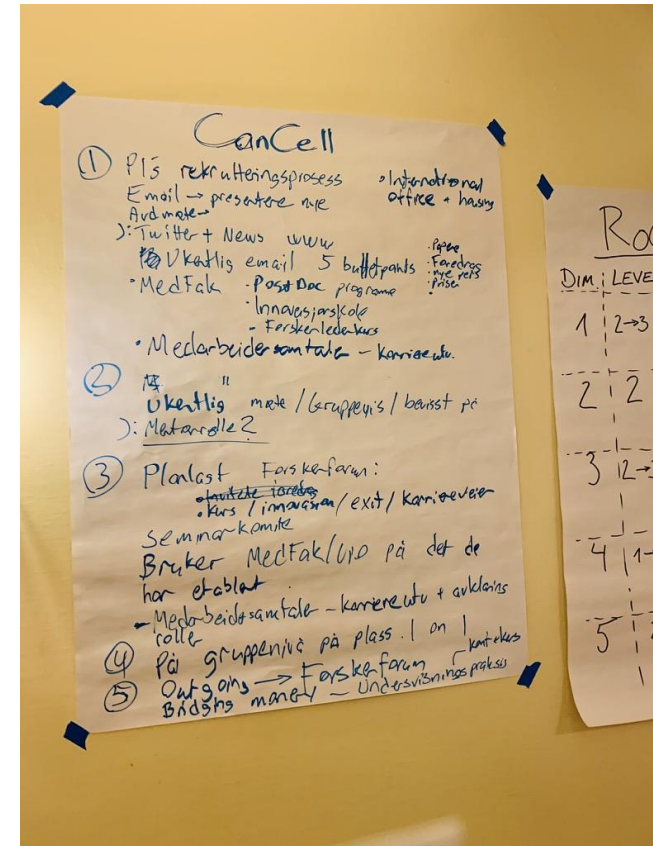
KUPP workshops
2018, 2019, 2024

Background

- Centres of Excellence — mostly young researchers
 - nearly 80% at Hylleraas centre are researchers, postdocs, PhD students
- Multiple career pathways inside and outside academia
 - most of the PhD candidates will not stay in academic research
- Are they adequately prepared for the future?
 - do they get the most from us? do we get the most from them?
- Some early realizations:
 - must strengthen career support and involve young researchers actively in all centre activities
- Karriereutviklingspilotprogram (KUPP) initiated in 2018
 - Hylleraas Centre and Olaug Kristine Bringager

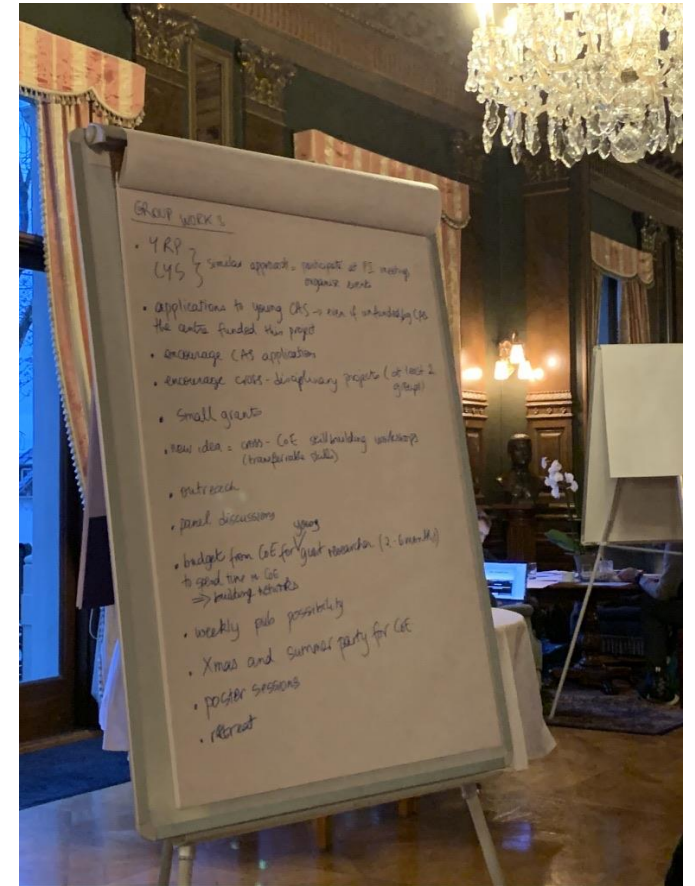
KUPP 2018

- Two full-day meetings at Lysebu 2018
 - 30 participants from eight CoEs
 - centre leaders and senior researchers
- Primary goal — own development
 - raise awareness of responsibilities and roles
 - exchange ideas, develop better and more systematic support
 - identify best practices and clarify the way forward
- Secondary goal — UiO pilot project
 - input to working group of *Forum for forskningsdekaner* (FFD)
 - Standard for UiO Career Support for Early Career Research
 - input to research leadership programme (LRP)
 - ideas and inspirations for others on career development and support
- Report available from Hylleraas web pages
 - <https://www.mn.uio.no/hylleraas/english/about/career-development/>



KUPP 2019

- One full-day meeting at DNVA 14 November 2019
 - more than 50 participants from 10 CoEs
- Report from each CoE on work done since KUPP 2018
 - experiences and implemented measures
- Group work on the following themes
 - career planning
 - mentoring of young researchers
 - arenas for young researchers
- Discussion within each CoE
 - what has been learned from other CoEs and the way forward
- Future collaboration of CoEs and the next KUPP workshop
 - stopped by pandemic
- Report available from Hylleraas web pages



KUPP 2024

- **Self-evaluations**
 - experiences and implemented measures
- **Main themes**
 - ownership and involvement (Ragnhild Eskeland)
 - mentoring of young researchers (Ragnhild Brøvig)
 - transferable skills (Vivienne Lumayag)
 - outgoing support (Unn Røyneland)
- **Discussion within each CoE**
 - what has been learned and way forward
- **Panel discussion**
 - summary and the way forward



Part II:

the three phases of
career support

Three phases of career support

- Onboarding career support

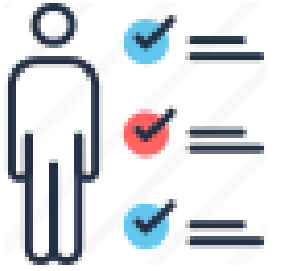
- promote rapid integration into the environment with appreciation for its goals and ambition
- provide an effective start of own work
- however much we may feel at home, newcomers may not

- Ongoing career support

- promote progress and success in the working environment
- encourage development of new skills
- however much we let young people free, they may not know they are

- Outgoing career support

- raise awareness of different career pathways
- increase attractiveness and readiness for next career step inside or outside of academia
- however much we are dedicated to academic life and reserach, young people may have other plans



Self-evaluation:

Most/least developed phase of career support

- **Onboarding most developed**
 - onboarding given much attention at previous KUPP workshops
 - several centres report well-developed ongoing support
- **Outgoing least developed**
 - easy to postpone but should start already at beginning
 - was put on the agenda for next KUPP meeting in 2019
 - on the agenda for today's workshop

Career support measures in the three phases

Onboarding support for good start and integration

Introduction activities

- welcome meeting
- meetings with key personnel
- buddy program
- motivational interview
- practical support

Provide tailored information

- on working environment
- on university organization
- on career support available

Begin preparation

- for career planning
- for mentorship

Ongoing support to promote success and satisfaction at centre

Support career planning

- guidance and help to clarify career development plan
- follow-up on the individual career development plan

Provide professional research training

- guidance and supervision
- academic skills training

Create ownership to centre

- involve young researchers in centre activities

Create arenas for young researchers

- offer funds for own activities

Provide and facilitate mentorship

Share professional networks

Promote visibility of young researchers

Outgoing support to prepare for next career step

Provide and facilitate skills training

- transferable skills

Build and maintain alumni network

- track careers of own researchers

Raise awareness of different career paths

- build and use alumni network
- recruit mentors from outside

Involve young researchers in

- outreach activities
- dissemination
- partnership contacts

Self-evaluation: onboarding career support

- **Most of onboarding has been implemented**
 - in particular, for introductory activities
 - relatively easy to implement — low-hanging fruits
- **Buddy program introduced by several but not all centres**
 - RoCS, RITMO, Integreat, and (planned) PHAB
 - considered very useful by RoCS for introduction to centre
- **Motivational interviews not mentioned by any centre**
 - may still be used — Hylleraas at least found this very useful
- **Comments**
 - PHAB informs about external funding agencies
 - PHAB suggests follow-up on onboarding after six months
 - many use available resources at home institution
 - preboarding?

Onboarding support for good start and integration

Introduction activities

- welcome meeting
- meetings with key personnel
- buddy program
- motivational interview
- practical support

Provide tailored information

- on working environment
- on university organization
- on career support available

Begin preparation

- for career planning
- for mentorship

Intrinsic motivation

- Intrinsic motivation critically important driving factor
 - initial motivation may be strong but may change over time
 - how can we understand, maintain, (re)build motivation over time?
- People are different and motivated in different ways



Motivation profiles and motivational interviews

- **Greater (often social) cause**
 - verbal and expressive
- **Hard professional challenge**
 - silent nerd
- **Visible results and social recognition**
 - clear goals and criteria
- **Doing a good and proper job**
 - balance work and job



Self-evaluation: ongoing career support part I

- Career development plans

- exist at all centres
- appears difficult to follow up in some cases

- Mentorship

- RITMO, PRIMA, CREATE, and PHAB have mentorship programs
- CanCell (in collaboration with PRIMA?), HTH, Hylleraas, Integreat plan to introduce mentorship
- mandatory or voluntary?
- on today's agenda

- Young researcher arenas and ownership

- many mechanisms discussed (meetings, retreats, applications, social events, seminars)
- many (one half?) centres have participation of young researcher in leadership and management
- CanCell Young Scientist (CYS), Hylleraas Young Researcher Parliament (YRP), PRIMA Young Scientist Working Group (YSWG), PhD network (CeFH)
- on today's agenda



Self-evaluation: ongoing career support part II

- **Visibility of young researchers**
 - web pages, social media
 - presentations international/national meetings
- **Transferable skills (outgoing?)**
 - project management, administration, organization of meetings
 - RITMO have generic skills workshops
 - on today's agenda
- **Funding**
 - most centres have funding for various activities of young researchers
- **Other**
 - offering teaching opportunities



Self-evaluation: outgoing career support

- **Only old centres have responded**
 - but preparation for offboarding begins already during onboarding
- **Alumni network**
 - implemented by several centres but not all
 - more difficult than it seems — tracking careers etc
- **Career talks**
 - implemented by some centres (alumni talks)
- **Transferable skills**
 - discussed under ongoing
- **RITMO**
 - career development diploma and transcript
 - RITMO blog
 - article written by journalist on their project



Self-evaluation: most useful measures implemented

- Many mention importance of good onboarding
 - relatively easy to implement, low-hanging fruits
- Involvement of young researchers in management and leadership
 - CanCell Young Scientist (CYS)
 - Hylleraas Young Researcher Parliament (YRP)
 - PRIMA Young Scientist Working Group (YSWG)
- Buddy and mentoring programs
 - one-to-one mentoring
- Other
 - career talks, transferable skills training



Self-evaluation: most difficult measures to implement

- **Mentorship**
 - setting up mentoring program; mandatory or voluntary?
- **Ownership**
 - especially in organizationally complicated centres
- **Career development plans**
 - easy to set up but difficult to maintain
- **Outgoing support**
 - difficult to provide support in good time
- **Career-development workshops**
 - difficult to make relevant and useful for most recruits
- **Career talks**
 - running out of candidates



Self-evaluation: planned new measures



- **Mentorship**
 - not universally adopted
- **Alumni network**
 - build robust network, promote exchanges, career days
- **Career development programme**
 - Improve, restructure, restart
- **Student involvement**
 - student-initiated events, workshops, visits

Part IV:

Organizational maturity

Organizational maturity

- **Entrepreneurial organization**
 - ad hoc measures and problem solving
- **Reflective organization**
 - learning from others, several dimensions
- **Systematic organization**
 - Introducing more permanent structures and procedures, working long term
- **Integrated organization**
 - building culture, using internal and external resources
- **Mature organization**
 - developed culture, long-term strategies, alumni network

Becoming a mature organisation – levels and indicators

Level 1: The entrepreneurial organisation

- Introduce new measures adhoc
- Focus on problem solving

Level 2: The reflective organisation

- Learning from others
- Several dimensions

Level 3: The systematic organisation

- More permanent structures and procedures
- Working more long term

Level 4: The integrated organisation

- Developing a culture
- Using both internal and external resources

Level 5: The mature organisation

- A highly developed culture for career support
- Long term strategies
- Continued awareness raising
- Awareness of further career paths and alumni network

Five dimensions of career support

- Onboarding support

- Procedures, activities, information and cultural norms that contribute to an expeditious integration

- Person-specific support

- Appreciation of each researcher's own motivation, resources, special needs

- Role understanding

- Collective and individual responsibilities and different organizational levels

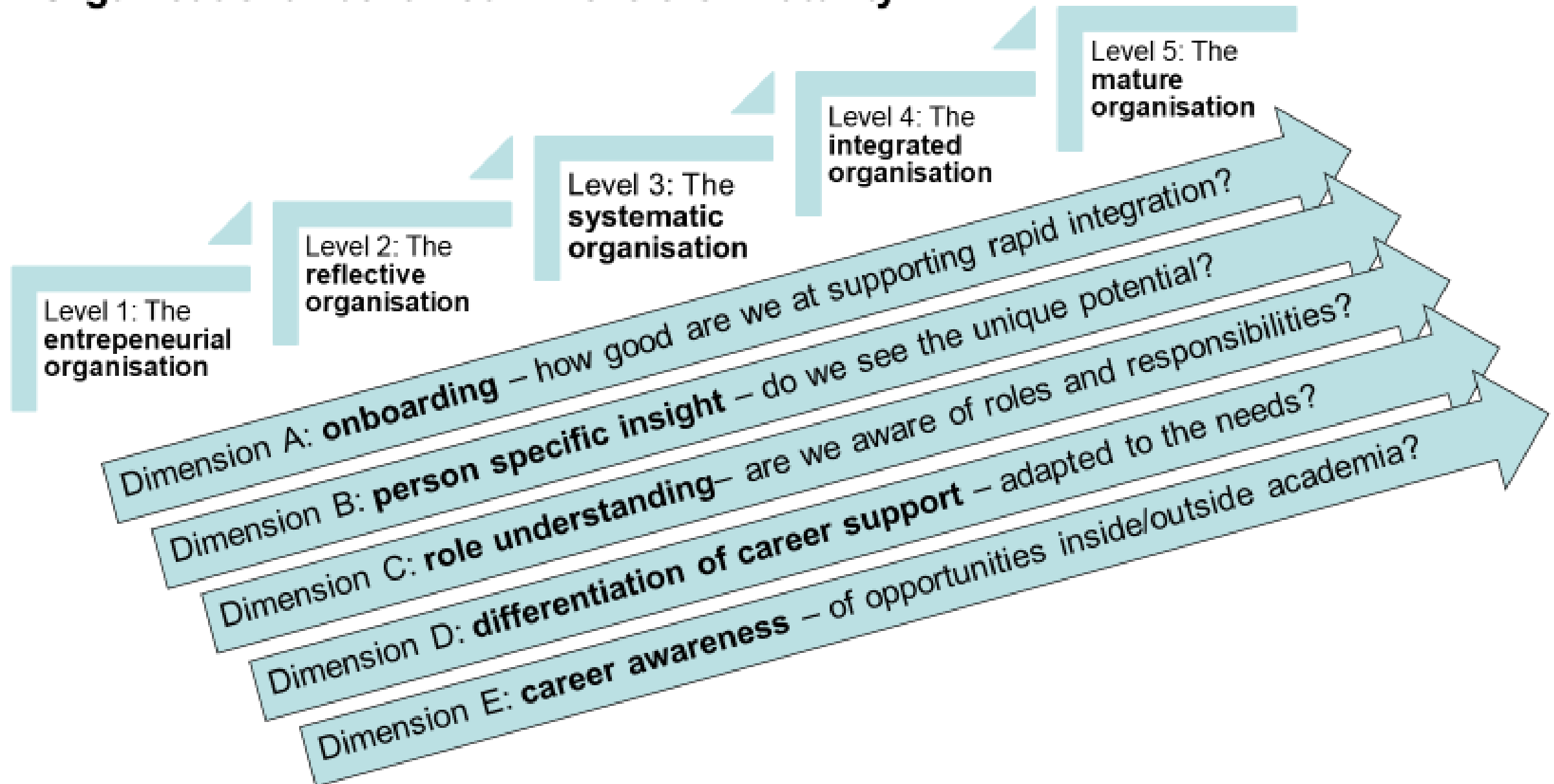
- Flexible support

- ability to respond to the needs for tailored career support, drawing on own or external resources

- Career awareness

- Ability to prepare for a wide range of career pathways, also outside academia

Organisational behaviour – levels of maturity



Self-evaluation:

Current and future levels of maturity

- Levels can be interpreted in different ways
 - provide a path from ad hoc to mature within a finite lifetime
- CoEs are dynamic, with a finite lifetime
 - we are just about to move together into our new premises and before we are located together it is difficult to establish a culture.
 - the challenge is that the coming years will focus on building down the centre again and integrating it into the departments. An ambition can be to keep some of our developed strategies and bring them to our respective departments
- Current and future levels of maturity
 - new centres are at 1 or 2, while old centres: 3 to 4
 - all centres are aiming for level 5, aiming for full maturity
 - most give overall, a few specify also for each dimension

Self-evaluation:

What must be done to realize your ambition?

- Varied responses

- mentorship and alumni network, active career planning, onboarding. outgoing support before too late, career awareness, flexible support,

- Some comments

- must provide clear expectations,
- create a supportive and inclusive environment
- we have researchers from different disciplines and different nationalities that come into the centre from quite different cultures and backgrounds. It will require some work before we can establish a culture that we all agree on

Part V:

Closing remarks

Closing remarks

- Self-evaluations indicate that today's topics are highly relevant
 - ownership and involvement (Ragnhild Eskeland)
 - mentoring of young researchers (Ragnhild Brøvig)
 - transferable skills (Vivienne Lumayag)
 - outgoing support (Unn Røyneland)
- There will be time for each CoE to consult and discuss internally
 - pick up ideas from others and apply them to your centre
- We will have a final plenary session
 - be ready to contribute your ideas and thoughts and think ahead

Centres of Excellence at KUPP 2024

- **CanCell** — Centre for Cancer Cell Reprogramming — coffee
- **CeFH** — Centre for Fertility and Health (FHI) — lecture
- **HTH** — Centre for Organ on a Chip Technology — lecture
- **Hylleraas** — Hylleraas Centre for Quantum Molecular Sciences — coffee
- **RITMO** — Centre for Interdisciplinary Studies in Rhythm, Time and Motion — coffee
- **ROCs** — Rosseland Centre for Solar Physics — coffee
- **CREATE** — Centre for Research on Equality in Education — by stairs
- **CRESCO** — Centre for Embryology and Healthy Development — lecture
- **Integreat** — Norwegian Centre for Knowledge-Driven Machine Learning — small room
- **PHAB** — Centre for Planetary Habitability — by stairs
- **PRIMA** — Centre for Precision Immunotherapy — lecture