

UNIVERSITY OF OSLO

The broader context:

UiO standards, national expectations,
international trends

KUPP 3 Workshop

29 October 2024



**UiOs standards for
career support –
an overview**

Activities	PhD	Postdoctor	Researcher
Academic supervision, individually and in groups	V		
Academic supervision/mentoring		V	V
Rapid onboarding and proper integration in research environment	V		
Development of independence and academic competencies.		V	V
Participation in organized programme activities	V	V	V
Tuition and training in relevant transferable skills	V	V	V
Opportunity to acquire pedagogical competencies and teaching experience		V	
Group guidance in career opportunities and individual meeting about future career plans and opportunities	V		
Individual career planning and individual career plan		V	V
Annual career development dialogues (not with the nearest academic supervisor)		V	V
Suitable online information on career development	V		
Tools for self-assessment of skills	V		
Procedures for onboarding and offboarding with reference to future career opportunities.	V	V	V

Organization, responsibility and division of tasks



The academic environment: the main arena for career support and the training ground for the skills - responsible for tasks related to integration, research qualifications, supervision and networking.



The department: responsibility for integrating structures, alumni activities and contact with the employment market (within and outside academia).



The faculty: responsible for organizing programme activities at the PhD and postdoctoral levels.



The institutional level: system responsibility for the university's overall career support - developing and maintaining an infrastructure for information, training of employees with relevant responsibilities, development of systems and quality standards



UiOs network for Career Development for ECRs

- Formal network: two participants from the 8 faculties, 2 museums and 2 centres
- Administrative staff from HR and Research Administration
- Arena for experience exchange, initiative development and interaction across organizational borders

UiOs template for Career Development Plan for postdocs



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5

I CAREER DEVELOPMENT PLAN

For Postdoctoral Research Fellows at the University of O

Name	
Department	
Name of manager/leader (i.e. Head of Research/ another line manager)	
Period of employment	
Percentage of teaching/administrative duties (if applicable)	
Date of filled in plan	
Name of supervisor/ mentor/project leader (if applicable)	

This plan is meant to start an awareness-raising process help you set realistic and achievable career goals and to inside and outside academia. The plan allows you to define how to achieve them.

In collaboration with your supervisor, line manager, mentor, you are encouraged to reflect on which strategic competences and transferable skills to reach your long-term career goals. You may also have action points.

This is a dynamic document to be revisited regularly, at least once a year.

It may be useful for your long-term goals to keep documenting your employment period.

LONG TERM CAREER OBJECTIVES

Long term career goals (5-10 years)

Describe your main career goals. Where do you see yourself in 5-10 years?
You may envision several career paths, i.e. academia, industry, or the public sector.

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Overall, to reach your long-term goals, which skills do you need to develop?

Thinking in broader terms, which areas do you need to develop?
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CAREER OBJECTIVES DURING THE EMPLOYMENT PERIOD 2-4 years

Research results for example

- Publications (targeted journals/publishing houses, co-authorship, etc.)
- Data set, research activities, etc.
- Participation and presentations at conferences, workshops

Aims	Actions

Research competences and skills for example

- Methodological skills
- Interdisciplinarity
- Research ethics, responsible research and innovation (RRI)
- Open science
- Data management
- Editing and peer review

Aims	Actions

Teaching

for example

- Formal educational qualifications, courses in pedagogy
- Pedagogical work, i.e. teaching, seminar teaching, pedagogical development, guest lecturing, assessment work
- Language skills

Aims	Actions

Communication, dissemination and innovation for example

- Courses or training, i.e. presentation skills, media training, storytelling, academic writing non-academic texts (blog, op-ed), social media, pitching, language skill commercialization, social innovation
- Scientific dissemination (locally, nationally, internationally, i.e. conference poster presentations, interdisciplinary communication)
- Interaction with stakeholders and specific user groups, i.e. cooperation, partnership dialogue with industry, policy stakeholders, public sector, organizations
- Communication to the general public, media appearances, popular science presentations, public debates

Aims	Actions

Management and administration for example

- Research proposal development, i.e. fellowships, grants, travel grants, participation in larger funding applications
- Participation in boards, committees, council work, working groups, recruitment committees, etc.
- Organization of conferences, seminars, courses, workshops, panels, etc.
- Developing leadership skills, i.e. through training courses, work package leadership, supervision of master students and PhD candidates, management of research assistants

Aims	Actions

Networking for example

- Courses and training in networking skills
- Within your department, project, university
- Nationally
- Internationally

Aims	Actions

Signatures

Postdoctoral fellow

Head of Research

Mentor (if relevant)

New regulations in the University Act for PhDs and postdocs:

- PhDs and postdocs shall have a career plan
- The institution is responsible for following up on the career plan
- The institution is responsible for ensuring that the PhD candidates/postdocs have access to career guidance
- “Duty work” is renamed as “career-promoting work”



NOR-CAM: A toolbox for recognition and rewards in academic careers

Areas of
competence

Research output

Research process

Pedagogical competence

Impact and innovation

Leadership

Other experience

Competence profile at UiO (UiOs assessment matrix)



Academic qualifications (research results and research process)



Educational qualifications



Applied knowledge



Qualifications in academic management and administration



Personal qualifications

European trends and initiatives – some examples

- Euraxess
- Eurodoc
- Vitae



Euraxess – Researchers in motion

Services and features of EURAXESS:

- **Jobseeker Portal**
- **Funding Database**
- **Partnering Tool**
- **Information and Assistance**

Euraxess Career Support

| For Researchers

PAGE CONTENTS

[New to Career Development?](#)

[Tools & Resources](#)

[Industry & Entrepreneurship](#)

[Research profiles descriptors](#)

[My EURAXESS](#)

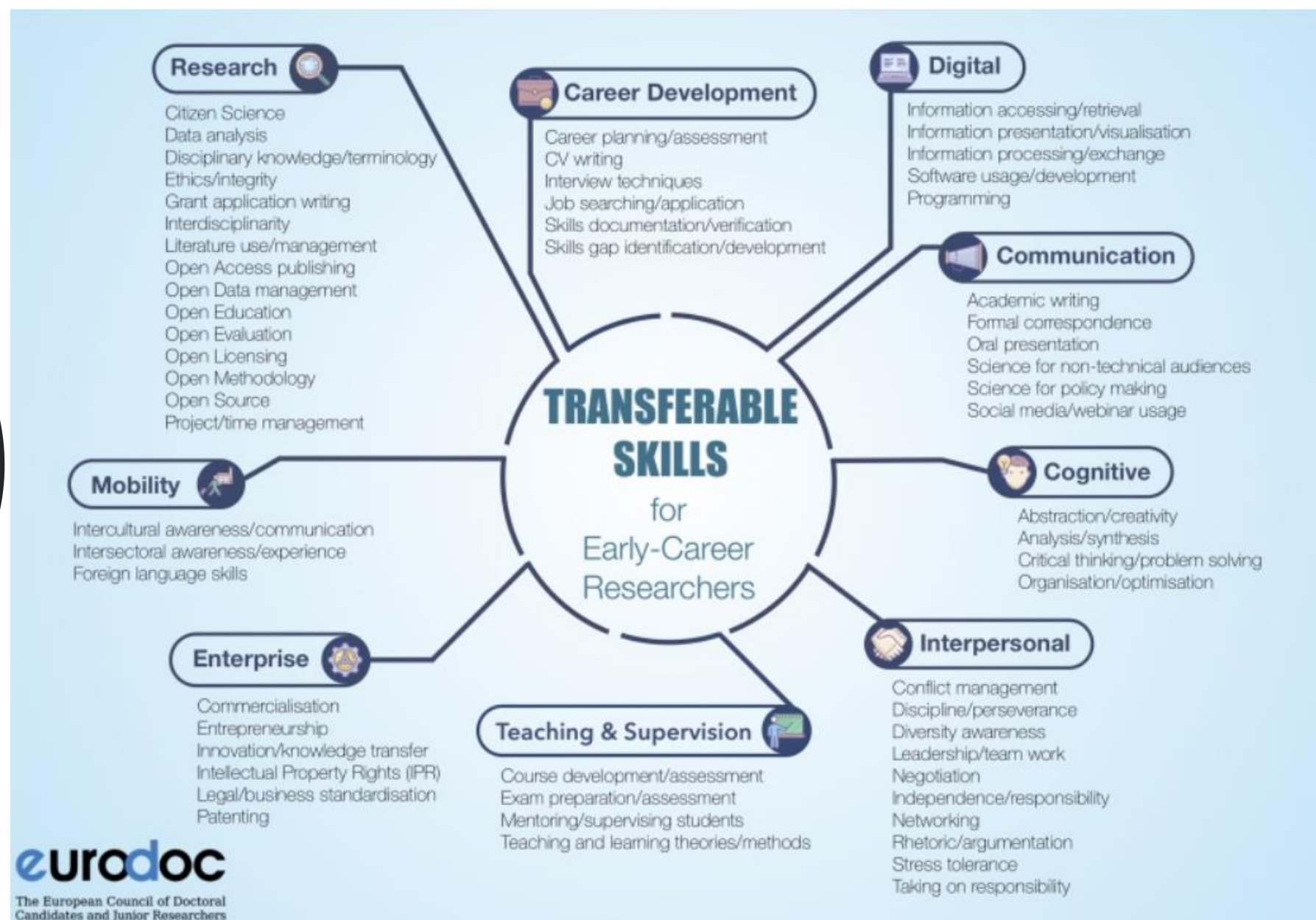
New to Career Development?

Are you just starting your research journey? Making the right decisions and determining the next steps towards your future doesn't have to be daunting.

EURAXESS is here to assist you with a comprehensive toolkit and providing support at each stage of the process!



Eurodoc: Report on transferable skills



The Vitae Researcher Development Framework

