



Møteinnkalling

I samsvar med møteplan holdes det møte i universitetsstyret

**torsdag 12. februar 2015 kl. 09:00 i Kollegierommet, C.G. Sundts hus, 1. etasje
Museplassen 1.**

Innkalling er sendt til:

Dag Rune Olsen, Kjersti Fløttum, Peter M Haugan, Katharina Wolff, Synnøve Myhre, Astrid-Kristine Hauge Rambøl, Anders Parmann, Anne Kverneland Boggsnes, Oddny Miljeteig, Johan Fredrik Odjell, Joakim Palme

Saksliste og sakspapirer følger vedlagt.

Medlemmene i universitetsstyret er også medlemmer av Styret for fond og legater. Det skal være møte i FOL-styret fra kl 1500. Sakspapirer til dette følger i egen utsending.

Eventuelle forfall bes meldt snarest til Kollegiesekretariatet, telefon + 47 55 58 20 15 eller tlf. +47 55 58 89 35.

Bergen, 5.2.2015

Kjell Bernstrøm
universitetsdirektør

Saksliste

Styresak	Saker til behandling	U.off.
S 1/15	Godkjenning av innkalling og saksliste	
S 2/15	Godkjenning av protokoll	
S 3/15	Fullmakts- og referatsaker	
S 4/15	Ny strategi for Universitetet i Bergen 2016-2022	
S 5/15	Evalueringer av hovedsatsingsområdene marin forskning og utviklingsrelatert forskning	
S 6/15	Oppfølging av UiBs satsing på klima og energiomstilling	
S 7/15	Tildelingsbrev for 2015 fra Kunnskapsdepartementet	
S 8/15	Årsrapport 2014	
S 9/15	Økonomirapport for 2014	
S 10/15	Om videreføring av fakultetenes overføringer fra 2014 til 2015	
S 11/15	Hovedregler for økonomiforvaltningen ved Universitetet i Bergen	
S 12/15	Orientering om framdriften i organisasjonsutviklingsprosjektet	
S 13/15	Resultatmål for universitetsdirektøren	X
S 14/15	Oppnevning av styre og regler for ansettelsesprosedyre ved Sars-senteret	
S 15/15	Handlingsplan for etter- og videreutdanning for perioden 2015-2017	
S 16/15	Forslag til regler for Universitetsbiblioteket	
S 17/15	Søknad om dispensasjon fra Regler for fakultetsorganene, prøveordning med to prodekaner	
S 18/15	Nedlegging av masterprogram	
S 19/15	Tilsetting som senterleder ved Senter for vitenskapsteori for ny åremålsperiode	X
S 20/15	Midlertidig tilsetting som professor II (20 % bistilling) ved Centre for Cancer Biomarkers (CCBIO) uten kunngjøring	X
S 21/15	Diverse referater m.v.	

S 1/15 Godkjenning av innkalling og saksliste /

S 2/15 Godkjenning av protokoll /

**Styre:** Universitetsstyret**Styresak:** 3/15**Møtedato:** 12.02.2015**Dato:** 27.01.2015**Arkivsaksnr:** 2014/1638

Fullmakts- og referatsaker

a) En oversikt over kandidater som har fått tildelt doktorgrad ved universitetet i perioden 17.11.2014-.9.1.2015 følger:

Fornavn	Etternavn	Type grad	Tittel	Kreeringsdato	Saksnr
Eskil Hakon	Eskilsson	Ph.d.	"The Roles of EGFR and SRC in Glioblastoma Invasion and Angiogenesis".	17.11.2014	2011/10145
Solfrid Johanne	Sagstad	Ph.d.	"Role of the extracellular microenvironment and lymphatics in disease development and progression".	17.11.2014	2007/17046
Anjana	Shrestha	Ph.d.	"Semaphorin 3A and Class 4 Semaphorins in Tooth Innervation and Development"	17.11.2014	2008/14597
Siri	Nome	Ph.d.	"The Burden of mental Health in a period with profound organizational and ideological changes during two decades. A prospective longitudinal clinical study of the utility of beds, mortality, and causes of death in a psychiatric hospital with sector responsibility".	17.11.2014	2007/13794
Grete	Slettom	Ph.d.	"A systematic approach to the use of insulin to prevent reperfusion injury in porcine ST- elevation myocardial infarction".	17.11.2014	2010/8041
Vegard Skalstad	Ellensen	Ph.d.	"Intimal Hyperplasia. Experimental and Clinical Studies".	17.11.2014	2006/6589
Polbhat	Tripuwabhut	Ph.d.	"Inflammatory responses of immune cells and osteoblasts in orthodontically-induced bone remodelling and root resorption: <i>in vitro</i> and <i>in vivo</i> studies".	17.11.2014	2008/5702
Lars	Tuastad	Ph.d.	"Innanfor og utanfor – Rockens rolle innan kriminalomsorg og ettervern".	17.11.2014	2010/12945
Denisse	Bellini Morales	Ph.d.	"Offline - Online relations in the Digital Age. A study of lived Internet experience within a group of	17.11.2014	2011/137

Fornavn	Etternavn	Type grad	Tittel	Kreeringsdato	Saksnr
			professional Bolivian women".		
Torger	Kielland	Ph.d.	"Patentering av informasjonsteknologiske oppfinnelser".	18.11.2014	2010/12637
Rolf Erik Sundsback	Halse	Ph.d.	"Delineating boundaries between 'us' and 'them'. A reception study of the representation of Muslim characters in the television serial 24".	18.11.2014	2008/10270
Iselin Åsedotter	Strønen	Ph.d.	"The Revolutionary Petro-State. Change, Continuity and Popular Power in Venezuela".	18.11.2014	2008/13358
Kirsti Vindal	Halvorsen	Ph.d.	"Partnerskap i lærerutdanning, sett fra et økologisk perspektiv."	27.11.2014	2008/6069
Trond Erik	Bjorli	Ph.d.	"Et fotografisk gjennombrudd. Fotografisk og nasjonal modernisering i fotografen Anders Beer Wilses bildeproduksjon ca. 1900-1910".	8.12.2014	2010/10446
Hans Petter	Solli	Ph.d.	"The groove of recovery. A qualitative study of how people diagnosed with psychosis experience music therapy."	8.12.2014	2009/10925
Randi	Neteland	Ph.d.	"Koinéforming av industristedtalemål. En sosiolingvistisk studie av språkutviklingen i Sauda og Årdal de siste hundre årene".	8.12.2014	2010/12942
Vibeke	Solbue	Ph.d.	"Dialogen som visker ut kategorier. En studie av hvilke erfaringer innvandrere-ungdommer og norskfødte med innvandrerforeldre har med videregående skole. Hva forteller ungdommenes erfaringer om videregående skoles håndtering av etniske ulikheter?"	10.12.2014	2007/15764
Anne Lise	Kvalevaag	Ph.d.	"Fathers' mental health and child development. The predictive value of fathers' psychological distress during pregnancy for the social, emotional and behavioral development of their children"	10.12.2014	2012/257
Thomas	Haug	Ph.d.	". "Predictors and moderators of treatment outcome from high- and low-intensity cognitive behavioral therapy for anxiety disorders. Association between patient and process factors, and the outcome from guided self-help, stepped care, and face-to-face cognitive behavioral therapy".	10.12.2014	2007/1259
Ann Karin	Sandal	Ph.d.	"Ungdom og utdanning. Om elevar sine opplevingar av val og overgangs-prosessar".	10.12.2014	2008/5337
Georgy	Ivanov	Ph.d.	"Classical and Stochastic Slit Löwner	10.12.2014	2010/12584

Fornavn	Etternavn	Type grad	Tittel	Kreeringsdato	Saksnr
			Evolution".		
Khaled Ben Latief	Jemai	Ph.d.	"Modeling Hydrate Phase Transitions in Porous Media Using a Reactive Transport Simulator".	10.12.2014	2008/11039
Synne Marte	Andersen	Ph.d.	"Interactions of arginine and polyamines on growth and metabolism in Atlantic salmon".	10.12.2014	2012/160
Bente	Kjeilen	Ph.d.	"Kinetic studies of the interaction between the scaffolding protein Receptor for Activated C Kinase-1 (RACK1) and the oncoprotein Ki-Ras with emphasis on a possible role for post-translational phosphorylation of RACK1- Assessment of conditions for optimization of Biacore experiments on proteins of low solubility".	10.12.2014	2010/8719
Hanzhen	Wen	Ph.d.	"Cytotoxic Bovine α -Lactalbumin:Oleic Acid Complex and its interaction with Phospholipid Membranes".	10.12.2014	2011/4386
Oleksandr	Kazymyrov	Ph.d.	"Methods and Tools for Analysis of Symmetric Cryptographic Primitives".	10.12.2014	2011/4082
Annick	Terpstra	Ph.d.	"Dynamical Perspectives on the Formation and Intensification of Polar Lows".	10.12.2014	2012/6733
Ivar Sognnæs	Eimhjellen	Ph.d.	"From face-to-face to Facebook? Web technologies in Norwegian civil society".	10.12.2014	2011/6144
Marybel	Perez Suarez	Ph.d.	"The European Union's Socialising Institutions. The Role of EU Think Tanks in EU Policymaking".	19.12.2014	2008/3112
Orest Sebastian	Masue	Ph.d.	"Empowerment of School Committees and Parents in Tanzania: Delineating Existence of Opportunity, Its Use and Impact on School Decisions".	19.12.2014	2010/11356
Kenneth	Thorsen	Ph.d.	"Perforated peptic ulcer; epidemiology, management and outcome prediction".	21.12.2014	2012/4549
Linda	Berg	Ph.d.	"MRI findings in candidates for lumbar disc prosthesis: reliability and relationship to disability and pain".	21.12.2014	2010/10520
Ute	Kessler	Ph.d.	"Electroconvulsive therapy for bipolar disorder depression: Effects on depressive symptoms and cognitive function".	21.12.2014	2010/987
Birgitte	Berentsen	Ph.d.	"The microRNA contribution to synaptic efficacy and plasticity in the dentate gyrus".	21.12.2014	2011/11971
Hege	Sjølie	Ph.d.	"Experiences of Members of a Crisis	21.12.2014	2009/13491

Fornavn	Etternavn	Type grad	Tittel	Kreerings- dato	Saksnr
			Resolution Home Treatment Team. Personal history, professional role and emotional support in a CRHT team".		
Liv Eggset	Falkenberg	Ph.d.	"Neuronal Underpinnings of Healthy and Dysfunctional Cognitive Control".	21.12.2014	2009/11816
Sabrina John	Moyo	Ph.d.	"Viral diarrhoea in children under two years of age in Dar es Salaam, Tanzania - Clinical and Molecular epidemiology".	21.12.2014	2010/13742
Gedef Abawa	Firew	Ph.d.	"Archaeological Fieldwork around Lake Tana Area of Northwest Ethiopia and the Implication for an understanding of Aquatic Adaptation".	21.12.2014	2010/6935
Chunshui	Wang	Ph.d.	"Justice and the Basic Medical Insurance System in China".	21.12.2014	2010/738
Kjell Inge	Bjerga	Ph.d.	"Forsvarspolitik og forvaltningspolitikk? Organisering, reformer og militæreksepsjonalisme i Forsvarets sentrale ledelse mellom 1940 og 2003".	22.12.2014	2010/10779
Ståle Johannes	Kristiansen	Ph.d.	"Avdekning og tilsløring: Dionysius Areopagitens symboltenkning og Jean-Luc Marions ettermoderne kunstfilosofi".	22.12.2014	2011/2669
Ingvild Kristine	Mehl	Ph.d.	"Cultural landscape development in western Norway, potentials of using new methods in pollen analysis- the Landscape Reconstruction Algorithm and HUMPOL".	22.12.2014	2009/12664
Jan Inge	Øvrebø	Ph.d.	"Cell cycle regulation of <i>Oikopleura dioica</i> ".	22.12.2014	2010/6839
Hella Elisa	Wittmeier	Ph.d.	"Late Glacial and Holocene Glacier Activity in Arctic Norway. Reconstruction of glacier fluctuations using surface exposure dating of moraines and multi-proxy analysis of sediments deposited in distal glacier-fed lakes".	22.12.2014	2011/14692
Øyvind	Eide	Ph.d.	"CO2 Injection for Enhanced Oil Recovery: Production Mechanisms in Fractured Reservoirs".	5.1.2015	2012/1112
Tor Lien	Mjell	Ph.d.	"Decadal to Millennial Scale Variability in Iceland-Scotland Overflow Water and its Relationship to Climate".	5.1.2015	2010/13805
Malin Anna Elisabeth	Andersson	Ph.d.	"Urban basin deposit; the pollution history of Lille Lungegårdsvannet, Bergen".	5.1.2015	2009/12675
Kajsa Maria	Parding	Ph.d.	"Decadal Solar Irradiance Variability	5.1.2015	2011/6752

Fornavn	Etternavn	Type grad	Tittel	Kreeringsdato	Saksnr
			in Northern Europe".		
Andrea	Brambilla	Ph.d.	"Visibility-oriented Visualization Design for Flow Illustration".	5.1.2015	2011/8604
Dujuan	Wang	Ph.d.	"Rotation and Turbulence in Peripheral Heavy Ion Collisions".	5.1.2015	2012/5989
Zoltán	Erdős	Ph.d. Cotutelle	"Coupled surface process and tectonic modelling of extension-inversion tectonics in the Pyrenees".	6.1.2015	2010/13806
Mohammad	Fachri	Ph.d.	"3D stochastic modelling of fault zones in siliciclastic reservoirs – Implications for reservoir description and fluid flow modelling".	6.1.2015	2008/5386
Konstantinos Brjann	Kastanas	Ph.d.	"Monitoring and Measurements with the ATLAS Inner Detector and Search for Supersymmetry using ATLAS data".	6.1.2015	2008/12310
Elisabeth	Hesjedal	Ph.d.	"Tverrprofesjonelt samarbeid mellom skule og barnevern: Kva kan støtte utsette barn og unge?"	6.1.2015	2010/3133
Line Iden	Berge	Ph.d.	"Depression and migraine comorbid to diabetes: Epidemiological studies utilizing data from the Norwegian Prescription Database and the Hordaland Health Study".	6.1.2015	2009/13099
Kathrine	Skoland	Ph.d.	"Klasser i arbeids-livet. En studie av arbeidsforhold i olje-serviceindustrien".	7.12015	2008/3218
Olivier	Keunen	Ph.d.	"Multimodal Imaging of Physiologic Changes Induced by Anti-Angiogenic Therapy in Glioblastoma".	7.12015	2009/15599
Iren Høyland	Löhr	Ph.d.	"Extended-spectrum β -lactamase-producing <i>Klebsiella pneumoniae</i> : A neonatal intensive care unit outbreak, long-term colonization in children and plasmid characteristics".	7.1.2015	2011/1806
Jelena	Mrdalj	Ph.d.	"The early life condition. Importance for sleep, circadian rhythmicity, behaviour and response to later life challenges".	7.1.2015	2010/4178
Thanh Cong	Duong	Ph.d.	"People Living With HIV in Viet Nam: Individual and Contextual Factors Affecting Risk Taking, Health and Help Seeking Behaviour"	7.1.2015	2009/6806
David	Jahanlu	Ph.d.	"The Hordaland women's cohort, a longitudinal study on urinary incontinence in middle-aged women"	7.1 015	2007/10999
Anne-Sophie	Schillinger	Ph.d.	"Neutrophil proteins and their interactions with the cell membrane. A combination of <i>in vitro</i> and <i>in silico</i> insights".	7.1.2015	2010/5890
Nina Sylvia	Liland	Ph.d.	"Atlantic salmon (<i>Salmo salar</i> L.)	8.1.2015	2012/724

Fornavn	Etternavn	Type grad	Tittel	Kreeringsdato	Saksnr
Erik Andreas	Hanson	Ph.d.	sterol metabolism and metabolic health - impact of dietary lipids". "Image processing methods for 4D magnetic resonance acquisitions from brain and kidney".	8.1.2015	2010/13272
Trine Solberg	Mykkeltvedt	Ph.d.	"Numerical solutions of two-phase flow with applications to CO ₂ sequestration and polymer flooding".	8.1.2015	2010/13273
Abduljelil Sultan	Kedir	Ph.d.	"Nanoparticle for Enhanced Oil Recovery Formation and Characterization of Linked Polymer Solution by Rheology and NMR".	8.1.2015	2011/5054
Lina Wik	Leiss	Ph.d.	"Malignant progression and tumor host interactions in gliomas. Biological mechanisms and experimental therapies".	8.1.2015	2012/1108
Samuel James	Penglase	Ph.d.	"The effects of selenium om methylmercury toxicity in zebrafish".	8.1.2015	2011/310
Truls André	Pedersen	Ph.d.	"Agreement and cooperation under degrees of homogeneity in multi-agent systems".	9.1.2015	2009/13369
Jonas David	Finger	Dr.philos.	"Social inequality in physical activity and nutrition in Germany".	9.1.2015	2014/6796
Liva Bodil	Kalvik	Ph.d.	"La poétique de l'identité narrative dans les fictions métaphysiques de Simone de Beauvoir".	9.1.2015	2009/523

- b) Brev av 1.12.2014
 Instituttleder Johan Myking, Institutt for lingvistiske, litterære og estetiske studier, er oppnevnt som representant og professor Johs. Hjellbrekke, Sosiologisk institutt, som vararepresentant i styret for Fransk-norsk senter for humaniora og samfunnsvitenskap. (2010/10994)

vedtak:

Universitetsstyret tar saken til orientering.

Kjell Bernstrøm
 universitetsdirektør

27.01.2015/Mona Viksøy



Styre: Universitetsstyret

Styresak: 4/15

Møtedato: 12.02.2015

Dato: 30.01.2015

Arkivsaksnr: 2014/1649

Ny strategi for Universitetet i Bergen 2016-2022

Bakgrunn

Gjeldende strategi for Universitetet i Bergen utløper 2015. De første diskusjonene om prosessen med å få utviklet en ny strategi startet under styreseminaret 24. oktober 2013. En egen arbeidsgruppe ble etablert under ledelse av prorektor, og med dekanene, museumsdirektør, eiendomsdirektør og to studenter som medlemmer, sammen med et sekretariat ledet av kommunikasjonsdirektøren. Siden styremøtet 23. februar 2014 har strategiarbeidet vært fast post på alle styremøter, og styret har aktivt bidratt i prosessen med å utvikle den nye strategien, både i styremøtene og på egne seminarer.

Prosess

Arbeidsgruppen har invitert til en rekke dialogmøter med alle fakultetene og avdelingene ved UiB, møter med studentene og et åpent møte på Litteraturhuset i oktober 2014, der omverden ble invitert til å komme med konkrete innspill til UiBs virksomhet. Til sistnevnte møte ble det også presentert en egen UiB-omdømmeundersøkelse (vedlagt). I tillegg har arbeidsgruppen innhentet nødvendig analysemateriale, og dessuten invitert enkeltpersoner til sine møter for å holde presentasjoner med relevans for strategiarbeidet. Videre har arbeidet vært presentert på egne nettsider, se <http://www.uib.no/uib2022>, hvor relevant dokumentasjon, inkludert presentasjoner og datagrunnlag, har vært publisert fortløpende.

Samlet sett har arbeidsgruppen mottatt en lang rekke innspill, analyser, kommentarer og forslag. Sammen med styrets føringer, og arbeidsgruppens vurderinger er disse grunnlaget for det forslaget som nå legges frem for styret til diskusjon.

Det har vært viktig for arbeidsgruppen at strategien ikke er en plan for forskning, men et dokument som skal sikre våre forskere og studenter muligheter til å utføre fremragende arbeid – individuelt og i grupper – i de best mulige omgivelser. Å kunne møte vår tids utfordringer betyr å krysse disipliner og fakultetsvise grenser. Fordi UiB er et breddeuniversitet med sterke disiplinorienterte fagmiljøer har vi også de beste forutsetninger for å lykkes med dette. Men som institusjon kan vi ikke løse alle oppgavene alene. Vi trenger samarbeid - med andre universitet, med forskningsinstitusjoner, med næringslivet, både lokalt regionalt, nasjonalt og internasjonalt.

Det foreliggende utkast har tittelen «Hav, liv, samfunn», og «Kunnskap som former samfunnet» som overordnet visjon. Gjennom de fire oppdragene «Vi utforsker», «Vi utdanner», «Vi utvikler» og «Vi utfordrer» er det satt opp følgende fire mål for UiBs strategi for perioden 2016 – 2022:

- UiB skal utvikle flere ledende forskningsmiljøer. Innen 2022 skal alle våre fakultet ha minst ett verdensledende fagmiljø, og flere med internasjonal toppstandard
- UiB skal bli et enda mer attraktivt studiested. Innen 2022 skal antallet primærsøkere per studieplass skal øke med minst 20 prosent.
- UiB skal ha langvarige og utviklingsorienterte relasjoner med myndigheter, næringsliv, organisasjoner og sivilsamfunnet. Innen 2022 skal et flertall av virksomhetene på Vestlandet anse UiB som en viktig ressurs og samarbeidspartner.
- UiB skal styrke det offentlige ordskiftet og den kunnskapsbaserte samfunnsutviklingen gjennom god formidling og dialog i samfunnet, lokalt, nasjonalt og internasjonalt. Innen 2022 skal vi være ledende i Norge på digital formidling.

Målene må sees i sammenheng med de skisserte tilretteleggende aktiviteter og tiltak som etter arbeidsgruppens oppfatning er en forutsetning for å lykkes. Det gjelder etablering av kunnskapsklynger, infrastruktur, organisasjonsutvikling, rekruttering, finansiering, digitalisering, internasjonalisering og læringsmiljø.

Universitetsdirektøren sine kommentarer

Arbeidet med ny strategi for Universitetet i Bergen er en åpen og omfattende prosess. Gjennom dialogmøter, samarbeid med styret samt oppslag og debatt på UiBs nettsider og i «På Høyden», er arbeidet grundig synliggjort. Alle ansatte og studenter har hatt mulighet til å komme med innspill. Arbeidsgruppen har hatt som målsetting å få fram et relativt kortfattet og lesbart dokument.

Styret får med dette utkastet første forslag til en gjennomgående strategitekst. Universitetsdirektøren vil særlig be styret vurdere om dokumentet har den retning og de målsetninger som styret ønsker, og om teksten har en struktur som vil gi fakultetene og avdelingene et godt utgangspunkt for egne strategier og handlingsplaner.

Universitetsdirektøren vil ha styrets synspunkter på om forslaget, med styrets innspill og kommentarer har en form og innhold som gjør teksten tilfredsstillende som høringsutkast til organisasjonen. Etter skissert tidsplan vil da høringsfristen settes 4. mai med ny styrebehandling 28. mai. Alternativt bes arbeidsgruppen gjøre ytterligere bearbeidinger av utkastet med sikte på ny behandling til styremøtet 23. april. Etter en høringsrunde i organisasjonen vil styret da kunne få et nytt utkast til første møtet etter sommeren.

Universitetsdirektøren legger frem utkastet til drøfting og et vedtak utformes i møtet.

Kjell Bernstrøm
universitetsdirektør

30.01.2015/Lars Helge Nilsen/Ingar Myking

Vedlegg:

- 1) Utkast til strategi for UiB 2016-2022
- 2) Omdømmeundersøkelse

UTKAST

Universitetet i Bergens strategi 2016 – 2022

Hav - liv – samfunn (arbeidstittel)

Kunnskap som former samfunnet

A1 *UiB er et internasjonalt forskningsuniversitet som skal være en sentral premissleverandør i utformingen av dagens og morgendagens samfunn. Våre seks fakulteter og Universitetsmuseet representerer våre viktigste kunnskapsarenaer. Vår virksomhet er tuftet på våre kjerneverdier: Akademisk frihet og nysgjerrighetsdrevet forskning; kritisk refleksjon, åpenhet og dialog; fremragende forskning, undervisning og formidling.*

A2 Vi skal utføre vårt samfunnsoppdrag med engasjement og vise omverden relevansen av forskning og utdanning. For UiB er menings- og kunnskapsbryting en forutsetning for å utvikle både academia og et demokratisk samfunn.

A3 Vi skal svare på de store globale, nasjonale og lokale samfunnsutfordringene - som klima, energi, helse, demografi, menneskerettigheter, språk, religion og andre kulturelle uttrykk, migrasjon, fattigdom, demokrati og samfunnssikkerhet. UiB skal kjennetegnes av kvalitet i alt vi gjør.

A4 Vi skal gjennom våre forskningsresultater og våre kandidater bidra med kompetanse til samfunnet og arbeidslivet. I skjæringspunktene der kunnskap møter nye utfordringer skapes ny innsikt, nye samarbeidsmuligheter, nye læringsmåter og nye arbeidsplasser.

A5 Vi skal ha betydning globalt, spille en tydelig rolle nasjonalt og være et lokomotiv for kunnskapsbyen Bergen og kunnskapsregionen Vestlandet.

Vi utforsker

- B1** *Våre forskere og studenter utforsker grunnleggende, fundamentale menneskelige spørsmål fra livets opprinnelse via menneskehetens historie til jordens framtid.*
- B2** UiB skal kjennetegnes av en sterk og langsiktig satsing på grunnforskning. All vår forskning skal preges av en høy etisk bevissthet og et tydelig samfunnsansvar.
- B3** Grenseoverskridende forskning og utdanning er av stor betydning for å kunne møte de komplekse utfordringene samfunnet står overfor. Breddeuniversitetets unike muligheter for mobilisering og samarbeid på tvers er en styrke vi skal utnytte og utvikle.
- B4** Vi vil innta en ledende rolle for å skape komplette kunnskaps- og kompetansemiljøer på Vestlandet gjennom utvikling og etablering av nye kunnskapsklynger. Klyngene bygger på geografisk nærhet mellom ulike forsknings- og utdanningsaktører, fysisk samlokalisering og muligheter til å skape internasjonalt fremragende utdanning, forskning og innovasjon.
- B5** Vi skal samle de beste talentene blant forskere og studenter. Gjennom dette skal vi fremstå som et naturlig møtepunkt for den fremste forskning, utdanning og formidling av høy internasjonal kvalitet.

Vi utdanner

- C1** Med et bredt spekter av utdanningsprogrammer utdanner vi kandidater som er rustet for å kunne skape et samfunn basert på kunnskap og kompetanse.
- C2** UiB skal tilby sine studenter fremragende forskningsbasert utdanning innen alle våre fagdisipliner, profesjonsstudier og tverrfaglige studier fra grunnutdanning via doktorgrad til etter- og videreutdanning. Vi vektlegger kunnskap, kritisk refleksjon, utøvende ferdigheter og personlig utvikling.
- C3** UiB skal utdanne kandidater som skal være med å forme Norge og verden i dag og i fremtiden. Fremtidens utfordringer krever sammensatte løsninger. Vi skal tilby studiemuligheter som går på tvers av fag og fakulteter. Vi skal bruke ressursene i våre kunnskapsklynger til å utvikle nye utdanningsformer i alle studieløp.
- C4** Vi skal øke vår andel av internasjonale studenter og doktorgradskandidater, og utdanne kandidater som bidrar med forskningsbasert kunnskap i samfunnsbygging over hele verden.
- C5** Vi skal være ledende i Norge på digital utdanning og nye, innovative lærings- og formidlingsformer. Vi vil rekruttere og utvikle gode undervisere, og legge til rette for studentaktive lærings situasjoner som fremmer forskningsinnsikt, samhandling og læringsutbytte.

Vi utvikler

D1 Ved å ha et sterkt og tett samspill med samfunnet - globalt, nasjonalt og lokalt – skal våre forskere og studenter forme framtidens samfunn gjennom å bidra med ferdigheter, kompetanse og holdninger.

D2 Våre forskere og studenter skal være attraktive deltakere i internasjonalt forsknings- og utdanningssamarbeid.

D3 UiB skal være en av nasjonens fremste forsknings- og utdanningspolitiske aktører. Vi skal være en viktig pådriver i utvikling av internasjonale og nasjonale forskningsstrategier, i god dialog med aktørene i universitets- og høyskolesektoren.

D4 Vi skal utvikle klynger for nyskapende forskning, utdanning og innovasjon. Klyngene skal utvikle Bergen og Vestlandet, og bidra nasjonalt og internasjonalt. Vi skal utvide dialogen og samhandlingen med myndigheter og beslutningstakere.

D5 Gjennom sterk intern samhandling og felles identitet skal UiB fremme et mangfold av samarbeidsformer innen våre ulike fag – og på tvers av dem.

Vi utfordrer

- E1** *Forskning, utdanning og innovasjon gir kunnskap og kompetanse som er avgjørende når enkeltmennesker, politikere, myndigheter, næringsliv og organisasjoner skal fatte vedtak og foreta veivalg. Våre forskere og studenter bidrar med formidling av kunnskap og innsikt i den offentlige debatt.*
- E2** Vi vil dele kunnskapen vår og utfordre konvensjonelle forestillinger. Gjennom forskning og utdanning skal vi bidra til å fremme et rettferdig, mangfoldig og bærekraftig samfunn.
- E3** Vi vil legge til rette for en åpen og kritisk diskusjon av hele vår virksomhet.
- E4** UiB skal fremstå som en nasjonal kulturinstitusjon, en møteplass for forskere, studenter og samfunnet omkring og en attraktiv arena for livslang læring.
- E5** UiB skal ha et sterkt og levende universitetsdemokrati preget av åpenhet, dialog og informasjonsutveksling i hele universitetssamfunnet.

Strategiske mål 2016 - 2022:

UiB skal utvikle flere ledende forskningsmiljøer. Innen 2022 skal alle våre fakultet ha verdensledende fagmiljøer, og flere med høy internasjonal standard.

Dette skal vi oppnå:

- F1** Ved å ha sterke fagdisipliner i bredden. Dette er en forutsetning for at universitetet kan bidra til fornying og gi svar på samfunnets utfordringer.
- F2** Ved aktivt eierskap overfor våre instituttselskap.
- F3** Ved å vektlegge innovasjon og samarbeid med forskningsinstitusjoner for å utvikle og bygge kunnskapsklynger.
- F4** Ved å profesjonalisere søknadsprosessene slik at det oppnås større gjennomslag i konkurranse om de fremste virkemidlene til EU og Norges forskningsråd. Samtidig skal vi utvikle gode samarbeidsrelasjoner til Bergens forskningsstiftelse og motivere til økt søkning til store tematiske programmer.
- F5** Ved å rekruttere internasjonalt yngre forskere og ledende professorer, gjennom å etablere særskilte program for dette og drive aktiv rekrutteringspolitikk.
- F6** Ved å etablere nye måter å organisere og lede tverrfaglig samarbeid på og utvikle belønningssystemer som stimulerer til forskning og undervisning som krysser fag- og fakultetsgrenser.

UiB skal bli Norges mest attraktive studiested. Innen 2022 skal antallet primærsøkere per studieplass øke med minst 20 prosent.

Dette skal vi oppnå:

- G1** Ved å utvikle Bergen som forsknings- og utdanningsby i tett samarbeid med de andre utdanningsinstitusjonene i byen. Sammen med lokale myndigheter, offentlig forvaltning, kulturliv og næringsliv skal vi ruste Bergen for fremtiden gjennom aktiv formidling av UiBs studietilbud.
- G2** Ved å tilby undervisning, oppfølging og veiledning av høy kvalitet slik at flest mulig gjennomfører studiene og læringsresultatene blir best mulig, og etablere flere Sentre for fremragende utdanning.
- G3** Ved å starte arbeidet med å innføre en mentorordning for studenter på UiB med sikte på at ordningen skal omfatte alle våre studenter innen 2019.
- G4** Ved å tiltrekke oss de beste studentene og rekruttere særskilt talentfulle forskere tidlig i karriereløpet. Vi skal skape god faglig og sosial integrasjon der studentene utfordres og utdannes til å løse utfordringene samfunnet står overfor.
- G5** Ved å være ledende i Norge på digitalisering av utdanning og formidling, og langt fremme internasjonalt. Vi skal utnytte de digitale undervisningsarenaene som en viktig del av universitetets etter- og videreutdanningsvirksomhet og vårt globale utdanningsengasjement.
- G6** Ved å ta nasjonalt ansvar på utdanningsområder der vi har faglige forutsetninger og høy kompetanse.
- G7** Ved å satse på at flere studenter gjennomfører et utenlandsopphold i løpet av studietiden og tallet på innreisende studenter øker. Innen 2022 skal minst 40 prosent av studentene reise på utveksling, og antall innreisende ha økt med 20 prosent.
- G8** Ved å tilby faglig oppdatering av lærere i grunn- og videregående skole, men også muligheter for elever med spesielle forutsetninger til å ta introduksjonsemner ved universitetet.

UiB skal ha langvarige og utviklingsorienterte relasjoner med myndigheter, næringsliv, organisasjoner og sivilsamfunnet. Innen 2022 skal et flertall av virksomhetene på Vestlandet anse UiB som en viktig ressurs og samarbeidspartner.

Dette skal vi oppnå:

H1 Ved å øke samarbeidet med privat og offentlig arbeids- og næringsliv og utvikle Rådet for samfunnskontakt som en viktig arena for dialog.

H2 Ved aktivt å utnytte ordningen med nærings-PhD og forvaltnings-PhD.

H3 Ved å profilere etter- og videreutdanning i UiBs samlede utdanningstilbud, og styrke dette tilbudet slik at eksisterende og nye brukeres behov møtes.

H4 Ved å oppfordre til og tilrettelegge for forskningsprosjekter i skjæringspunktet mellom universitetet og omverden. Igjennom dette skal UiB utforske nye modeller for samarbeid, og sørge for formålstjenlig infrastruktur og finansiering.

H5 Ved offensivt å satse på våre alumner som universitetets ambassadører og talerør inn mot så vel offentlig sektor som det private næringsliv.

H6 Ved å invitere til økt samarbeid med forskningsinstitusjonene UiB har eierskap til og våre samarbeidspartnere innen helse- og utdanningssektoren, som Helse-Bergen, Hordaland fylkeskommune og Bergen kommune.

H7 Ved å tilby en praksisnær lektorutdanning som møter samfunnets krav til forskningsbasert kompetanse.

UiB skal bidra i det offentlige ordskiftet og til den kunnskapsbaserte samfunnsutviklingen gjennom god formidling og dialog i og med samfunnet, lokalt, nasjonalt og internasjonalt. Innen 2022 skal vi være ledende i Norge på digital formidling.

Dette skal vi oppnå:

- I1** Ved å utnytte bredden av forskningen og den forskningsbaserte utdanningen ved UiB og aktivt formidle våre kandidaters kompetanse ved fullførte studier.
- I2** Ved effektiv formidling av UiBs forskningsresultater, innovasjon og kunstneriske virksomheter. Vi skal benytte både eksisterende kommunikasjonsplattformer og nye digitale flater igjennom blant annet MediaCity-Bergen.
- I3** Ved å sørge for at kommunikasjon, formidling og samfunnskontakt blir en naturlig del av alle ansattes virksomhet.
- I4** Ved å videreutvikle Bergen Teknologioverføring (BTO) som universitetets instrument i kommersialisering av nye ideer til beste for enkeltindivider, samfunn og næringsliv. Vi vil stimulere til inkubatorvirksomhet i klyngene.
- I5** Ved å delta aktivt i skandinavisk, europeisk og internasjonalt samarbeid om større forskningsinfrastruktur og forskningssentra.
- I6** Ved å profilere kunnskapen og kompetansen som finnes ved Universitetsmuseet og Universitetsbiblioteket slik at denne etterspørres og brukes av samfunnet for øvrig.
- I7** Ved å profilere UiB som en viktig møteplass for formidling og faglig aktivitet, og aktivt bruke universitetets Aula til viktige arrangement og konferanser.

Forutsetninger

For å virkeliggjøre våre visjoner, utføre våre oppdrag og nå våre strategiske mål, forutsettes tiltak og aktiviteter – så vel innenfor som utenfor vår institusjon – som legger til rette for dette over tid. Følgende tiltak er særlig viktig og skal utvikles i forståelse og samråd med våre enheter og våre eksterne interessenter og samarbeidspartnere:

- **Klynger:**

Med utgangspunkt i geografisk nærhet mellom ulike forsknings- og utdanningsaktører, fysisk samlokalisering og muligheter til å skape fremragende utdanning, forskning og innovasjon, har UiB som mål at følgende klynger skal være etablert, under oppstart eller under utvikling i løpet av denne strategiperioden:

- MediaCity Bergen
- Marin klynge “Marineholmen”
- Utviklingsrelatert klynge
- “ScienceCity Bergen” v/EnTek-bygget
- Helseklynge, den såkalte “Campus Årstadvollen”
- Klimaklynge
- Klynge for middelalderforskning med Universitetsmuseet som viktig arena.

- **Infrastruktur:**

En velfungerende infrastruktur er avgjørende for å utføre god forskning og undervisning. Organisering av og investeringer i dette feltet vil være viktig i strategiperioden:

- Infrastruktur som benyttes av mange fagmiljø, som f.eks. felles kjernefasiliteter, skal administrativt tilknyttes ett institutt.
- Det skal inngås avtaler om felles investering og drift av kjernefasiliteter på områder der forskningsinstitusjoner utenfor UiB, som Helse Bergen, Uni Research og CMR, har behov for samme type infrastruktur.
- UiB skal ha en plan for digitalisering og forvaltning av arkiv og samlinger.
- Infrastrukturutvalget skal ha en viktig rolle i å ha oversikt over og koordinere utviklingen av UiBs infrastruktur.

- **Formålstjenlig organisasjon:**

Implementering av UiBs strategi krever en velfungerende organisasjon. Å utvikle organisasjonen med dette som mål, vil være et viktig tiltak i strategiperioden

- UiB skal sikres en formålstjenlig organisering som er tilpasset universitetets kjernevirksomhet.
- Det skal utøves sterk og inkluderende ledelse tuftet på respekt, dialog, åpenhet, ærlighet, tillit og etterrettelighet.
- Det skal tilbys lederutvikling for avdelingsdirektører, instituttledere, administrasjonssjefer/seksjonsledere, dekaner og fakultetsdirektører med god og hensiktsmessig ledelse som mål.

• Rekruttering

For et universitet er menneskene den viktigste ressursen. Å få tak i gode medarbeidere – både faglige, administrative og tekniske – er avgjørende. Derfor blir det viktig å:

- Etablere program for særskilt talentfulle forskere tidlig i karrieren.
- Etablere program for å rekruttere internasjonalt ledende professorer til UiB.
- Styrke profileringen av UiB og gjøre det attraktivt for eksterne å søke administrative og tekniske lederstillinger ved UiB.
- Øke intern kompetanse og kvalitet i rekrutteringsprosessen.
- Videreutvikle og styrke servicesenter for internasjonal mobilitet.
- Etablere ordninger for karriereutvikling og muligheter for etter- og videreutdanning for teknisk/administrativt ansatte i tråd med virksomhetens behov.

• Finansiering

En stabil og forutsigbar økonomisk situasjon er avgjørende for implementering av strategien. Dette vil vi sikre ved å:

- Arbeide for en sikker og forutsigbar basisfinansiering og slik øke det økonomiske handlingsrommet.
- Gjennomgå dagens budsjettmodell med sikte på å utvikle interne budsjetteringsmekanismer som gir universitetet og fagmiljøene det nødvendige økonomiske handlingsrom.
- Tilrettelegging for økte BOA- inntekter.
- Vektlegge implementering av ny teknolog for å effektivisere bruken av universitetets ressurser.

• Digitalisering

Digitalisering har åpnet for nye muligheter innen både forskning, formidling, undervisning og innenfor administrasjon. For UiB er digital kompetanse viktig for oppnåelsen av våre strategiske mål. Vi vil arbeide for at:

- Nettbaserte tjenester skal være hovedregelen for UiBs kommunikasjon med ansatte og studenter.
- Ved hjelp av digitale arbeidsprosesser skal vi oppnå høy grad av brukervennlighet og tilgjengelighet.
- Digitalisering av forvaltningen skal brukes til å frigjøre ressurser til områder hvor behovet er stort.

- Gjennom programmet DigUiB utvikle nye digitale løsninger for undervisning og læringsressurser, utvikle ny formidlings- og læringslab og utvikle av alternative vurderingsformer og digitalisering av skoleeksamen.

- **Internasjonalisering**

UiB har alltid vært et universitet kjennetegnet av internasjonal virksomhet, og internasjonalisering skal også i denne perioden være et viktig tiltak for å oppnå våre strategiske mål. Vi skal:

- Arbeide for tettere relasjoner med utvalgte utenlandske læresteder og forskningsinstitusjoner.
- Utarbeide en god språkpolitikk for å kvalifisere studenter og ansatte til et internasjonalt arbeidsmarked og en global forskningsarena.
- Synliggjøre aktive samarbeidsavtaler med internasjonale institusjoner og våre utenlandssentre for studenter og ansatte.
- Sikre at det internasjonale samarbeidet bygger på en tett kobling mellom utdanning og forskning.
- Øke UiBs nettverk internasjonalt både i og utenfor akademien bl.a. gjennom å etablere representasjon i viktige byer og ved viktige institusjoner utenlands, inkludert et UiB-kontor i Brussel.
- Etablere flere engelskspråklige kurs og emner.
- Støtte opp under de nasjonalt vedtatte internasjonaliseringsstrategiene for akademien
- Sikre høy kvalitet i det administrative støtteapparatet.

- **Læringsmiljø:**

For at våre studenter skal få det best mulige utbytte av sine studier og være aktive bidragsytere til samfunnet er det viktig å:

- Tilby og oppfordre til jevnlig pedagogisk oppdatering av våre lærere.
- Prioritere undervisningsrom og studiearealer av god kvalitet.
- Sørge for at alle fakulteter har mottaksstrategier som gir en god start for studentene både faglig og sosialt, herunder faglig-sosiale møteplasser/studentlokaler på alle fakultet.
- Synliggjøre og vektlegge tilbakemeldingssystemene og fremheve viktigheten av lærernes og studentenes felles deltagelse i fagutviklingen.

Universitetet i Bergen / 2014

Kartlegging av organisasjonens omdømme

O R D K R A F T

Om undersøkelsen

Denne omdømmeundersøkelsen er gjennomført av Ordkraft på oppdrag fra Universitetet i Bergen (UiB). I tillegg til å presentere resultatene fra undersøkelsen, suppleres rapporten med relevante enkeltelementer fra Omdømmebarometeret 2013 for Bergensregionen. Denne rapporten kan i sin helhet leses på www.omdømmebarometeret.no.

Datainnsamlingen er gjennomført av Ordkraft i samarbeid med vår samarbeidspartner Oxford Research. Bearbeiding av data, kvantitative analyser og utarbeidelse av rapporten er gjort av Ordkraft. Spørsmålsbatteriet er utarbeidet på bakgrunn av akseptert tilbud, erfaring fra tidligere omdømmeundersøkelser og i dialog mellom Ordkraft og UiB. Utvalg og kontaktdata er generert fra bedriftsdatabasen Proff Forvalt og supplert med respondentlister fra vår samarbeidspartner Oxford Research. Respondentene er ledere i virksomheter fra offentlig, privat og frivillig sektor, fordelt på ulike fagområder.

Undersøkelsen er gjennomført via web i perioden 15.09.14 til 02.10.14. 2819 personer svarte på hele eller deler av undersøkelsen, fordelt på 1424 respondenter fra Hordaland, 1045 fra Rogaland og 350 fra Sogn og Fjordane. Total svarprosent er 21,5 %. Respondentenes fordeling på øvrige demografiske variabler finnes i vedlegget bakerst i rapporten. Rådata fra webundersøkelsen er systematisert og analysert ved bruk av frekvensfordelinger og krysstabeller i statistikkprogrammet SPSS. For krysstabellene er det kjørt signifikanstesting. Det gjør det mulig å si noe om enkelte statistiske sammenhenger, men ikke kausale sammenhenger.

Som informasjonen i figurene i rapporten vil vise, så varierer antall respondenter (n) fra spørsmål til spørsmål. Dette er fordi flere respondenter kun har besvart deler av undersøkelsen, og fordi man enkelte steder i undersøkelsen filtrerte ut respondenter som for eksempel ikke hadde kjennskap til UiB.

I tillegg til å rapportere vesentlige observasjoner på tvers av alle respondentgruppene, er enkelte signifikante forskjeller i demografiske variabler kommentert i rapporten. I de tilfeller der forskjeller i demografien ikke er kommentert, er det fordi det ikke har vært signifikante sammenhenger eller et veldig lavt antall respondenter i den enkelte kategori. I tillegg er det noen sammenhenger som er gjennomgående i undersøkelsen. De er kommentert i *Om resultatene*, som er neste del av rapporten. Resultatene fra hvert relevant spørsmål er fremstilt ved hjelp av en grafisk figur. Resultatene er dernest kommentert i etterkant av én eller flere av figurene. Enkelte spørsmål er ikke fremstilt grafisk og/eller kommentert i teksten, fordi de i stor grad har samme meningsinnhold som ett eller flere andre spørsmål som er presentert.

Det er ikke tatt hensyn til UiBs strategier, målsettinger eller visjoner i analyser eller vurderinger av funn. Det er derfor forsøkt å unngå å karakterisere resultater som gode eller dårlige. I den grad enkeltresultater er forsøkt forklart, er det gjort på bakgrunn av funn i selve undersøkelsen.

Rapporten er bygd opp tematisk, slik at de ulike spørsmålene er fordelt under ni hovedoverskrifter. I tillegg følger det på slutten av rapporten en del med elementer fra Omdømmebarometeret for Bergensregionen 2013, og et vedlegg med respondentenes fordeling på ulike demografiske variabler. På de neste sidene vil enkelte av resultatene kommenteres og oppsummeres.

Om resultatene

Bakgrunnsvariablene

Som vedlegget viser tar analysen opp i seg en rekke demografiske variabler – altså ulike trekk ved respondentene. Enkelte av disse har påvirkning på enkelte av resultatene og er kommentert direkte i rapporten. Vi vil likevel her knytte kommentarer til noen av bakgrunnsvariablene.

Fylke:

Som den demografiske oversikten i vedlegget viser er det stor forskjell i antall respondenter fra de tre fylkene i undersøkelsen. Hordaland har over 50 % av respondentene, mens Rogaland har 37 % og Sogn og Fjordane kun 12 %. Dette er det viktig å ha i mente når vi leser de totale resultatene på hvert spørsmål. Det er nærliggende å anta at respondenter bosatt i Hordaland har mer kjennskap til UiB enn andre respondenter, og også at de vil være mer tilbøyelig til å være positiv til ulike sider ved UiB. Disse to elementene resulterer i at respondenter fra Hordaland i mindre grad enn de andre svarer "vet ikke" på spørsmålene, og at respondenter fra Hordaland ofte svarer signifikant mer positivt på de ulike spørsmålene. I analysen har vi også isolert respondenter fra Bergen i en egen kategori, og vi ser at det forsterker bildet ytterligere. Dette må vi ha med oss når rapporten leses, men det er også kommentert direkte flere steder.

Næringshovedområde:

Respondentene er i datasettet knyttet til standardiserte yrkesgrupper. Når man foretar en slik sortering får variabelen en stor mengde kategorier og derfor et lavt antall respondenter i flere av kategoriene. Av den grunn er det i liten grad mulig i denne undersøkelsen å peke på forskjeller i svarene basert på yrkesgrupper. En gjennomgang av yrkesgruppernes svar på de ulike spørsmålene gjør det likevel mulig å gi et mer generelt bilde. Yrkesgrupper som antas å ha en stor andel ansatte i offentlig sektor og ansatte i finans og eiendom synes å være mer positive enn gjennomsnittet på de fleste spørsmålene, mens ansatte i yrkesgrupper som industri, primærnæring og anleggsbransjen synes å være mindre positive.

Sektor:

En av de gjennomgående statistiske forskjellene i undersøkelsen er skillet mellom offentlig og privat ansatte respondenter. Denne variabelen viser mye av det samme overordnede bildet som vi så på variabelen næringshovedområde. Det er også viktig å ha med seg at 73,4 % av respondentene er ansatt i privat sektor, mens 21,9 % er ansatt i offentlig sektor. Når det gjelder frivillig sektor er respondenttallet her så lavt at det i liten grad er mulig å si noe om effekten.

Ansettelsesansvar:

Som rapporten vil vise er det ingen kommentarer knyttet til denne variabelen, da den ikke ga relevante signifikante utslag på noen av spørsmålene.

Sentrale funn i hvert kapittel

1. *Holdninger til universitetssektoren i Norge*

Respondentene er tilnærmet entydig enige i at universitetene har en viktig funksjon i samfunnet. Godt over halvparten mener også at universitetene gir en annen kunnskap og kompetanse enn høyskolene. Når det gjelder nytte for egen arbeidsplass er ansatte i offentlig sektor i mye større grad enig i påstanden enn ansatte i privat sektor. Mens NTNU, UiB og UiO tar omtrent like stor andel på spørsmålet om de fremste universitetene i Norge, vurdert av respondenter i Hordaland, Rogaland og Sogn og Fjordane, ser bildet annerledes ut når respondentene blir bedt om å rangere universitetene. Hele 58,6 % sier at NTNU er Norges fremste universitet, mens UiO foretrekkes av 22,4 % og UiB av 12,6 %. Også når respondentene skal rangere universitetene på fire ulike områder scorer NTNU desidert høyest, men her foretrekkes UiB foran UiO på alle fire områdene.

2. *Kjennskap og holdninger til Universitetet i Bergen*

3,6 % av respondentene svarer at de kjenner svært godt til UiB, mens 9,8 % svarer at de ikke kjenner UiB. Tyngdepunktet ligger på midten av skalaen. På dette spørsmålet er det selvfølgelig store forskjeller på fylkesvariabelen. Det er likevel ikke flere enn 5,3 % av respondentene fra Hordaland som svarer at de kjenner UiB svært godt. På spørsmålet om hvordan respondentene kjenner UiB gir kategoriene med indirekte kontakt større score enn de som innebærer direkte kontakt.

3. *UiB som institusjon*

Respondentene fordeler seg jevnt ut over skalaen på spørsmålet om UiBs samfunnsoppdrag synes klart. Det er likevel et tyngdepunkt mot den positive siden. Når de så blir bedt om å ta stilling til hvor klare mål UiB har sammenlignet med de andre universitetene, er det få som tar en gradert stilling til spørsmålet. Over 70 % svarer "vet ikke" eller "verken-eller".

4. *Personene tilknyttet UiB*

Respondentene ble bedt om å markere ulike egenskaper som de knyttet til henholdsvis ansatte og studenter ved UiB. For de ansatte var det alternativene kunnskapsrike, pålitelige og ryddige som fikk de høyeste scorene, mens det for studentene var kunnskapsrike, velvillige og pålitelige. 9,4 % mener at studentene ved UiB er late.

5. *Kunnskap og kompetanse*

Respondentene mener i stor grad at UiB leverer utdanninger og kandidater som samfunnet har bruk for. De peker på medisin, jus og samfunnsvitenskap som de tre fremste fagområdene. Rundt halvparten av respondentene husker ikke søkere fra UiB, mens 24,2 % mener at kandidater fra UiB har en kompetanse som matcher deres behov. Alle andre kategorier fikk lavere score.

6. *Forskning og innovasjon*

Respondentene er i stor grad enig i at UiB er en solid forskningsinstitusjon og leverer relevant forskning. På spørsmålet om UiB leverer forskning som er relevant for deres arbeidsplass er respondentene mindre entydige, og fordeler seg ut på skalaen. 34,7 % svarer "vet ikke" eller "verken-eller" på spørsmålet.

7. *Internasjonalisering*

Respondentene er i stor grad enige i at universitetene i Norge er internasjonalt orientert, men kun en liten andel ser seg i stand til å rangere UiB mot de andre universitetene. Hele 70,8 % svarer "vet ikke" eller "verken-eller" på spørsmålet om UiB er mer internasjonalt orientert enn andre. Samtidig svarer hele 89,3 % at det er viktig for samfunnet at UiB henter internasjonale impulser, mens de fordeler seg utover skalaen på spørsmålet om det samme er viktig for egen arbeidsplass.

8. *UiBs samhandling med samfunnet rundt seg*

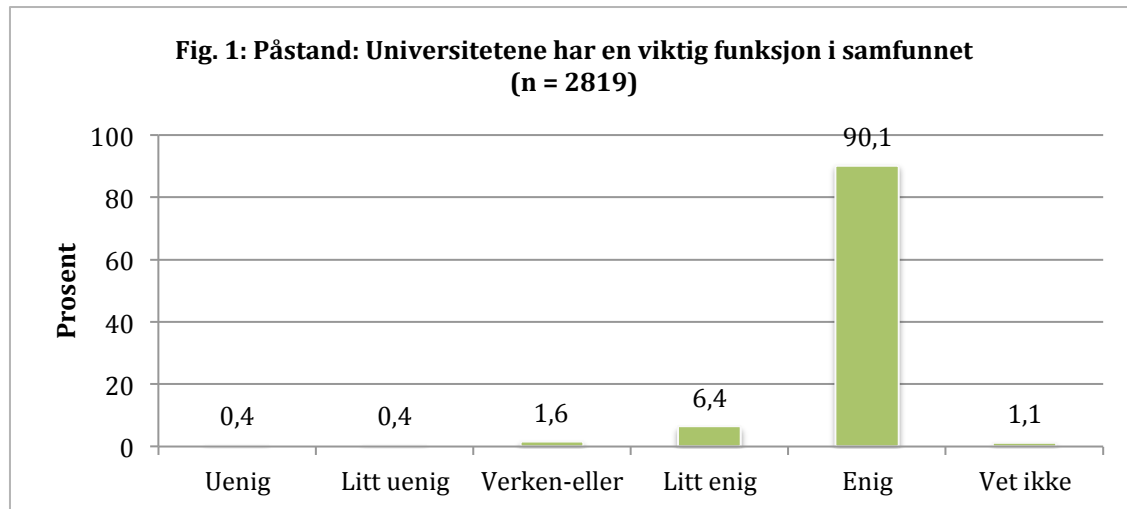
69,6 % av respondentene svarer at de ikke har kontakt med UiB. Respondentenes geografiske tilhørighet kan ikke forklare mye av størrelsen på denne kategorien, da tilsvarende tall for Hordaland er 60,2 %. For ansatte i privat sektor er det 75,3 % av respondentene som ikke har kontakt med UiB, mens tilsvarende tall for offentlig sektor er 53 %.

9. *UiB som relevant samfunnsaktør*

Respondentene er i stor grad enig i at UiB kan bidra til å løse fremtidens utfordringer på ulike områder. Det er en relativt stor forventning til at UiB bidrar tydelig i den offentlige debatten. Over halvparten svarer at de er "enig" i påstanden. Ser vi derimot på spørsmålene om respondentene oppfatter at ansatte og studenter faktisk er aktive i samfunnsdebatten, er tallene betydelig svakere, og "vet ikke"-kategorien er nærmere 50 %. Her er det altså et misforhold mellom forventninger og faktisk oppfatning.

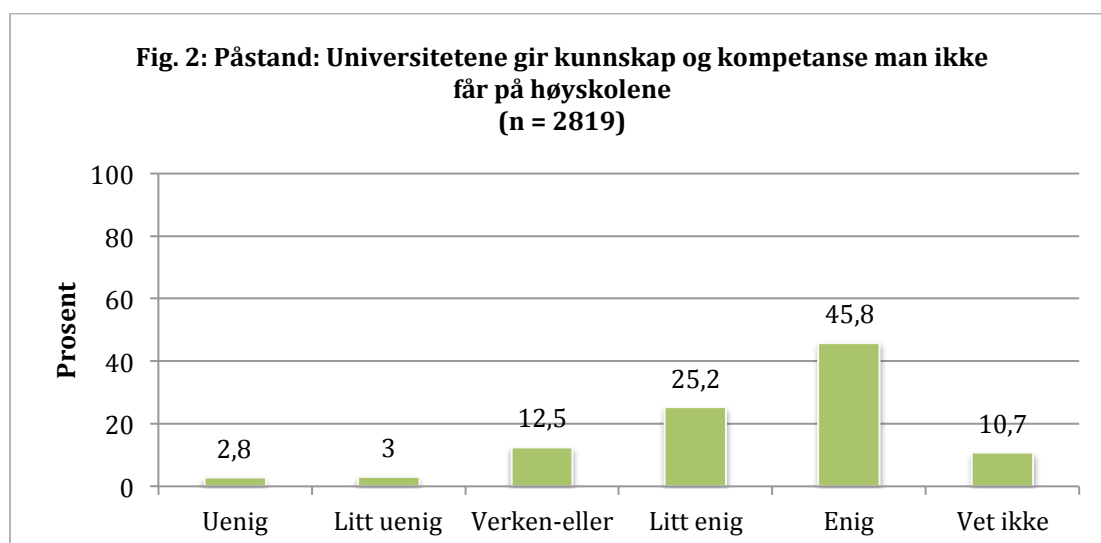
1. Holdninger til universitetssektoren i Norge

I denne delen av undersøkelsen er respondentene bedt om å ta stilling til påstander om universitetssektorens funksjon og kompetanse i Norge generelt. De er også bedt om å peke på og dernest rangere de tre fremste universitetene i landet.



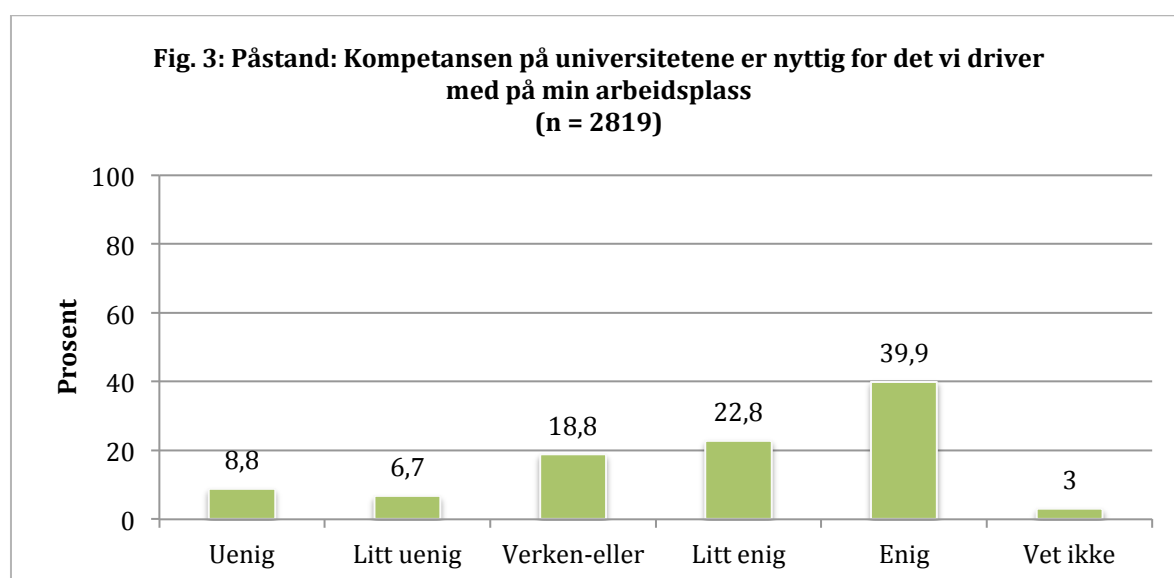
Figur 1 viser at respondentene mener at universitetene har en viktig funksjon i samfunnet, med 90,1 % svar på kategorien "enig". I tillegg er det svært få som svarer at de ikke vet.

Undersøkelsen viser at jo eldre man blir jo flere er "enig" i at universitetene har en viktig funksjon i samfunnet. Også om man fjerner den yngste aldersgruppen ("under 30), som har relativt få respondenter i utvalget, viser resultatet at andelen som svarer "enig" på spørsmålet øker gradvis med alderen. Variabelen som måler utdanningsnivå gir også utslag på påstanden om viktigheten av universitetenes funksjon i samfunnet. Andelen som svarer "enig" øker her parallelt med utdanningsnivå. Ser vi på hvilken sektor respondentene er ansatt i, er det kun svake utslag, men det er mulig å si at ansatte i offentlig sektor, med 94 %, i noe større grad enn andre er "enig" i påstanden.



I figur 2 ser vi på hvordan respondentene vurderer universitetene opp mot høyskolene. 71 % svarer at de er "enig" eller "litt enig" i påstanden om at universiteter gir en annen kunnskap og kompetanse enn høyskolene.

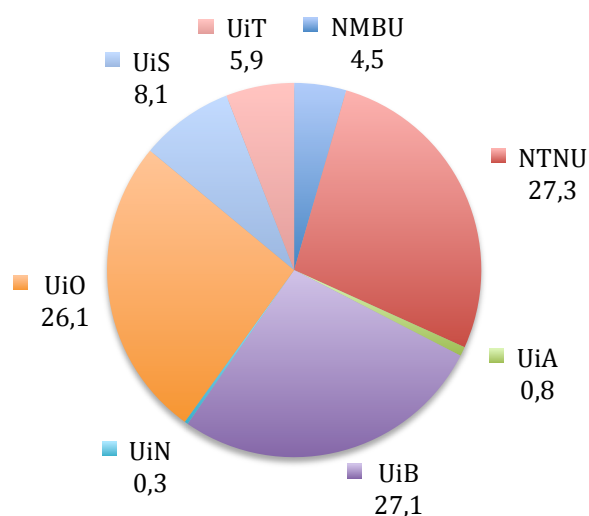
Kjønnsvariabelen gir signifikante utslag på spørsmålet, der menn i større grad enn kvinner synes å være "enig" i at universitetene gir en kunnskap og en kompetanse man ikke får på høyskolene. Også på dette spørsmålet påvirker aldersvariabelen respondentenes holdning til påstanden, der andelen "enig" øker med alderen. Når det gjelder utdanningsnivå er det en tydelig deling mellom de med inntil 3 års utdanning og de med mer enn 3 år. I første gruppe er 39,9 % "enig" i påstanden, mens tallet er 50,5 % i sistnevnte gruppe. En forklaring kan være sannsynligheten for at flere av de med lengst utdanning har gått på et universitet versus en høyskole.



På påstanden om at kompetansen på universitetene er nyttig for det de driver med på sin arbeidsplass svarer over 62,7 % at de er "enig" eller "litt enig". Samtidig svarer 18,8 % "verken-eller".

Respondenter fra Rogaland (44,7 %) er i større grad "enig" i påstanden enn respondenter fra Hordaland (37,6 %) og Sogn og Fjordane (35,1 %). Undersøkelsen viser også her en forskjell på kjønn, der kvinner, med 43,5 %, i større grad er "enig" i at kompetansen fra universitetene er nyttig for det de driver med på arbeidsplassen. Når vi vet at flere kvinner enn menn jobber i offentlig sektor, kan det henge sammen med at det er betydelig flere ansatte i offentlig sektor (54,5 %) enn i gjennomsnittet (39,9 %) som svarer det samme.

Fig. 4: Hvilke universiteter er de fremste i Norge (n = 2749)*

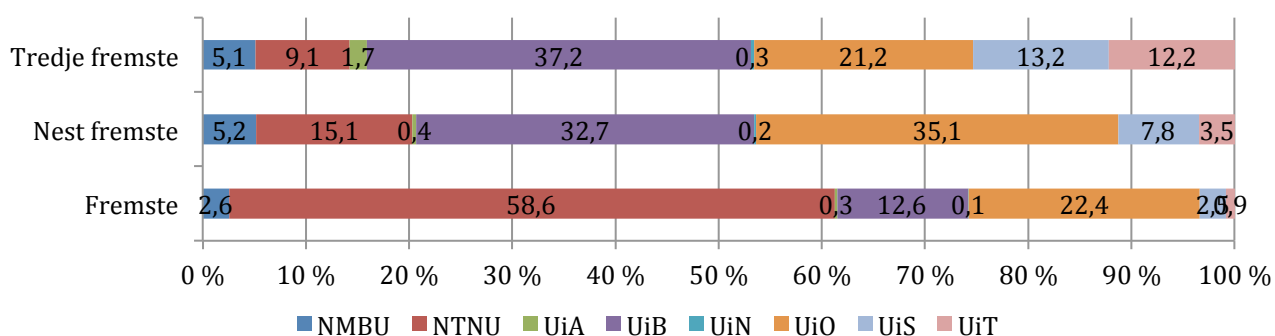


* Hver respondent har i undersøkelsen markert tre universiteter som de fremste i Norge. Markeringen i dette spørsmålet er ikke rangert. Tallene i figuren er oppgitt i prosentandel av det totale antall markeringer.

På spørsmålet om hvilke universiteter som er de fremste i Norge er respondentene bedt om å markere tre forskjellige universiteter, uten rangering. Tallene i figur 4 er prosentandeler av det totale antall avgitte markeringer. Som figuren viser er det tre universiteter (UiB, NTNU og UiO) som tar omtrent samme andel av markeringen, og til sammen i overkant av 80 %. Hvert av disse tre universitetene er markert som ett av tre av om lag 80 % av respondentene.

Ser vi på bakgrunnstallene for markeringer på UiB, viser det ikke overraskende at respondenter fra Hordaland i større grad enn andre har valgt universitetet som er lokalisert i eget fylke, med en andel på 92 % mot 79,9 % fra Sogn og Fjordane og 67 % fra Rogaland. Ser vi på respondenter fra Bergen, så øker andelen til 94,2 % for å inkludere UiB.

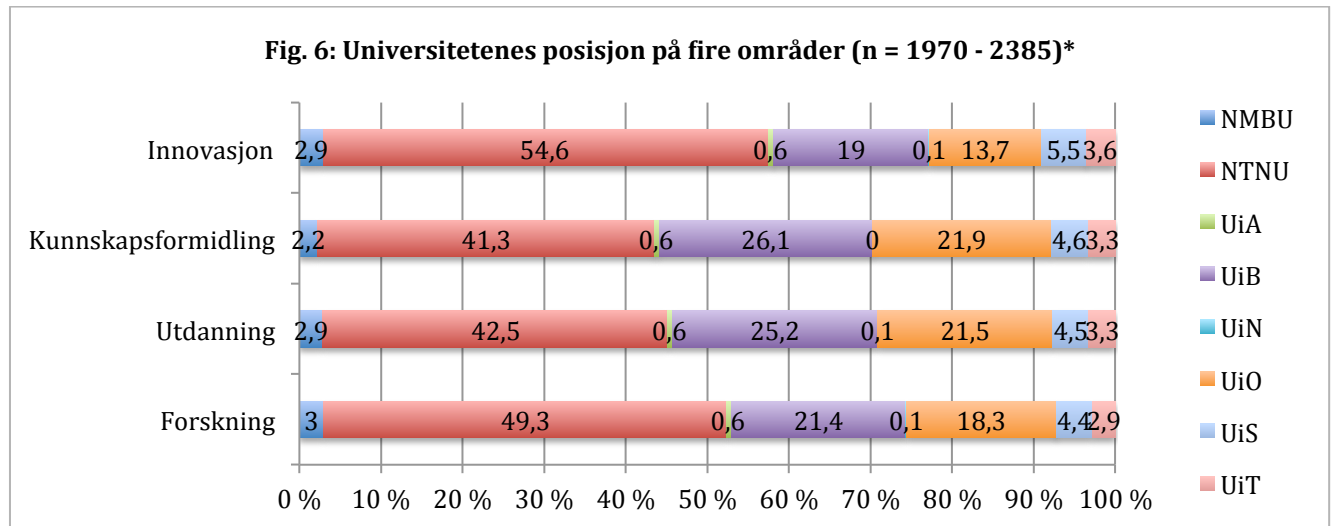
Fig. 5: Ranger de universitetene du mener er de tre fremste i Norge (n = 2513-2518)*



* Respondentene ble bedt om å rangere de tre universitetene de tidligere hadde pekt på som de tre fremste i Norge. Spørsmålet ble besvart med fritekst. Svar som ikke kunne identifiseres og kodes som ett av åtte universiteter er fjernet fra datasettet. Antall respondenter er av den grunn ulik i de tre spørsmålene. Tallene i figuren er oppgitt i prosentandeler av det totale antall valide svar på hvert spørsmål.

Respondentene ble bedt om å rangere de tre universitetene fra figur 4 (fremste, nest fremste og tredje fremste). Som figur 5 viser synliggjøres nå et styrkeforhold mellom de tre fremste universitetene der NTNU, med en andel på nærmere 60 %, blir rangert som det fremste universitetet i Norge. Dernest kommer UiO (22,4 %) og UiB (12,6 %).

Ser vi nærmere på respondentene er det ikke overraskende flest fra Hordaland som har rangert UiB høyest og flest fra Rogaland som har rangert UiS høyest. Når det gjelder de respondentene som har rangert NTNU og UiO høyest er det kun marginale forskjeller mellom de tre fylkene i undersøkelsen, selv om det i begge tilfeller er noen færre Hordaland-respondenter.

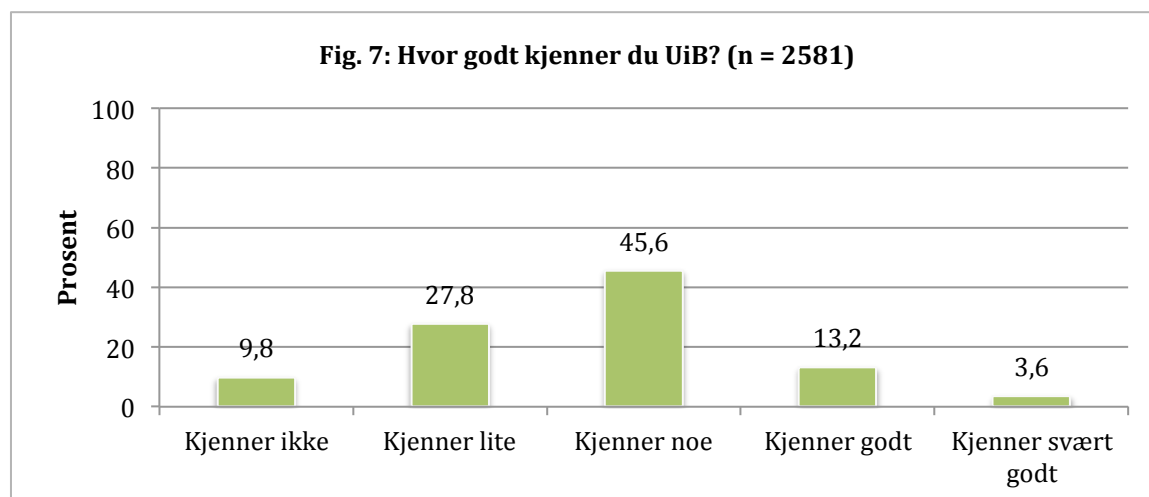


* På dette spørsmålet er respondentene bedt om å ta stilling til hvor sterk posisjon de tre universitetene de tidligere har markert som de fremste, er innen fire områder. På hvert område kunne respondentene gi universitetene tallet 1, 2 eller 3, der 1 betyr sterk posisjon. Figuren fremstiller de forskjellige universitetenes andel av markeringen "1" innen de fire områdene.

Figur 6 viser at universitetenes posisjon langt på vei rangeres likt på tvers av de fire områdene som måles. Den viser også at NTNU, som i den tidligere generelle rangeringen, vektet betraktelig sterkere enn de andre universitetene, og at UiB på alle områdene vektet noe sterkere enn UiO. Igjen må det tas høyde for at respondentene er fra fylker med geografisk nærhet til UiB. Likevel er det verdt å merke seg at selv om UiO av flere enn for UiB ble pekt på som det fremste universitetet i Norge, så scorer UiB bedre når respondentene skal ta stilling til universitetenes posisjon på enkeltområder. Mønsteret er relativt likt på tvers av de fire områdene. Mens NTNU scorer høyest på innovasjon og forskning, er kunnskapsformidling og utdanning de to sterkeste områdene til UiB og UiO.

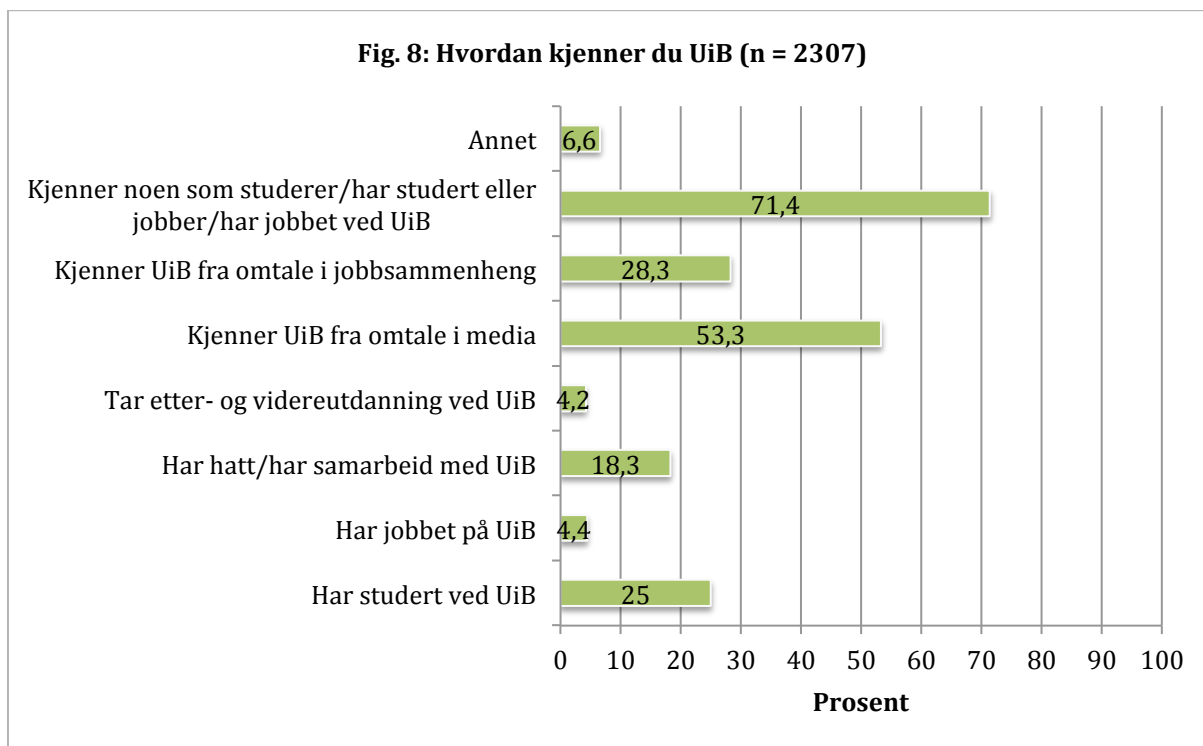
2. Kjennskap og holdninger til Universitetet i Bergen

I denne delen av undersøkelsen blir respondentene testet på kjennskap om og holdninger til Universitetet i Bergen spesielt. De blir spurt om hvor godt og hvordan de kjenner UiB, og blir bedt om å ta stilling til hvordan universitetet bidrar til samfunnet på et overordnet plan.



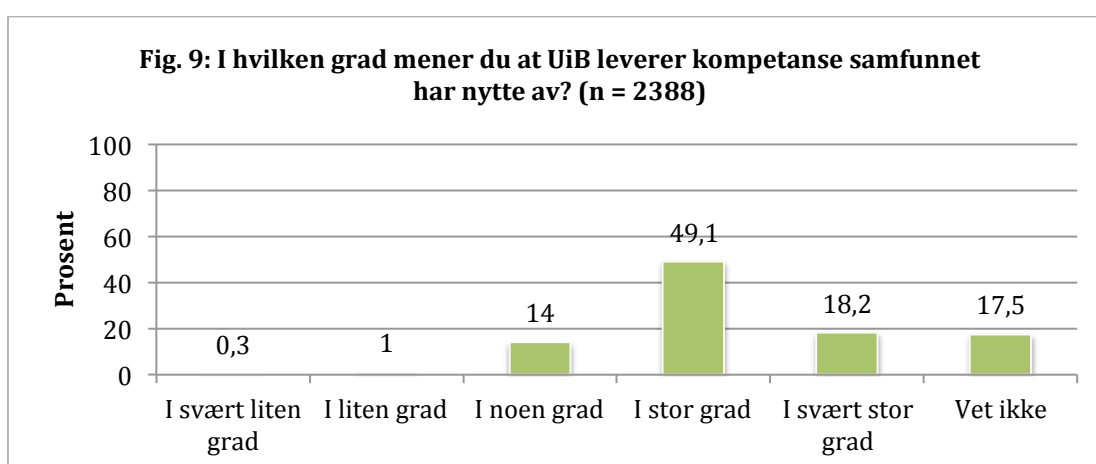
På spørsmålet om hvor godt respondentene kjenner UiB viser figur 7 at det er 16,8 % som svarer at de "kjenner godt" eller "kjenner svært godt" til universitetet. Tyngdepunktet av respondentene svarer at de "kjenner noe" eller "kjenner lite", mens 9,8 % svarer at de ikke kjenner UiB.

Ser vi på bakgrunnsvariablene viser fylkesfordelingen ikke overraskende at respondenter fra Hordaland kjenner best til UiB og at respondenter fra Rogaland i minst grad kjenner UiB. Det er likevel ikke flere enn 5,3 % av respondentene fra Hordaland som svarer at de kjenner UiB svært godt, mens 17,9 % svarer at de kjenner universitetet godt. Tilsvarende tall for Bergen isolert er 7,6 % og 21,3 %. Ser vi på alderssammensetningen antyder den at de yngste kjenner best til UiB. Det kan forklares med at det er kortest tid siden de selv var studenter, men antall respondenter i de yngste alderskategoriene er også så lavt at usikkerheten er stor. Vi ser at utdanningsnivå påvirker kjennskapen positivt. Blant annet svarer 20,9 % av de med høyest utdanning at de kjenner UiB godt, mens tilsvarende tall for de med grunnskole som høyest fullførte utdanning er 0 %, og for de med videregående skole er tallet 4,8 %. Hvorvidt man er ansatt i offentlig eller privat sektor påvirker også kjennskapen til universitetet. Totalbildet er at ansatte i offentlig sektor i større grad kjenner UiB enn ansatte i privat sektor. Også ansatte i frivillig sektor ser ut til å kjenne godt til UiB, men her er antall respondenter lavt og usikkerheten i datamaterialet derfor høy.



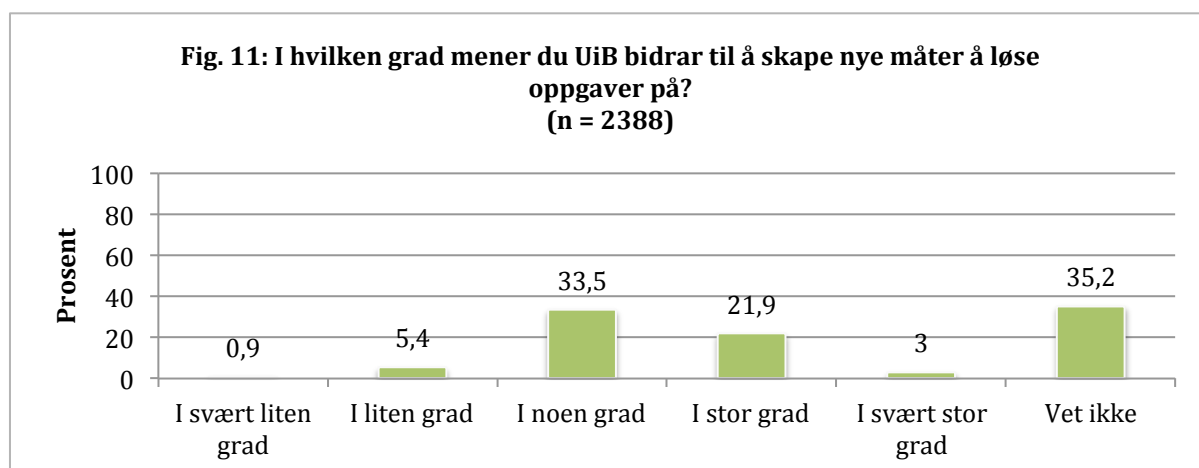
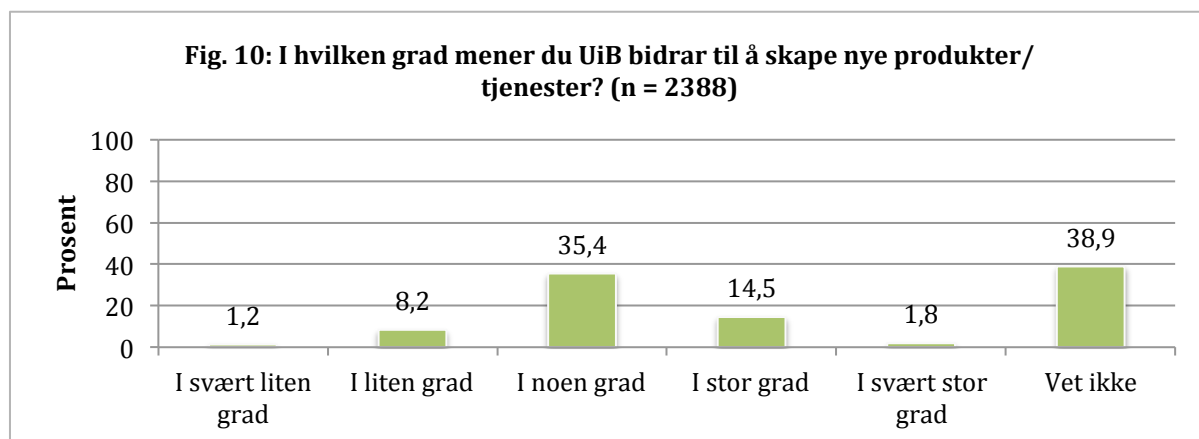
I figur 8 presenteres tallene for hvordan respondentene kjenner UiB. De som i foregående spørsmål svarte at de "kjenner ikke" UiB, er filtrert ut på dette spørsmålet. Flere svar var mulig, og stolpene i figuren representerer den prosentandel av respondentene som valgte den enkelte kategori.

Som figuren viser omhandler de tre største kategoriene en kjennskap til UiB som er indirekte (via andre, via omtale i media eller via omtale på jobb), mens de kategoriene der respondenten har vært i kontakt med UiB direkte, har lavere score.



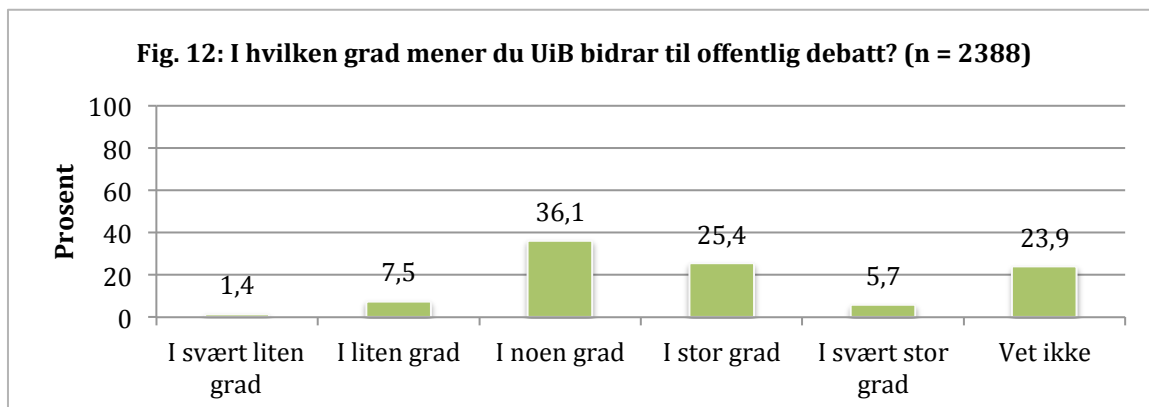
På det overordnede spørsmålet om UiBs leveranse av samfunnsnyttig kompetanse, fremstilt i figur 9, svarer 67,3 % av respondentene "i stor grad" eller "i svært stor grad", mens kun en marginal gruppe befinner seg i andre enden av skalaen.

Ser vi på "vet ikke"-kategorien finner vi her klart færrest respondenter i Hordaland (9,3 %) og flest i Rogaland (28,6 %). Kvinner er noe mer positive enn menn til at UiB leverer kompetanse samfunnet har nytte av, de eldre er noe mer positive enn de yngre og de med høyest utdanning er mer positive enn de med lavere utdanning. Sektortilhørighet gir utslag også på dette spørsmålet. Blant de ansatte i offentlig sektor er det 20,5 % som svarer "i svært stor grad", mens tilsvarende tall for ansatte i privat sektor er 17 %.



Figur 10 og 11 presenterer respondentenes svar på spørsmålene om UiB bidrar til å skape nye produkter/tjenester eller å skape nye måter å løse oppgaver på. Felles for resultatene er den store andelen respondenter som har svart "vet ikke". Et stort antall av respondentene har altså vurdert seg selv til ikke å være i stand til å svare på spørsmålene. Sammenlignet med gjennomsnittet er det flere fra Rogaland og Sogn og Fjordane, og færre fra Hordaland som svarer "vet ikke", men om lag én fjerdedel av respondentene fra Hordaland er likevel en betydelig andel. Vi ser også at kvinner svarer "vet ikke" i mye større grad enn menn på disse to spørsmålene, og at både alder og utdanningsnivå påvirker andelen som tar stilling til spørsmålene.

Ser vi på de som har svart på spørsmålene gjennom å markere en gradert kategori, ligger tyngdepunktet på begge spørsmålene i midten, og få har svart "i svært liten grad" eller "i svært stor grad". Det er likevel grunnlag for å si at tyngdepunktet heller mot positiv retning på skalaen i begge tilfeller.

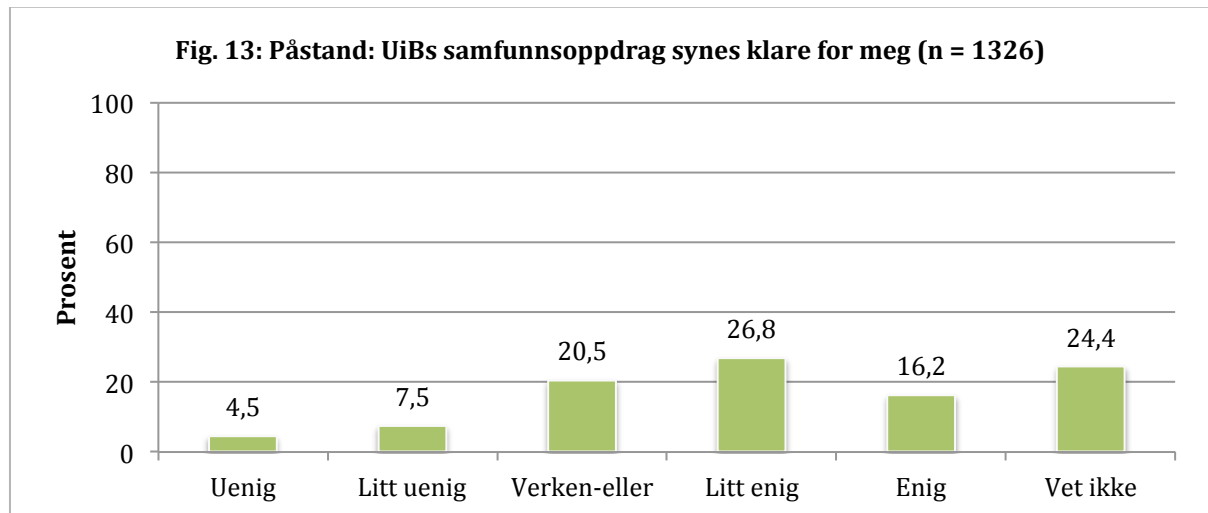


Respondentene er spurt om i hvilken grad de mener UiB bidrar til offentlig debatt. Ser vi på svarfordelingen i figur 12 ligger tyngdepunktet i midten, men med en tydelig helning mot den positive siden av skalaen for de som har besvart spørsmålet med en gradert kategori.

Også på dette spørsmålet er andelen som har svart "vet ikke" relativt høy. Bakgrunnstallene viser likevel at mye av forklaringen kan antas å ligge på respondentenes geografiske tilhørighet. Mens 12,5 % av respondenter fra Hordaland svarer "vet ikke", er tilsvarende tall for Rogaland 39,5 %. Respondenter i Sogn og Fjordane ligger like under gjennomsnittet med 24 %. Isolert for Bergen er tallet 9,9 %. Som i de to foregående spørsmålene synker andelen "vet ikke" med økende alder og økende utdanningsnivå. Det er også færre i offentlig sektor enn privat sektor som ikke tar stilling til spørsmålet.

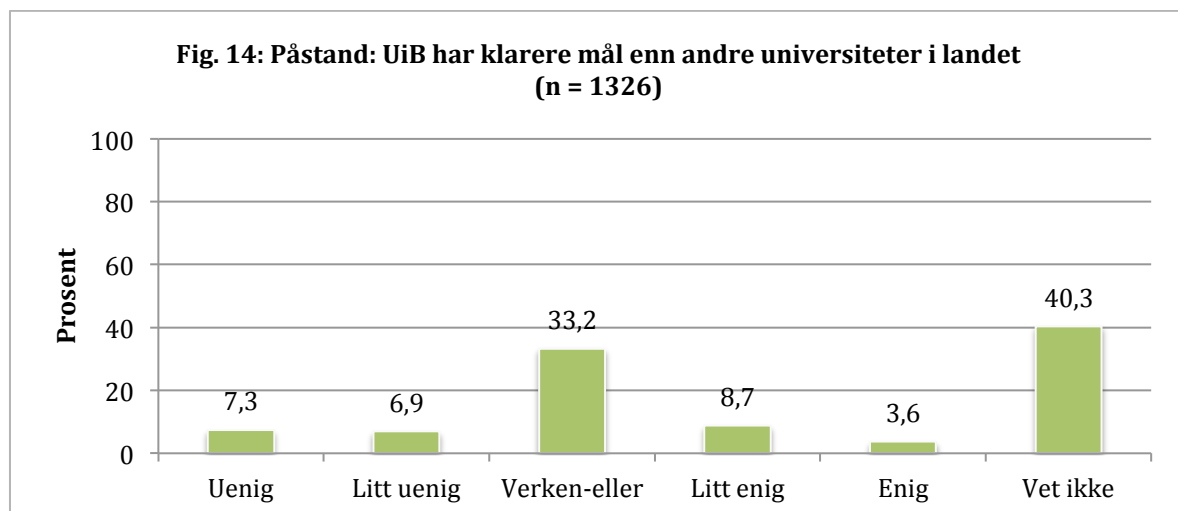
3. UiB som institusjon

I følgende del av undersøkelsen bes respondentene om vurdere tydeligheten i UiBs samfunnsoppdrag og mål, samt svare på spørsmål om de selv kunne tenke seg å jobbe ved UiB.



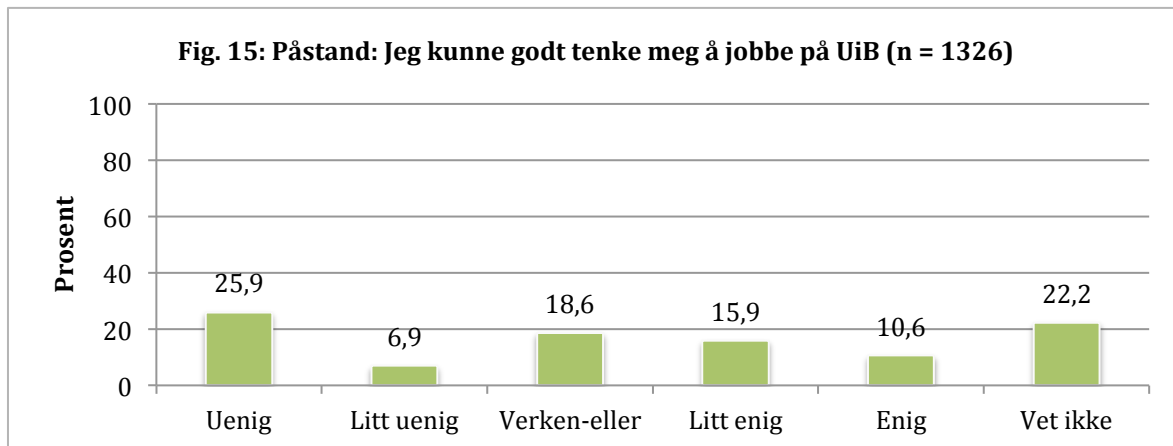
Som figur 13 viser, svarer noe under halvparten (44,9 %) av respondentene "vet ikke" eller "verken-eller" på påstanden om at UiBs samfunnsoppdrag synes klart. En stor andel anser seg altså ikke i stand til å gradere eget syn på hvor klart universitetets samfunnsoppdrag er. Ser vi på de som har gradert – og ser bort fra kategorien "verken-eller" – så er størsteparten "litt enig" eller "enig" i påstanden.

Ser vi på respondentene fra Hordaland er det der færre som svarer "vet ikke" og flere som da er enig i at samfunnsoppdraget til UiB synes klart, enn det er i Sogn og Fjordane og Rogaland.



I spørsmålet som er illustrert i figur 14, er respondentene bedt om å svare på om UiB har klarere mål enn andre universiteter i Norge. Hele 73,5 % av respondentene svarer "vet ikke" eller "verken-eller" på spørsmålet, noe som kan tolkes dit at en stor andel ikke anser seg i stand til å ta stilling til påstanden. Den geografiske forskjellen er i dette spørsmålet ikke like stor som vi

har sett i tidligere spørsmål. Det kan antas å være fordi dette spørsmålet fordrer kunnskap om alle universitetene, ikke utelukkende om UiB. Ser vi på kjønnsvariabelen er det flere kvinner enn menn som svarer "vet ikke", og flere menn enn kvinner som svarer "verken-eller". Med en så stor andel "vet ikke" og "verken-eller" er både prosentandel og antallet respondenter som har gradert spørsmålet, lavt. Resultatene er som vist i figur 14 uten tydelig retning, og det lave respondenttallet gjør i tillegg usikkerheten høy.

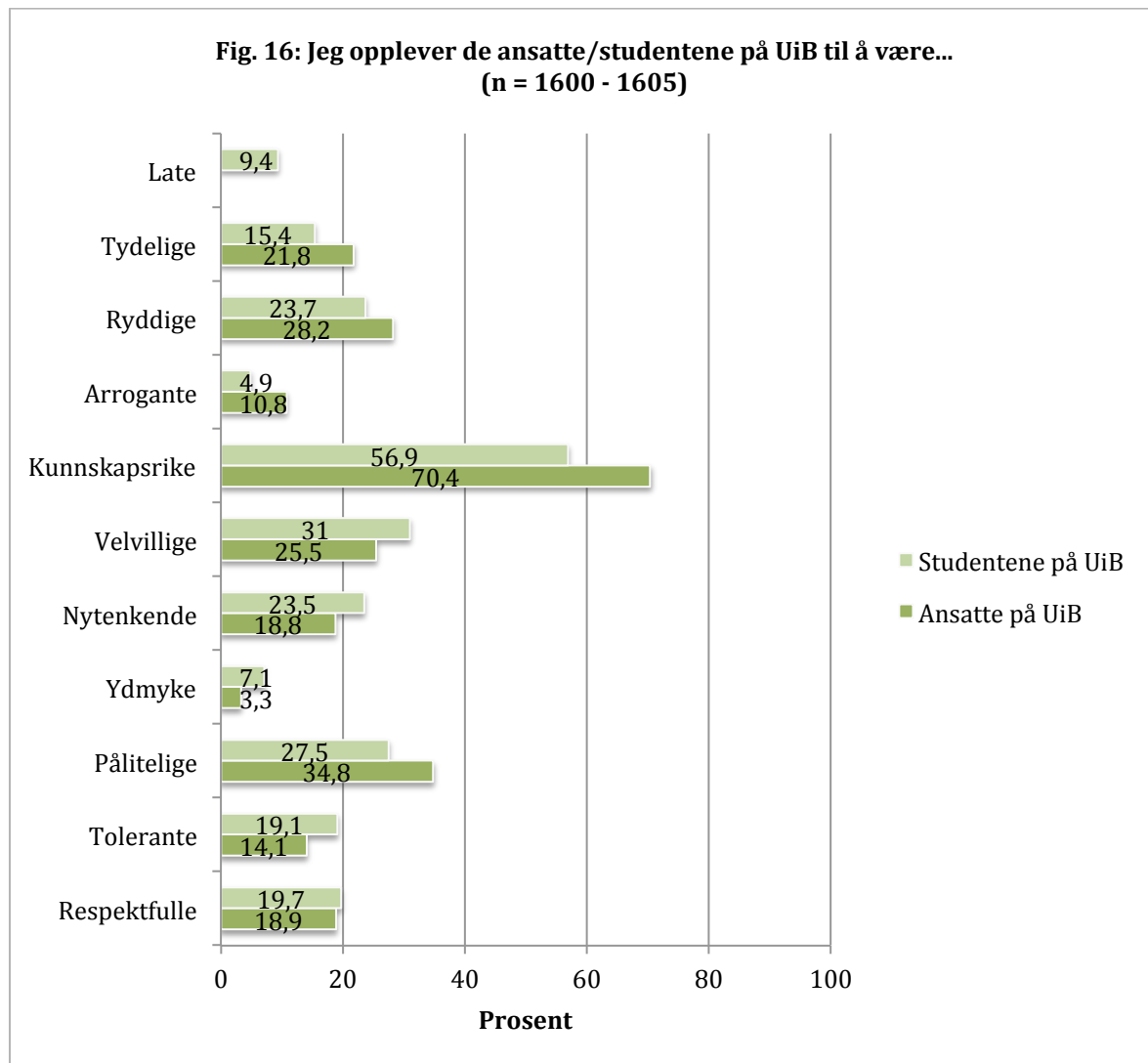


I figur 15 fremstilles respondentenes svar på om de kunne tenke seg å jobbe på UiB. Totalbildet viser en jevn fordeling utover skalaen, i kombinasjon med en relativt høy andel "vet ikke" og "verken-eller". Det er færre fra Hordaland enn de to andre fylkene som svarer "vet ikke". Ser vi på de to graderte ytterpunktene er det betydelig flere som svarer "uenig" på påstanden (25,9 %) enn det er som svarer "enig" (10,6 %).

Det er flere fra Hordaland og Sogn og Fjordane enn det er fra Rogaland som svarer at de er "enig" eller "litt enig" i påstanden, men antallet respondenter i kategorien totalt sett er lavt, spesielt for Sogn og Fjordane. Blant respondenter med 3 år eller mer på høyskole/universitet er det flere i den gruppen enn i gjennomsnittet som svarer "enig" eller "litt enig" på påstanden. Samtidig synker andelen "vet ikke" parallelt med økning i utdanningsnivå. Hvilken sektor respondentene tilhører ser ut til å påvirke hvorvidt de kunne tenke seg å jobbe på UiB. Slår vi sammen gruppene "enig" og "litt enig" blir andelen til ansatte i offentlig sektor 36,6 % mot 22,5 % i privat sektor.

4. Personene tilknyttet UiB

I denne delen av undersøkelsen blir respondentene bedt om å beskrive hvordan de opplever ansatte og studenter ved UiB, gjennom å markere inntil fem ulike beskrivende ord på hver gruppe.

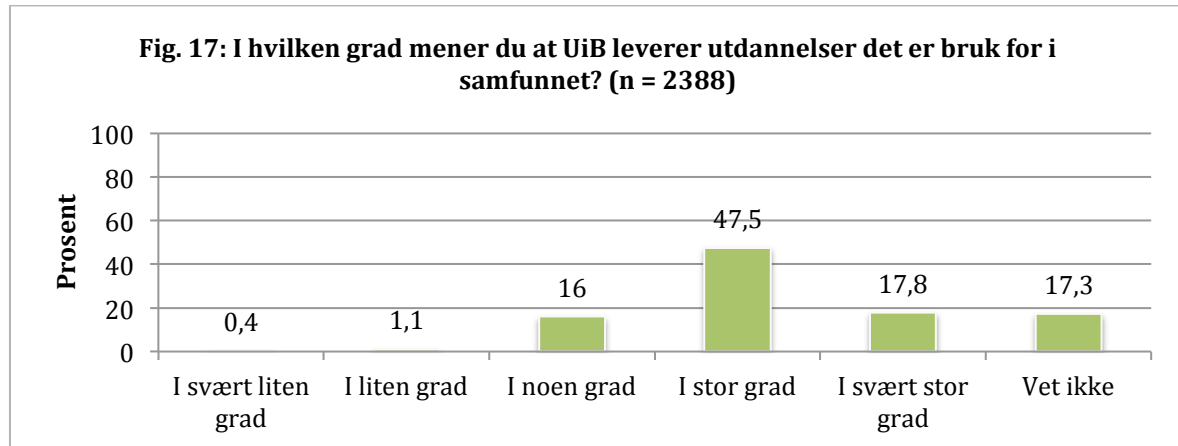


Figur 16 sammenstiller resultatene fra to ulike spørsmål i undersøkelsen. Én basert på hvordan respondentene opplever de ansatte ved UiB, og en tilsvarende for studentene ved UiB.

Respondentene kunne i undersøkelsen markere inntil fem ulike alternativer på hvert av de to spørsmålene. Alternativene var de samme i begge spørsmålene, men med ett unntak: For studenter var det også mulig å ta stilling til hvor vidt de ble opplevd som "late". I figuren har derfor dette alternativet kun én stolpe. Tallene som presenteres er prosentandel av respondentene som har markert på det enkelte alternativet, og kan tolkes hver for seg for studenter og ansatte, eller ved å sammenligne de to gruppene. På spørsmålet om de ansatte markerte hver respondent i snitt 2,4 av alternativene, mens det for studentene ble markert i snitt 2,5 alternativer. Det er få signifikante utslag på bakgrunnsvariablene på disse to spørsmålene.

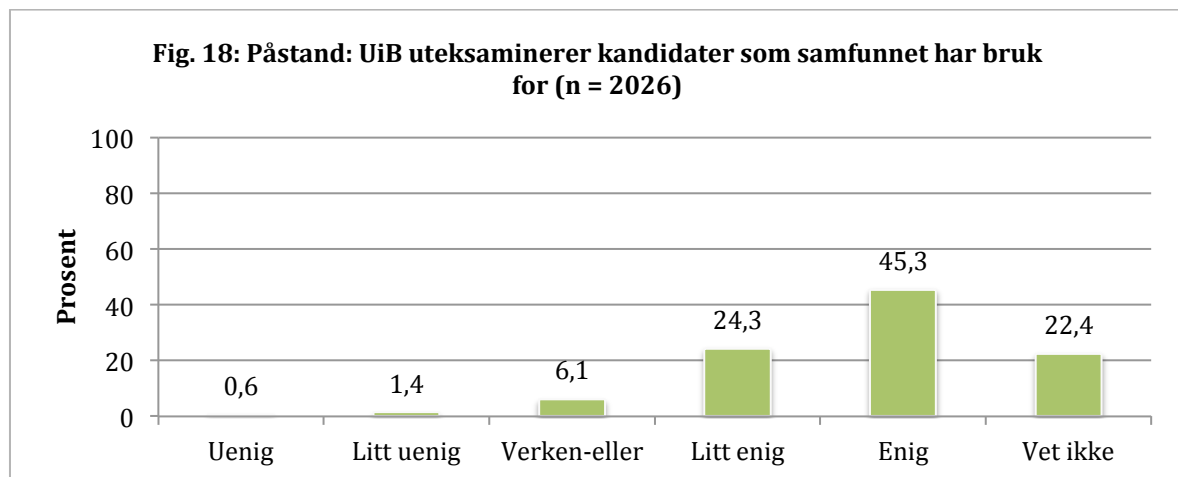
5. Kunnskap og kompetanse

I denne delen av undersøkelsen blir respondentene bedt om å ta stilling til ulike aspekter ved utdanningstilbudet til og kandidater fra UiB. De blir også bedt om å si noe om hvilke fagområder de mener er universitetets fremste.



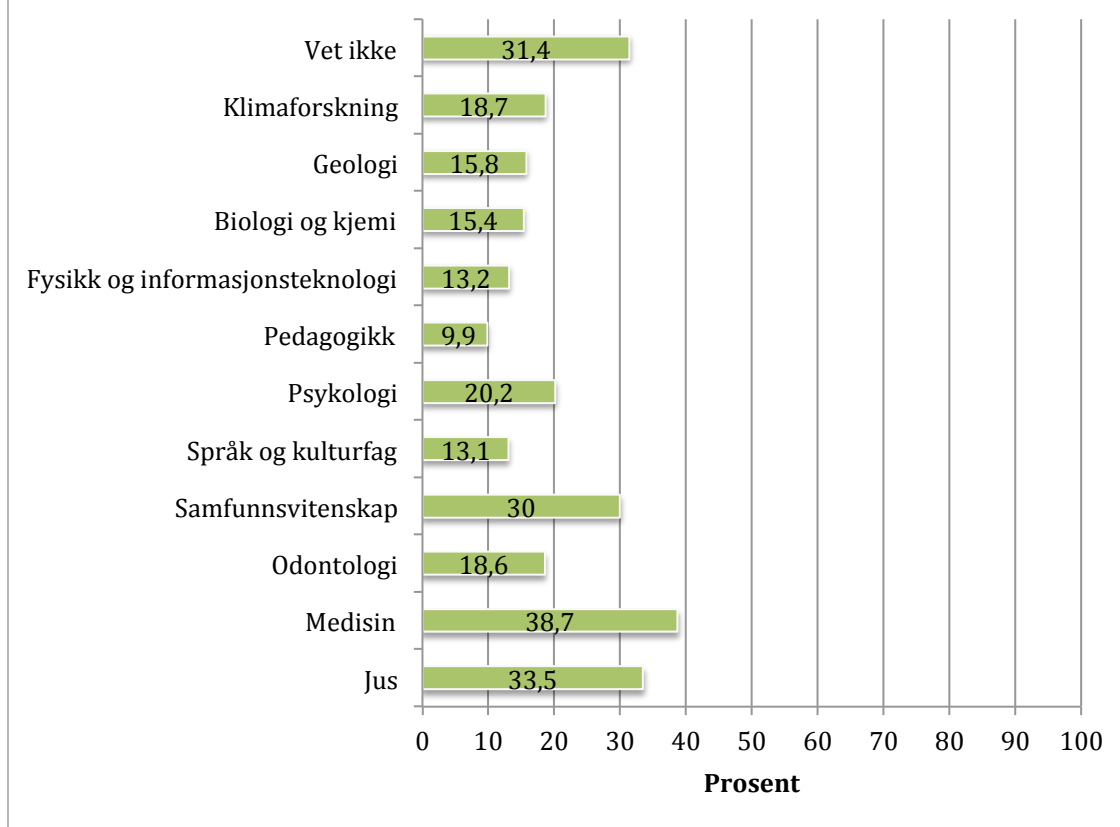
På spørsmålet om UiB leverer utdannelser det er bruk for i samfunnet, svarer 65,3 % at de "i svært stor grad" eller "i stor grad" gjør det. Kun 1,5 % har benyttet seg av de to motsatte kategoriene. Respondenter fra Hordaland er litt mer positive enn andre, kvinner er noe mer positive enn menn, og både høy utdannelse og økende alder ser ut til å slå positivt ut.

Ser vi på hvilken sektor respondentene jobber i, er ansatte i offentlig sektor noe mer positive enn ansatte i privat sektor. Slår vi igjen sammen de to positive kategoriene får offentlig ansatte en svarprosent på 78,1 %, mot 61 % for ansatte i privat sektor.



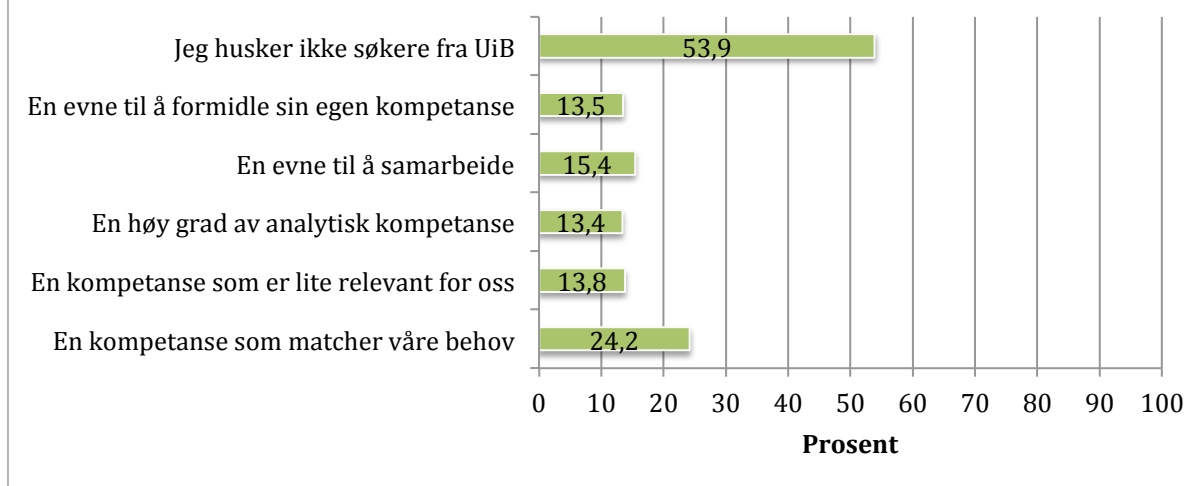
I likhet med forrige spørsmål om UiB leverer utdannelser det er bruk for i samfunnet, er respondentene i stor grad enig i at universitetet uteksaminerer kandidater som samfunnet har bruk for. Som figur 18 viser er det en litt større andel som svarer "vet ikke" på dette spørsmålet (22,4 %), mens 69,6 % svarer at de er "enig" eller "litt enig" i påstanden. Også på dette spørsmålet er ansatte i offentlig sektor i større grad positive.

Fig. 19: Hva mener du er UiBs fremste fagområde(r)? (n = 2168)



På spørsmålet om hva som er UiBs fremste fagområder fikk respondentene mulighet til å markere inntil fem alternativer. Figur 19 viser hvor stor andel av respondentene som markerte på de ulike fagområdene. Medisin, jus og samfunnsvitenskap er de tre områdene som får høyest svarandel, men det er også verdt å merke seg at 31,4 % har svart "vet ikke" på spørsmålet. Andelen "vet ikke" er noe lavere i Hordaland (24,6 %) enn i Rogaland (39,7 %) og Sogn og Fjordane (34,8 %).

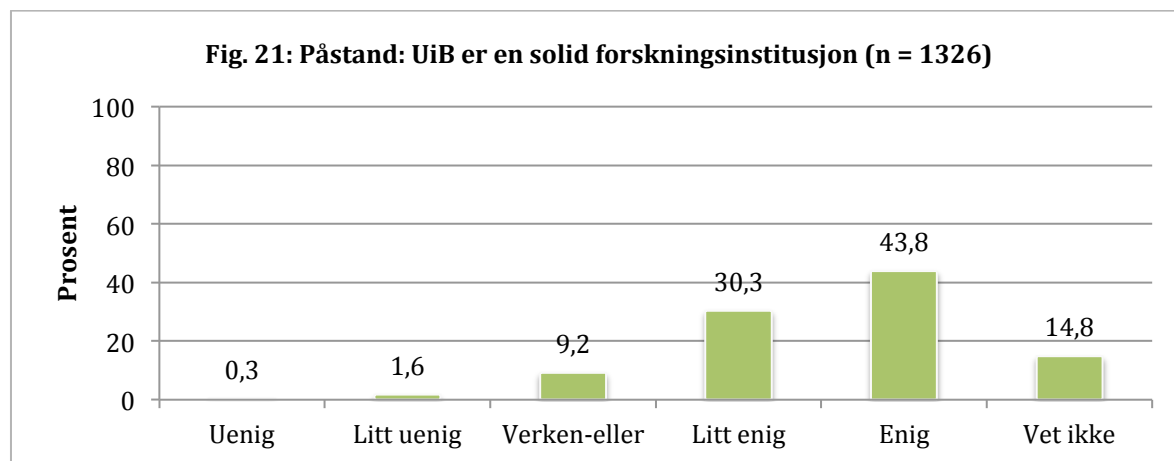
Fig. 20: Kandidater fra UiB som søker jobb hos oss kommer med... (n = 2360)



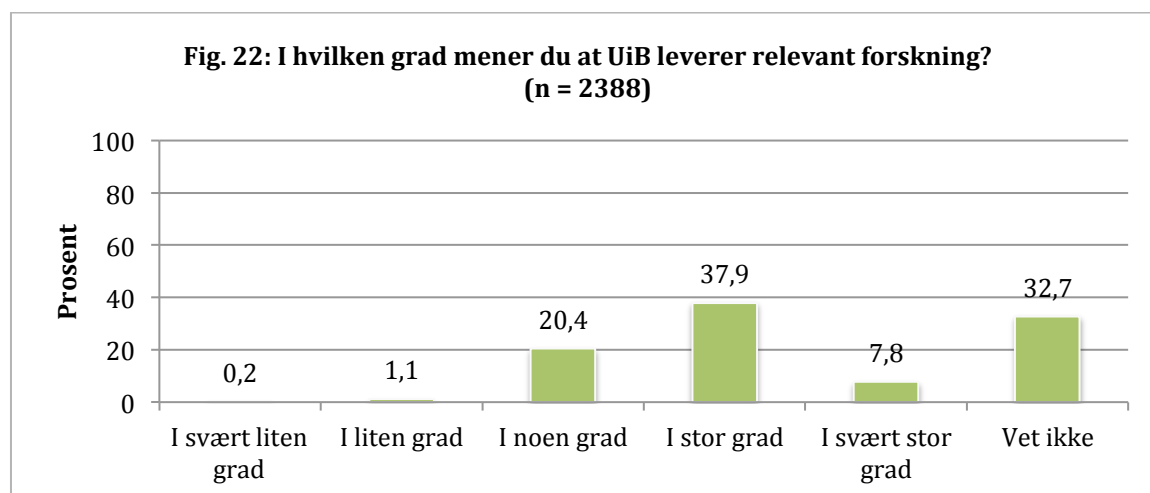
Figur 20 viser svarene på spørsmålet om hva slags kompetanse respondentene mener kandidater fra UiB tar med seg ut i arbeidslivet. Det var mulig å markere flere svar. Totalbildet viser at 53,9 % har svart at de ikke husker søkere fra UiB. Ser vi på fylkesfordelingen er det tallet noe lavere for Hordaland (46,2 %) og høyest for Rogaland (64,1 %). For Bergen isolert er det 40,4 % som svarer at de ikke husker kandidater fra UiB. Blant de respondentene som markerte alternativer som definerte kandidaters kompetanse, fordelte de seg jevnt på alternativene, men som figur 20 viser fikk alternativet ”en kompetanse som matcher våre behov” markering fra en størst andel av respondentene (24,2 %).

6. Forskning og innovasjon

I denne delen av undersøkelsen blir respondentene bedt om å ta stilling til spørsmål angående forskningsinnsatsen til UiB, og spesielt forskningens relevans for ulike områder.



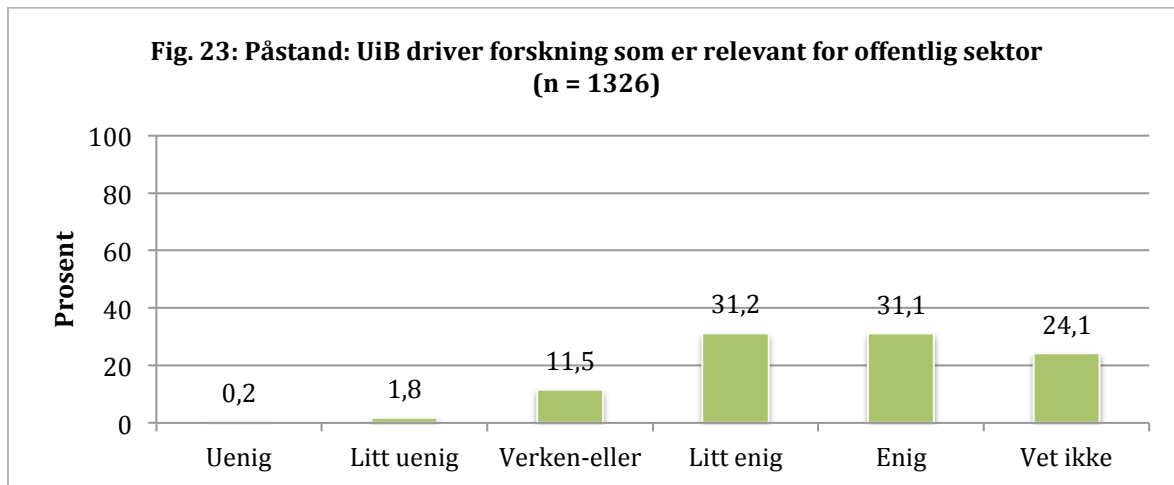
Som figur 21 viser er respondentene i stor grad enige i at UiB er en solid forskningsinstitusjon. 74,1 % svarer at de er "enig" eller "litt enig" i påstanden. Det er små forskjeller på tvers av fylkestilhørigheten, men inntrykket av UiB som en solid forskningsinstitusjon står likevel sterkt i alle tre respondentgruppene.



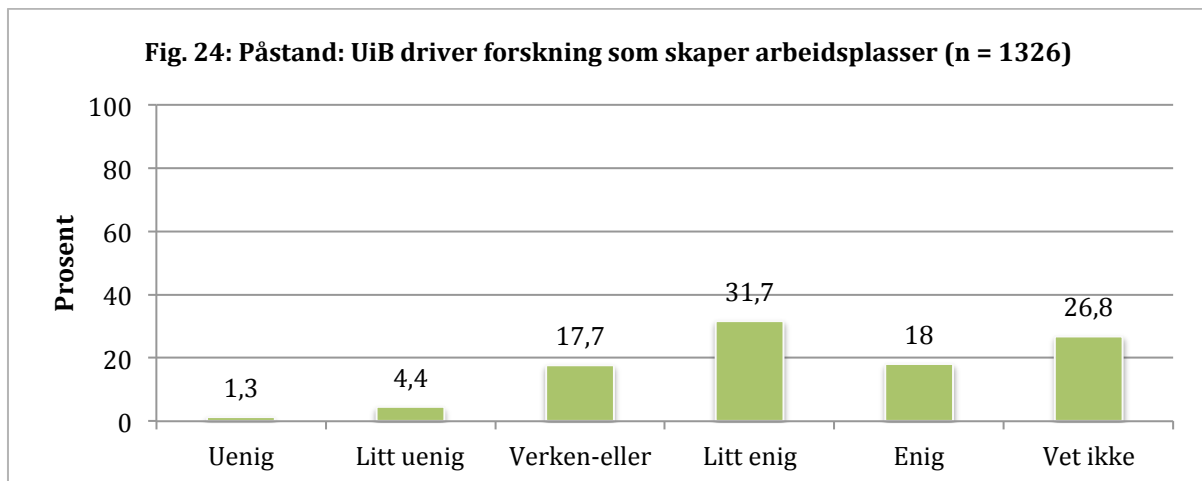
Hele 32,7 % av respondentene svarer "vet ikke" på spørsmålet om UiB leverer relevant forskning. Men, som figur 22 viser, plasserer de resterende respondentene seg med et klart tyngdepunkt på den positive siden av skalaen, der til sammen 45,7 % svarer "i stor grad" eller "i svært stor grad" på påstanden.

Bakgrunnstallene viser stor variasjon mellom de tre fylkene, og spesielt Rogaland skiller seg ut med et høyt antall som svarer "vet ikke" (47,4 %), og til sammen 31,1 % som svarer "i stor grad" eller "i svært stor grad". Kvinner er i større grad enn menn enige i påstanden, men har også en større andel enn gjennomsnittet som svarer "vet ikke". Ser vi på hvilken sektor respondentene

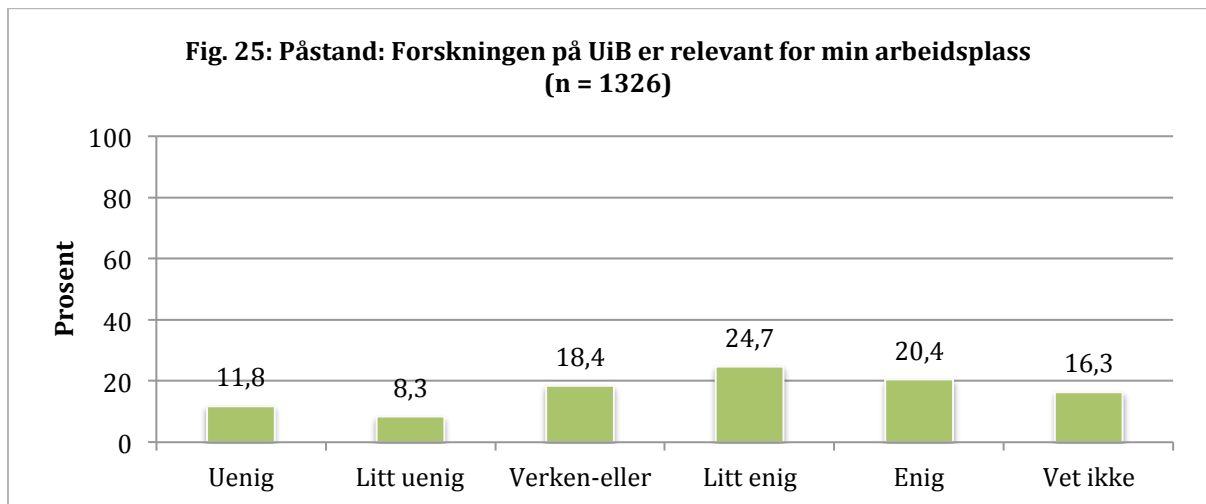
er ansatt i, er det andelen i offentlig sektor som svarer "i stor grad" signifikant høyere enn gjennomsnittet, med 45,1 %, mot 35,4 % i privat sektor. Det er også færre som svarer "vet ikke" blant de offentlig ansatte.



Figur 23 viser at 62,3 % av respondentene er enten "enig" eller "litt enig" i at UiB driver forskning som er relevant for offentlig sektor. En veldig liten andel er uenig i påstanden, mens en relativt stor andel svarer at de ikke vet (24,1 %). Ser vi på hvilken sektor respondentene jobber i, er det klare forskjeller mellom offentlig og privat sektor på dette spørsmålet. Spesielt gjelder det andelen som svarer "vet ikke". Mens 28,8 % av privat ansatte svarer "vet ikke", er andelen blant de offentlig ansatte 11,8 %. En større andel av de offentlig ansatte har altså en formening om UiBs forskning er relevant for den sektoren de selv arbeider i. Det er også betydelig flere i offentlig sektor enn i privat sektor som er "enig" eller "litt enig" i påstanden.

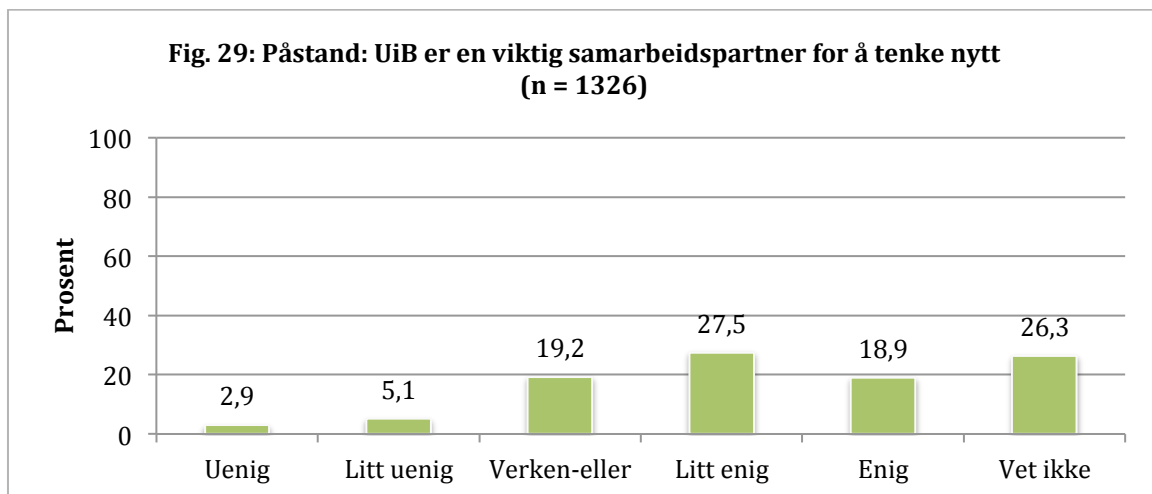


I figur 24 ser vi på hvor enig respondentene er i at UiB driver forskning som skaper arbeidsplasser. Også her er en stor andel "enig" eller "litt enig" i påstanden, men tyngdepunktet heller likevel mer mot det nøytrale "verken-eller" enn det gjorde i spørsmålet om forskningens relevans for offentlig sektor. Som figuren viser er det også på dette spørsmålet en stor andel som svarer "vet ikke" (26,8 %). Sektor gir i dette tilfellet ikke signifikant utslag.



Figur 25 viser respondentenes holdning til hvorvidt forskningen på UiB er relevant for deres egen arbeidsplass. Svarene fordeler seg jevnt på de ulike kategoriene, men med tyngdepunkt på alternativene "litt enig" og "enig". Kategorien "vet ikke" er her betydelig lavere enn i de foregående spørsmålene, noe som kan bety at det er enklere for respondentene å relatere seg til relevans for egen arbeidsplass enn for samfunnet for øvrig.

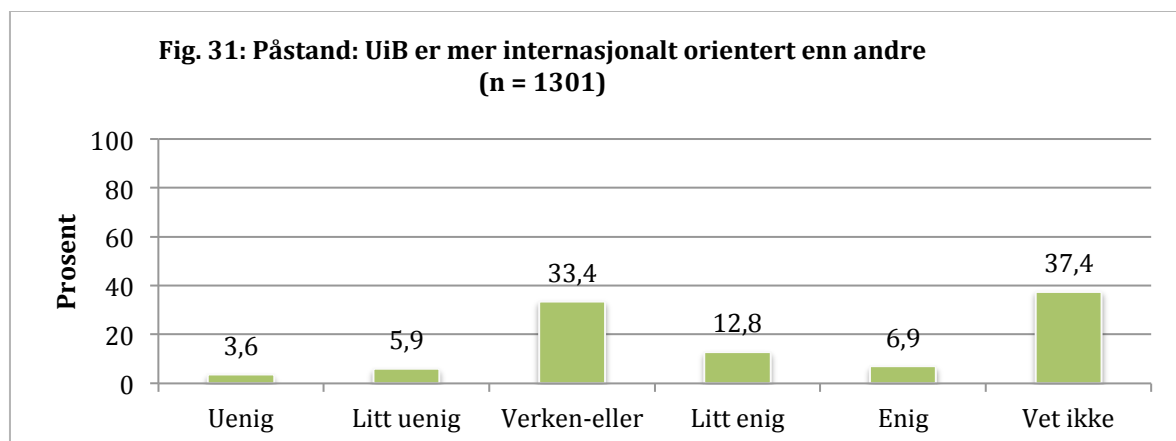
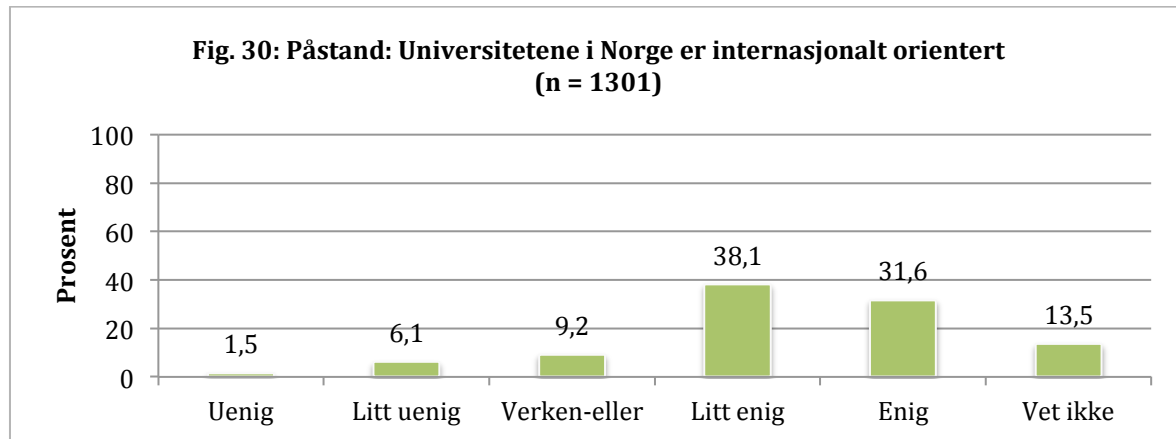
Sammenlignet med gjennomsnittet er det flere kvinner og færre menn som er både "enig" og "litt enig" i påstanden. En forklaring kan være den tidligere viste relevansen for offentlig sektor, og at datamaterialet viser at en stor andel av de kvinnelige respondentene jobber i offentlig sektor. Vi ser også i dette spørsmålet at ansatte i offentlig sektor (30,8 %) i større grad er "enig" i påstanden enn de ansatt i privat sektor (16 %), sammenlignet med gjennomsnittet (20,4 %).



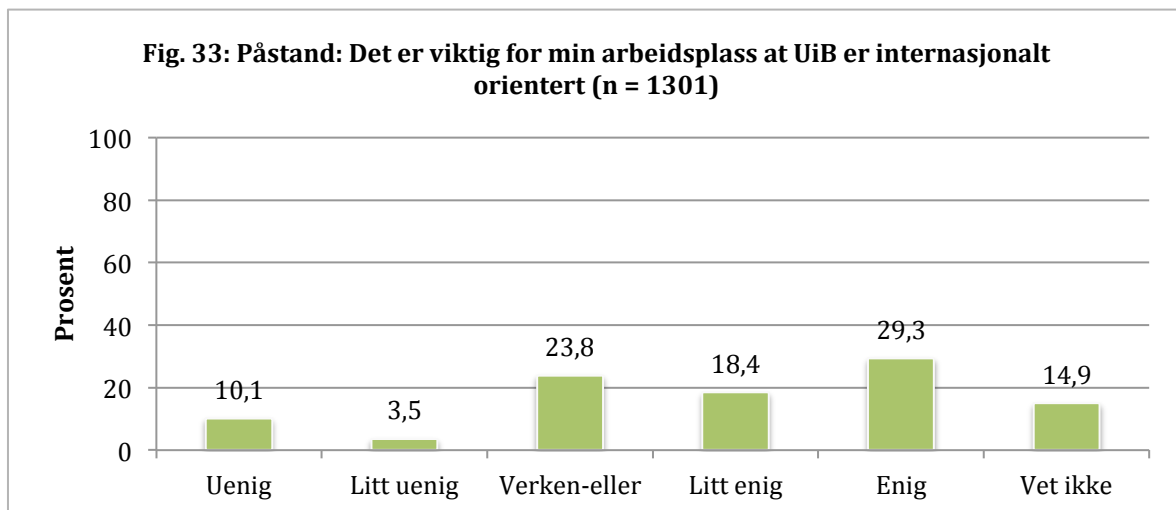
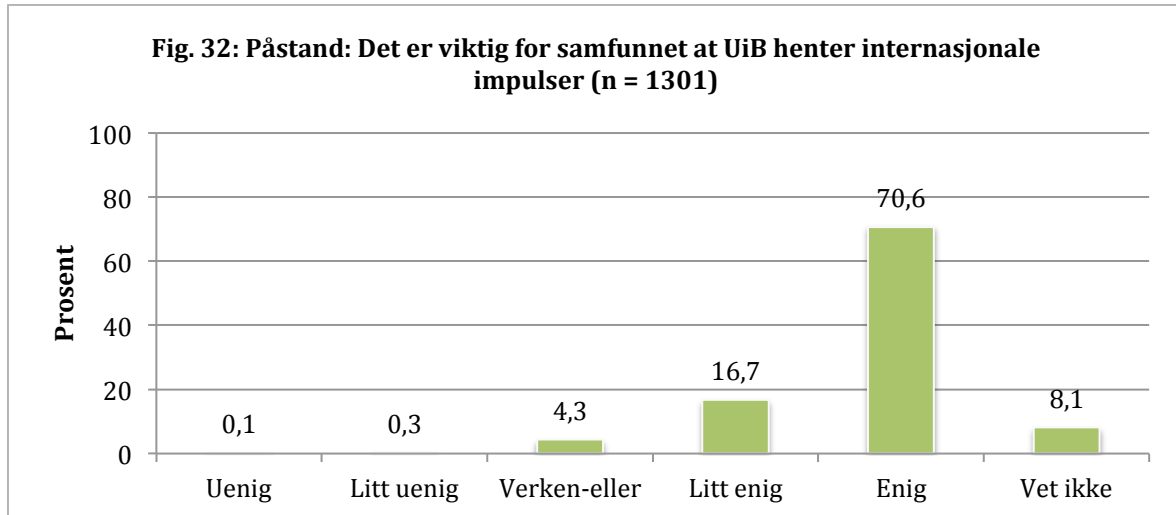
På spørsmålet om UiB er en viktig samarbeidspartner for å tenke nytt, svarer en relativt stor andel "vet ikke" (26,3 %), mens tyngdepunktet ligger mot kategoriene "enig" og "litt enig". Svært få av de som tar stilling til påstanden er uenige. Respondenter fra Hordaland er i større grad enn de andre respondentene "enig" eller "litt enig" i påstanden, sammenlignet med gjennomsnittet.

7. Internasjonalisering

I denne delen av undersøkelsen blir respondentene bedt om å ta stilling til hvorvidt universitetene generelt og UiB spesielt er og bør være internasjonalt orientert.



I figurene 30 og 31 bes respondentene ta stilling til om universitetene i Norge er internasjonalt orientert, og om UiB er mer internasjonalt orientert enn andre. På det første spørsmålet er respondentene i stor grad "enig" eller "litt enig" i påstanden, med samlet 69,7 %, mens 13,5 % svarer "vet ikke". Ser vi på spørsmålet der man blir bedt om å sammenligne UiB med de andre universitetene, viser resultatene i figur 31 at en stor andel av respondentene svarer "vet ikke" eller "verken-eller".

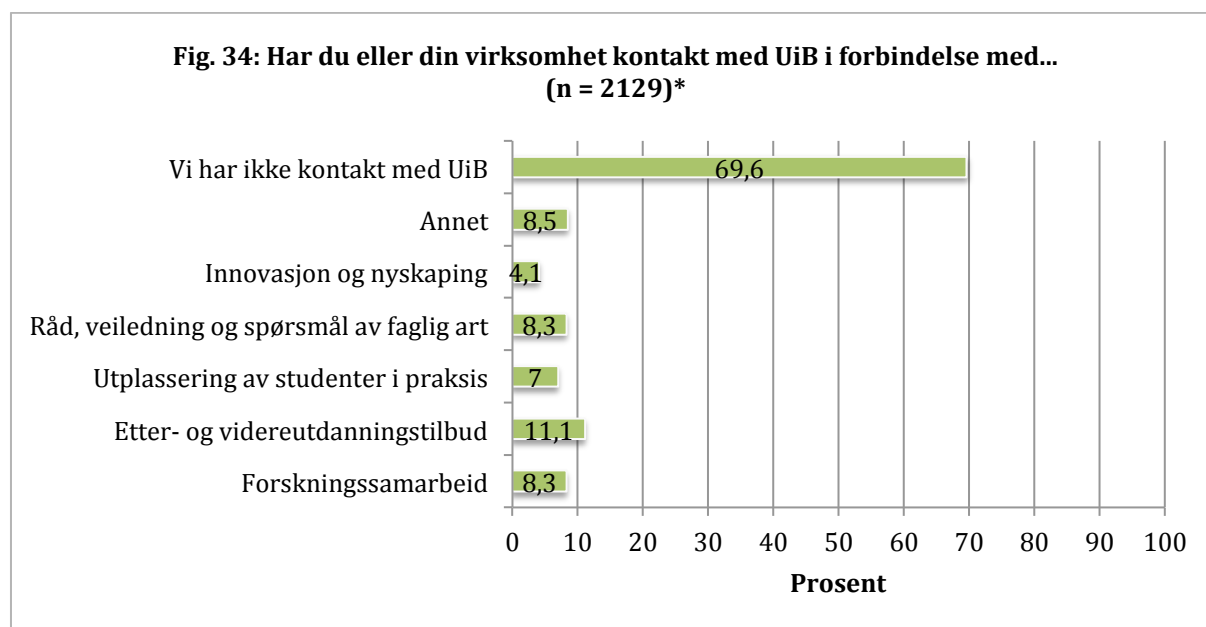


I de to foregående figurene fremstilles resultatene av spørsmålene om hvor viktig det er for samfunnet og for egen arbeidsplass at UiB er internasjonalt orientert. Som figur 32 viser er respondentene tydelige på at det er viktig for samfunnet, med 70,6 % som svarer "enig", og kun 8,1 % som svarer "vet ikke". Ser vi derimot på påstanden om viktighet for egen arbeidsplass er bildet mer sammensatt. Her svarer 14,9 % "vet ikke", mens tyngden av svarene fordeler seg på "enig", "litt enig" og "verken-eller". 10,1 % av respondentene svarer at de er "uenig" i påstanden.

På begge spørsmålene er det de eldste og de med høyest utdanning som i større grad enn gjennomsnittet svarer at de er "enig" i påstanden. For sektortilhørighet er det ingen signifikante utslag på disse spørsmålene.

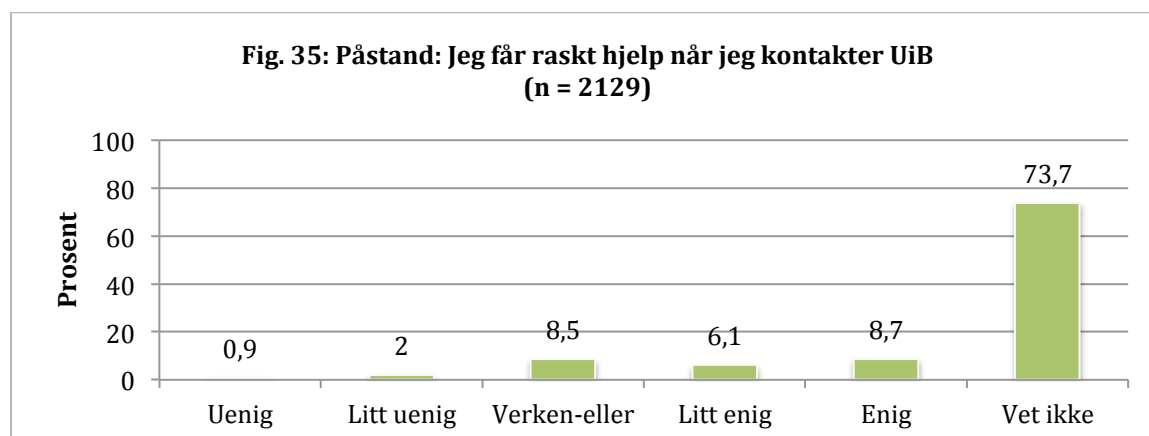
8. UiBs samhandling med samfunnet rundt seg

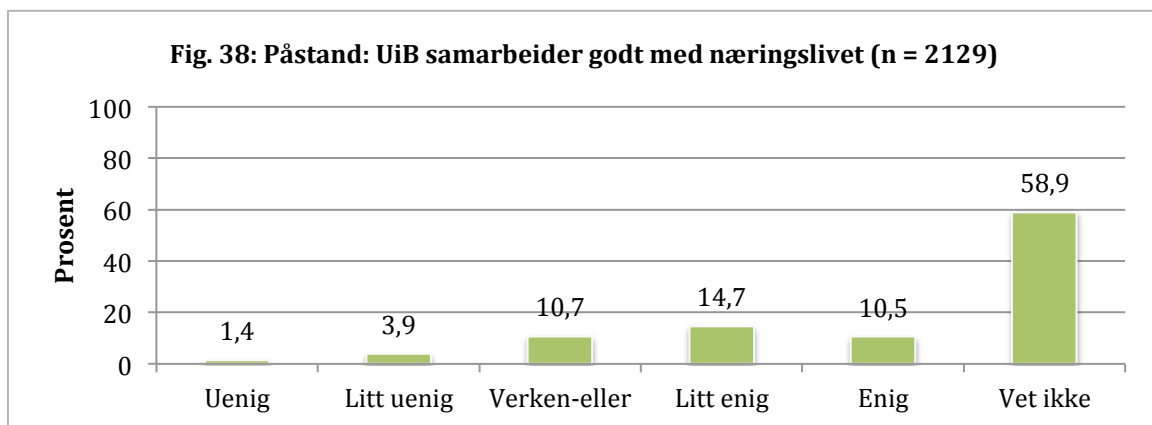
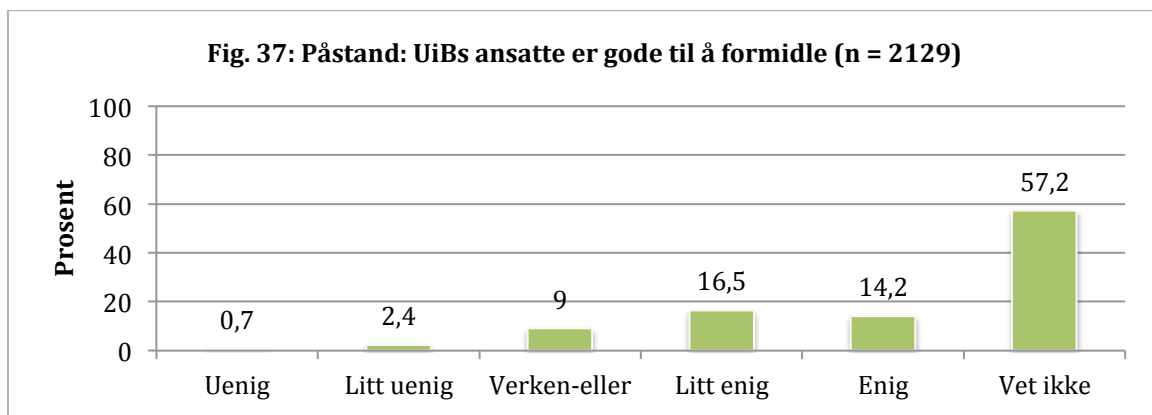
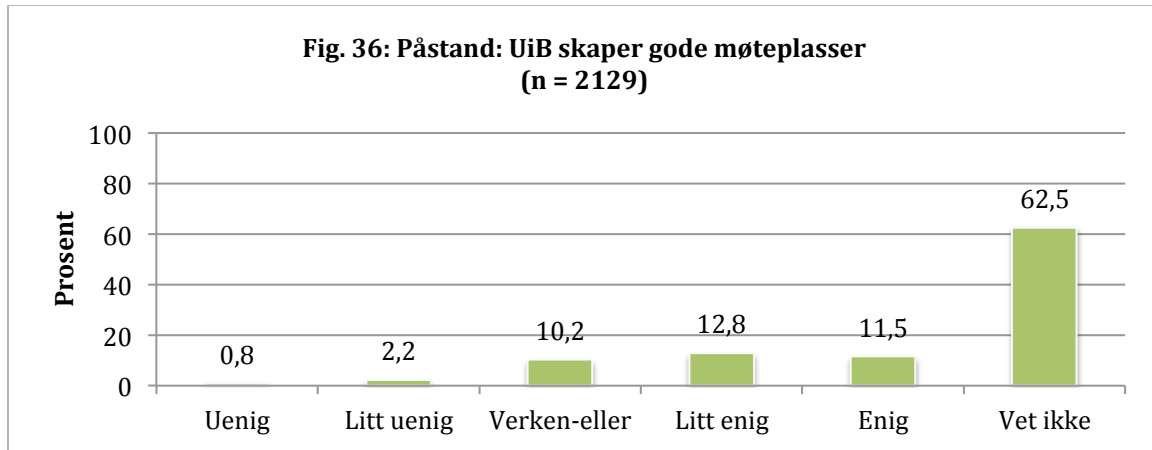
I denne delen av undersøkelsen blir respondentene bedt om å ta stilling til påstander om UiBs samhandling og samarbeid med samfunnet rundt seg.

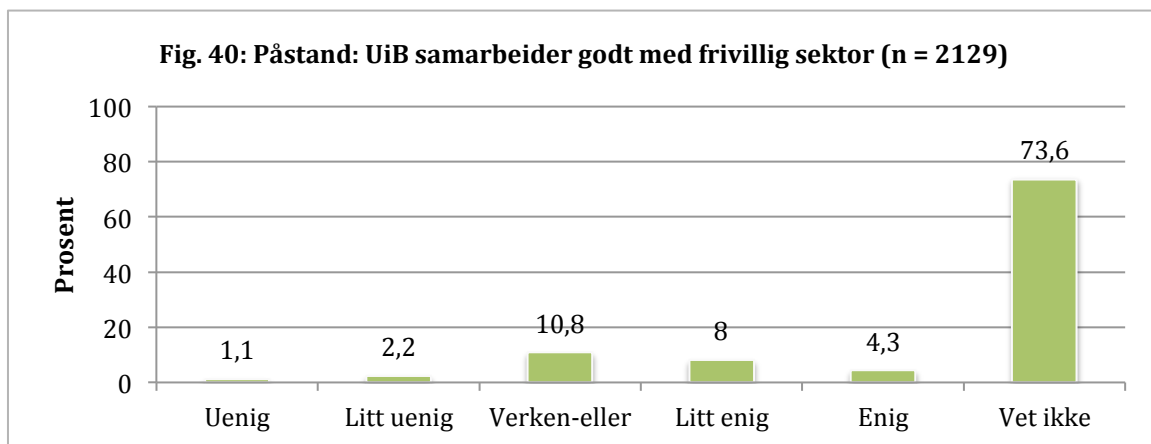
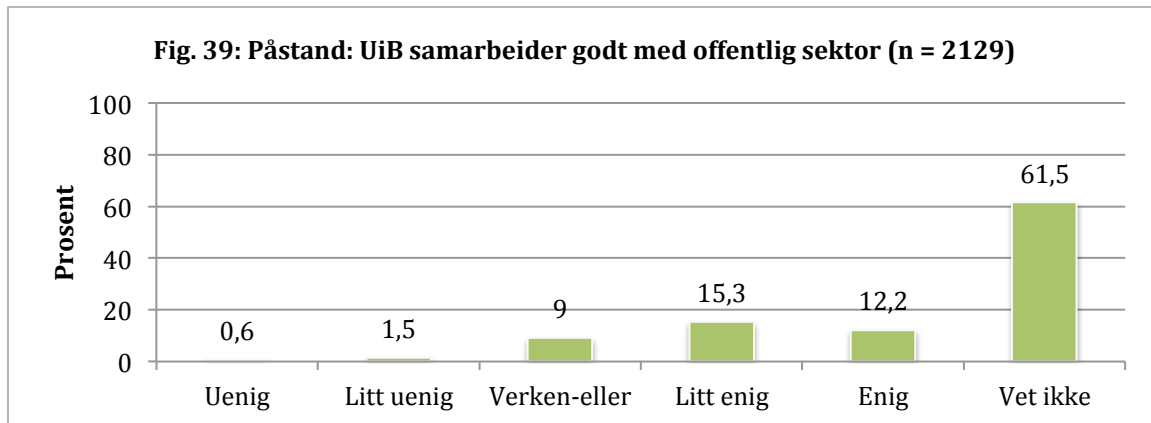


I figur 34 presenteres respondentenes svar på egen eller egen virksomhets kontakt med UiB. 69,6 % svarer at de ikke har kontakt med UiB. Ser vi på bakgrunnstallene for dette svaralternativet, er det både i Rogaland og Sogn og Fjordane betraktelig flere enn i Hordaland. Likevel er det hele 60,2 % av respondentene fra Hordaland som oppgir at de ikke har kontakt med UiB. Geografisk tilhørighet alene er derfor ikke egnet til å forklare hvorfor så mange aldri har kontakt med UiB. Ser vi på sektortilhørighet er det sammenlignet med gjennomsnittet flere i privat sektor (75,3 %) og færre i offentlig sektor (53 %) som svarer at de ikke har kontakt. Fordelingen på de resterende kategoriene er relativt jevn. Flest har kontakt i forbindelse med etter- og videreutdanning, mens færrest har kontakt i forbindelse med innovasjon og nyskaping. Et interessant tall kan være at 8,3 % oppgir at de har et forskningssamarbeid med UiB.

I de følgende seks figurene ser vi på forhold der UiB samhandler med samfunnet rundt seg.





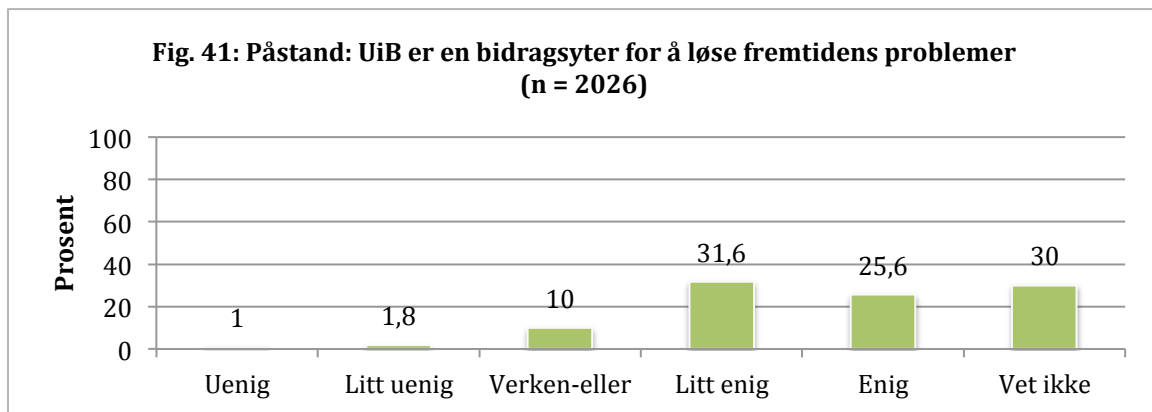


I alle de foregående figurene er kategorien "vet ikke" særlig høy. En åpenbar forklaring på dette er den høye andelen i figur 34 som svarte at de ikke har kontakt med UiB. Disse respondentene er i undersøkelsen også stilt overfor spørsmålene presentert i disse seks figurene, og det må antas at en stor andel av dem har svart "vet ikke" av den grunn at spørsmålet ikke er relevant for dem. Vi har likevel i analysen valgt å ikke filtrere ut "vet ikke"-gruppen, fordi vi da også ville fjernet respondenter som er i kontakt med UiB, men som av forskjellige grunner likevel svarer "vet ikke" på spørsmålene. Selv om andelen som svarer "vet ikke" relativt sett er høy på alle spørsmålene, er den av ulik størrelse.

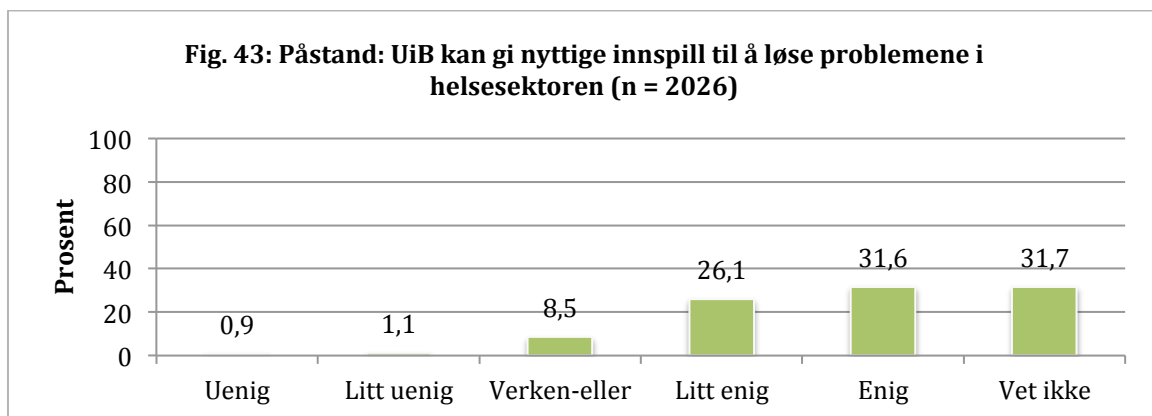
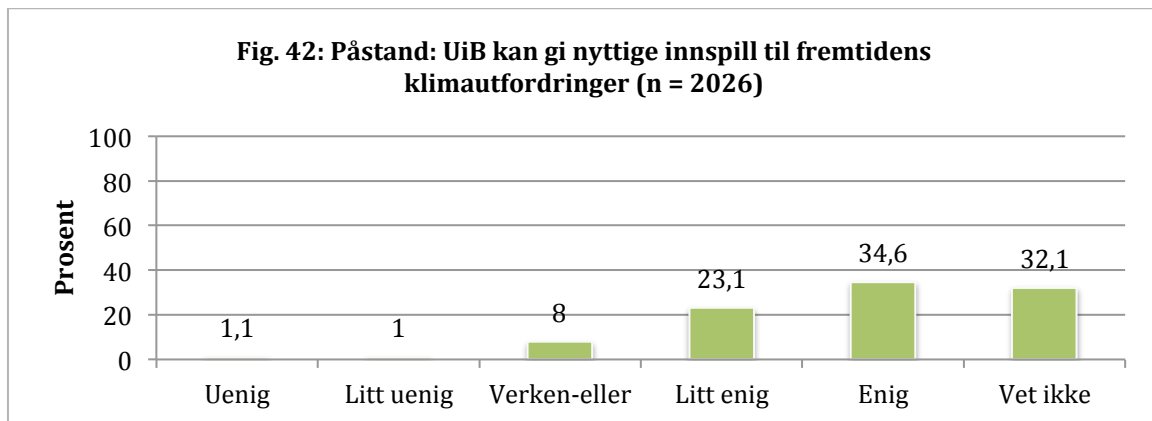
Om vi ser på svarfordelingen blant de som ikke har svart "vet ikke" på spørsmålene, er det i stor grad mulig å kommentere spørsmålene om UiBs forhold til samfunnet rundt seg under ett. I alle tilfellene er storparten av respondentene fordelt på kategoriene "verken-eller", "litt enig" og "enig". Svært få har svart "uenig" eller "litt uenig". Fordelingen på de tre kategoriene er relativt jevn, men noen unntak kan kommenteres. Påstanden om at UiB-ansatte er gode til å formidle, er påstanden med lavest score på "vet ikke"-kategorien (57,2 %). Her har 30,7 % av respondentene svart at de er "enig" eller "litt enig" i påstanden. Få har sagt seg uenig i påstanden, og blant de som har tatt stilling til spørsmålet er det altså en stor andel som har svart positivt. Både på påstanden om at UiB samarbeider godt med næringslivet og med offentlig sektor er "litt enig" den kategorien med flest svar. Ser vi på påstanden om samarbeid med frivillig sektor er kategorien "verken-eller" størst. Her har også hele 73,6 % svart "vet ikke".

9. UiB som relevant samfunnsaktør

I denne delen av undersøkelsen blir respondentene bedt om å ta stilling til UiBs rolle som samfunnsaktør og samfunnsutvikler. De blir spesielt bedt om å ta stilling til hvorvidt UiB kan bidra til å løse utfordringer på flere områder. Forventninger til UiBs rolle i den offentlige debatten blir også belyst.

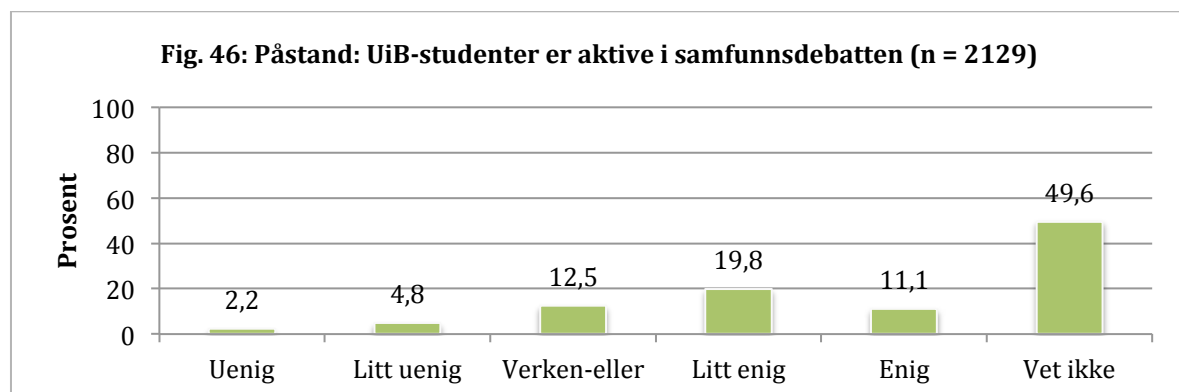
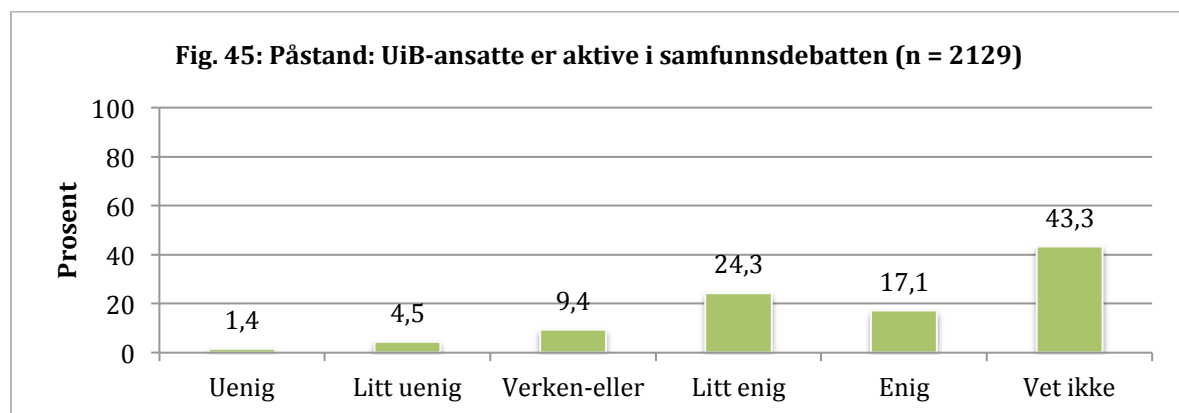
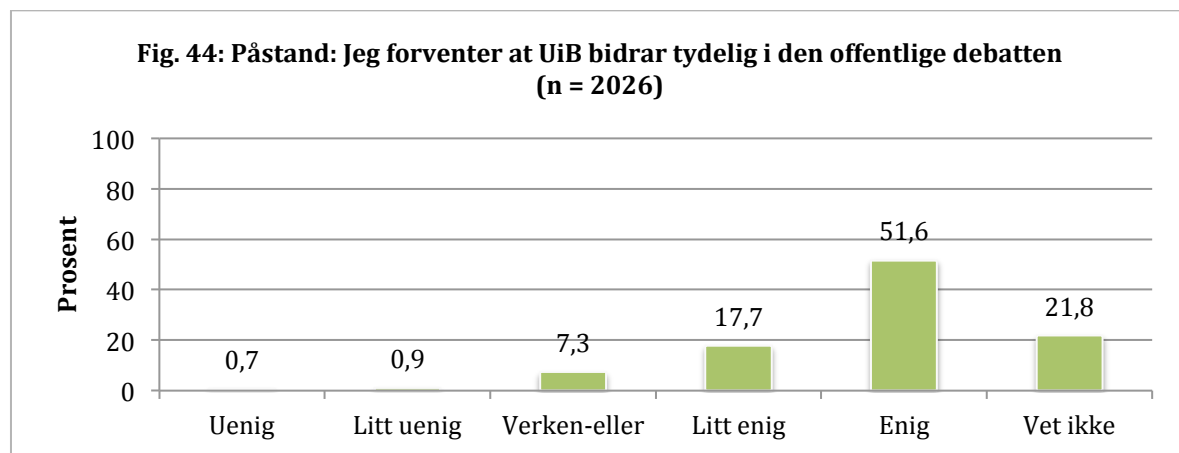


På spørsmålet om UiB er en bidragsyter for å løse fremtidens problemer svarer til sammen 57,2 % at de er "enig" eller "litt enig" i påstanden, mens 30 % svarer "vet ikke". Ser vi på respondentene fra Hordaland er det der kun 18,4 % som svarer "vet ikke".



Ser vi spesielt på påstanden om UiBs evne til å bidra til å løse utfordringer på bestemte samfunnsområder, er bildet på klima og helse relativt likt, slik det er vist i figur 42 og 43. Mens rett over 30 % av respondentene svarer "vet ikke" er noe over halvparten "enig" eller "litt enig" i at UiB kan bidra til å løse klimautfordringene og problemene i helsesektoren. Både på spørsmålet om klima og helse er det i offentlig sektor færre som har svart "vet ikke" og flere som har svart "enig" enn gjennomsnittet.

Det er i undersøkelsen også stilt spørsmål om UiB kan gi nyttige innspill til velferdsdebatten. Resultatet her er tilnærmet det samme som for disse to spørsmålene.



Figur 44, 45 og 46 omhandler UiBs rolle i den offentlige debatten. Figur 44 spør om respondentenes forventninger til at universitetet bidrar tydelig i den offentlige debatten. 21,8 % svarer "vet ikke", mens 69,3 % svarer at de er "enig" eller "litt enig". Ser vi så samtidig på påstandene om UiB-ansatte og -studenters aktivitet i samfunnsdebatten, kan de tolkes dit hen at det ikke er samsvar mellom forventninger og faktiske oppfatninger. 43,3 % svarer at de "ikke vet" om ansatte er aktive i samfunnsdebatten, mens 49,6 % svarer det samme om studentene. Blant de som har tatt stilling til påstanden ligger tyngdepunktet på kategoriene "enig" og "litt enig", men er ikke like entydig som spørsmål om forventninger til tydelighet i den offentlige debatten.

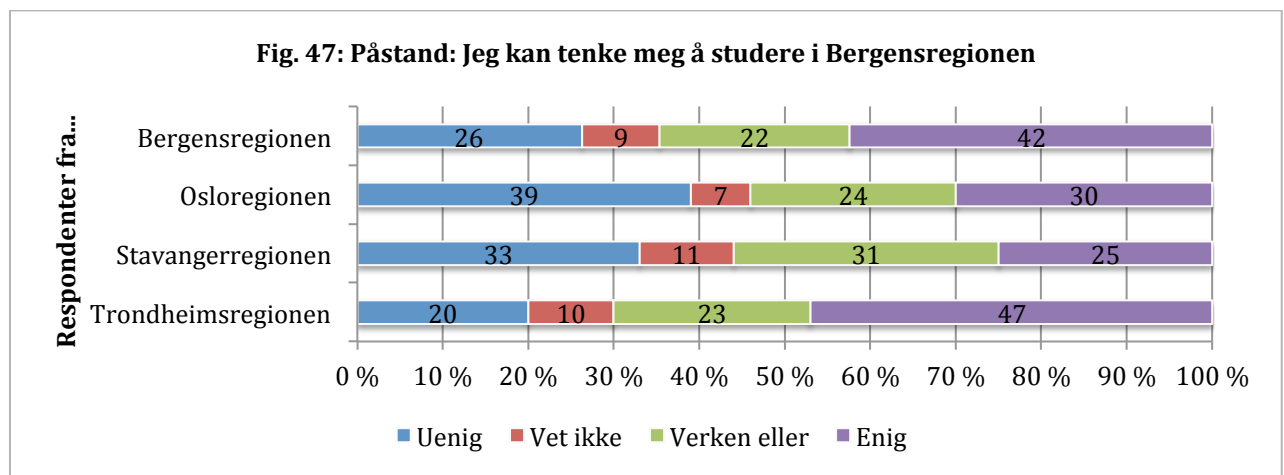
Det er flere kvinner og færre menn enn gjennomsnittet som er "enig" i at det må forventes at UiB bidrar tydelig i den offentlige debatten. Aldersvariabelen viser også at forventningene øker parallelt med alderen. Det samme gjelder for utdanningsnivå. Den tydeligste bakgrunnsvariabelen for påstanden om forventninger til tydelighet i den offentlige debatten er sektortilhørighet. 64 % av de offentlig ansatte er "enig" i påstanden, mot 47,1 % av ansatte i privat sektor.

10. Omdømmebarometeret for Bergensregionen 2013

Omdømmebarometeret ble for første gang lansert av Ordkraft i 2006, og er siden utgitt i 2007, 2009, 2011 og 2013. Sistnevnte år står Hovedorganisasjonen VIRKE i samarbeid med lokale partnere bak undersøkelsen. I Bergensregionen er dette Business Region Bergen.

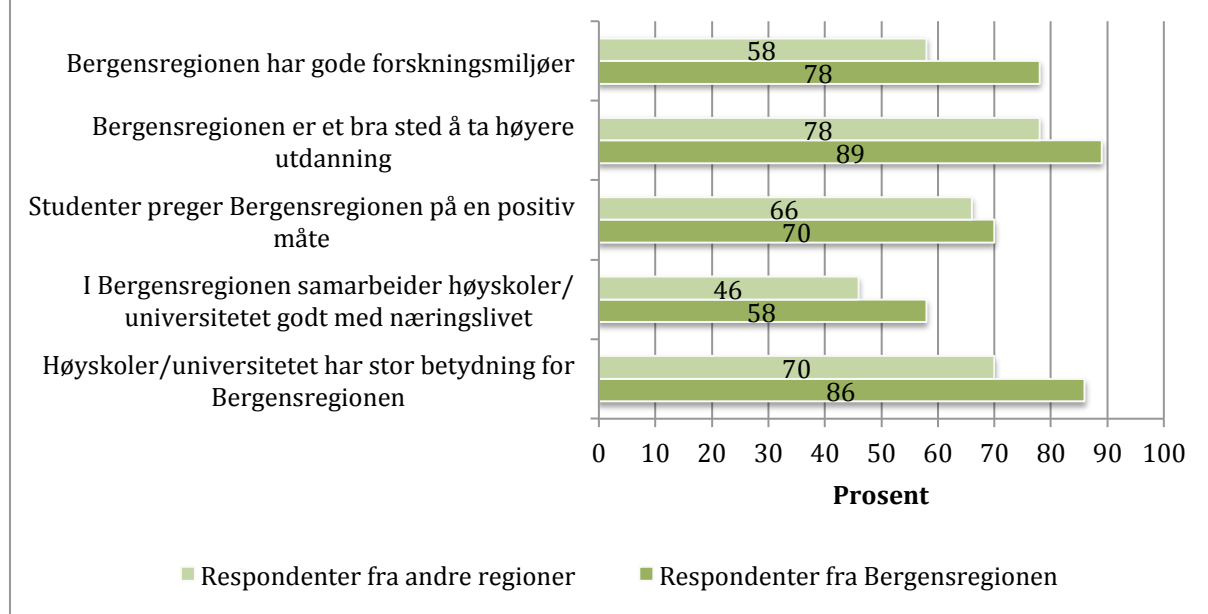
Omdømmebarometeret er et objektivt og kostnadseffektivt verktøy for utvikling av attraktive regioner og har som mål å kartlegge hvilke posisjoner regionene har på viktige områder. Barometeret tar utgangspunkt i hvilke inntrykk befolkningene har av ulike steder, noe som igjen gir kunnskapsbaserte innspill til lokale evalueringsprosesser, vider planlegging og strategivalg.

For å kunne se endringer over tid, tar hvert målepunkt i stor grad for seg de samme spørsmålene. I 2013 hadde man i tillegg et særlig fokus på utdanning, og tilføyde påstander knyttet til dette temaet til undersøkelsen. I det følgende blir relevante resultater fra Omdømmebarometeret presentert som supplerende data til den nylig gjennomførte undersøkelsen for UiB.



I figur 47 viser Omdømmebarometeret fra 2013 at det er flest respondenter fra Trondheimsregionen, tett fulgt av respondenter fra Bergensregionen som kan tenke seg å studere i Bergensregionen. Omdømmebarometeret sammenligner også med tall fra undersøkelsen i 2011. På dette spørsmålet vises det en nedgang i alle respondentgruppene på kategorien "enig".

Fig. 48: Utdanning og FoU



Stolpene i figur 48 angir andel av respondentene som har svart "enig" på de forskjellige spørsmålene. Respondenter fra Bergensregionen – kanskje ikke overraskende - i større grad enig enn respondenter fra andre regioner. Også disse tallene er en nedgang fra tidligere Omdømmebarometre.

Vedlegg: Demografi

Fylke	Antall	Prosent
Hordaland	1424	50,5 %
Rogaland	1045	37,1 %
Sogn og Fjordane	350	12,4 %
Total	2819	100 %

Kjønn	Antall	Prosent
Kvinne	961	34,1 %
Mann	1858	65,9 %
Total	2819	100 %

Alder	Antall	Prosent
Under 30 år	66	2,3 %
30 - 39 år	394	14,0 %
40 - 49 år	922	32,7 %
50 - 59 år	915	32,5 %
Total	2819	100 %

Utdanning	Antall	Prosent
Grunnskole	86	3,1 %
Videregående skole	695	24,7 %
Høgskole/universitet inntil 3 år	762	27,0 %
Høgskole/universitet mer enn 3 år	1276	45,3 %
Total	2819	100 %

Sektor	Antall	Prosent
Offentlig	618	21,9 %
Privat	2068	73,4 %
Frivillig	61	2,2 %
Annen	72	2,6 %
Total	2819	100 %

Næringshovedområde	Antall	Prosent
Jordbruk, skogbruk og fiske	92	3,3 %
Bergverksdrift og utvinning	18	0,6 %
Industri	201	7,1 %
Elektrisitets-, gass-, damp- og varmtvannsfors.	19	0,7 %
Vannforsyning, avløps- og renovasjonsvirksomh.	14	0,5 %
Bygge- og anleggsvirksomhet	253	9,0 %
Varehandel, reparasjon av motorvogner	299	10,6 %
Transport og lagring	121	4,3 %
Overnattings- og serveringsvirksomhet	77	2,7 %
Informasjon og kommunikasjon	120	4,3 %
Finansierings- og forsikringsvirksomhet	24	0,9 %
Omsetning og drift av fast eiendom	67	2,4 %
Faglig, vitenskapelig og teknisk tjenesteyting	400	14,2 %
Forretningsmessig tjenesteyting	113	4,0 %
Offentlig administrasjon og forsvar, og trykdeordninger underlagt offentlig forvaltning	59	2,1 %
Undervisning	322	11,4 %
Helse- og sosialtjenester	349	12,4 %
Kulturell virksomhet, underholdning og fritidsaktiviteter	91	3,2 %
Annen tjenesteyting	177	6,3 %
Lønnet arbeid i private husholdninger	2	0,1 %

Ikke definert	1	0,1 %
Total	2819	100 %

Ansettelsesansvar	Antall	Prosent
Ja	2326	83,8 %
Nei	457	16,2 %
Total	2819	100 %

Bergen	Antall	Prosent
Bergen	802	28,4 %
Andre kommuner	2017	71,6 %
Total	2819	100 %

O R D K R A F T

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Møtedato: 12.02.2015

Dato: 27.01.2015

Arkivsaksnr: 2014/2507

Evalueringer av hovedsatsingsområdene marin forskning og utviklingsrelatert forskning

Bakgrunn

Det vises til sak 34/14 i møte 10. april i fjor, hvor styret ga sin tilslutning til at de to hovedsatsingsområdene marin forskning og utviklingsrelatert forskning ble gjenstand for en bred internasjonal evaluering, slik det også er fastslått i gjeldende strategiske plan for UiB.

I løpet av juni ble det etablert to fagpaneler sammensatt av internasjonale forskere, under ledelse av hhv. professor Thomas Kjørboe, Danmarks Tekniske Universitet for det marine området, og professor Jon Lovett, Leeds University, for det utviklingsrelaterte området. Den faglige koordineringen og sekretariatsfunksjoner for begge evalueringene har vært ivaretatt av NIFU, mens viserektor for internasjonalisering ved UiB, professor Anne Christine Johannessen, har vært ansvarlig for evalueringsprosjektene fra universitetets side.

Panelene ble gitt i oppdrag å evaluere de to strategiske hovedsatsingsområdene med fokus på de siste ti årene (2004-2013). Hovedformålet med evalueringene har vært å få en systematisk gjennomgang og vurdering av satsingen, og evalueringspanelene ble bedt om å evaluere kvalitet og relevans på både forskning og utdanningsprogrammer innenfor de to områdene, samt å vurdere merverdien av den strategiske finansieringen.

Evalueringen har bygget på skriftlig dokumentasjon fra UiB, inkludert egevalueringsrapporter fra hhv 19 og 22 institutter/sentre fordelt på alle de seks fakultetene; institusjonsbesøk panelene gjennomførte ved UiB i perioden 7.-10. og 13.-15. oktober 2014; en bibliometrisk analyse av marine og utviklingsrelaterte fag ved UiB; samt FoU-statistikk.

De to evalueringsrapportene konkluderer begge med at forskningen og utdanningsprogrammene holder høy internasjonal standard og at enkelte miljøer er i verdensklasse. Samtidig påpeker panelene at det mangler en overordnet organisering og at strukturen har vært kompleks og til dels uoversiktlig.

Universitetsdirektøren sine kommentarer

25. mars blir det arrangert et åpent møte i Auditorium 3 på Dragefjellet (kl. 12.00-16.00) der representanter fra de to fagpanelene blir invitert til gjennomgang og drøfting av funn og analyser. Rapportenes mange tilrådinger og anbefalinger vil inngå i styrets arbeid med den nye strategien og bli et viktig kunnskapsgrunnlag for hvilke mål, prioriteringer og organisatoriske virkemiddel som skal tas i bruk for å styrke de tverrfaglige satsingene ved UiB.

vedtak:

Saken legges frem for styret **til orientering**.

Kjell Bernstrøm
universitetsdirektør

27.01.2015/Lars Helge Nilsen/Ingar Myking

Vedlegg:

1. Evalueringsrapport marin forskning
2. Evalueringsrapport utviklingsrelatert forskning

Evaluation of the strategic priority area
marine research and education at the
University of Bergen

Preface


Marine research and education has been a strategic priority area at the University of Bergen (UiB) since 1988. The current report presents the results from an evaluation of the strategic priority area with an emphasis on the period 2004-2013. The evaluation was commissioned by UiB, and carried out by a panel of international experts in the period June to December 2014. The Nordic Institute for Studies in Innovation, Research and Education (NIFU) has provided the scientific secretariat to the evaluation, with researcher Siri Aanstad serving as scientific secretary.

In their work, the Evaluation Panel has built on written documentation from UiB, as well as interviews with administrative and scientific staff during a site visit at the University in early October 2014. The Panel is grateful to UiB for their input and hospitality, and would especially like to thank the 19 departments/centres that handed in self-assessment reports and contributed with valuable information and stimulating discussions during the site visit. The work has been interesting, and the Panel hopes the evaluation report will help UiB further develop marine research and education as a strategic priority area.

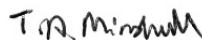
8 December 2014



Thomas Kiørboe
Chair of the Evaluation Panel



Åke Hagström
Member of the Evaluation Panel



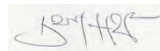
Tim Minshull
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Summary

Marine research and education has been a strategic priority area at the University of Bergen (UiB) since the late 1980s. The strategic priority area builds on long traditions for marine research at the University and in Bergen more generally. Together with several other institutions involved in marine research in the region, UiB has contributed to making Bergen an international hub for marine science. UiB has supported the strategic priority area with dedicated strategic funding, and a Strategic Committee for Marine Research was established in 2004 to promote marine activities at the University.

In the summer of 2014, UiB appointed an international panel of experts charged with the task of evaluating the strategic priority area marine research and education, with a focus on the last ten years (2004-2013). The main objective of the evaluation was to have a systematic review and assessment of the strategic priority area, and the Evaluation Panel was asked to evaluate the quality and relevance of the marine research and educational programmes at the University, as well as to assess the added value of the strategic funding.

The evaluation has been based on written documentation from UiB, including self-assessment reports from 19 departments/centres covering all six faculties at the University; a site visit by the Panel to UiB in the period 7-10 October 2014; a bibliometric analysis of marine sciences at UiB; and R&D statistics.

The evaluation report provides a mapping of resources, Master's and doctoral level education, external co-operation, and scientific publications within the strategic priority area, and presents the findings and assessments of the Evaluation Panel. The mapping shows that there has been a significant increase in both the total number of academic personnel involved in marine studies and total funding for marine research at the University in the period of evaluation. Scientific publications within the field have increased by 50 per cent between 2004 and 2013. Master's and doctoral level education is offered within a broad spectrum of marine subjects, mainly at the Faculty of Mathematics and Natural Sciences, but it has not been possible to draw firm conclusions about developments in the number of students and graduates due to a lack of data. Co-operation with local academic institutions is a key feature of marine research and education at UiB, with the Bergen Marine Research Cluster as a central arena for collaboration. UiB is also involved in extensive international collaboration within marine research and education.

The findings and assessments of the Evaluation Panel are summarised in eight points:

1. The Panel was impressed by the overall quality of research and education within marine disciplines at the University of Bergen, particularly within the natural sciences disciplines. UiB is recognised internationally for excellence across a diverse range of marine science and research, and for excellence in selected areas of teaching of marine disciplines. Some of the

Bergen marine research groups are amongst the most highly respected in the world. These are mostly situated within the largest of the departments and centres with a strong marine profile, including the Geophysical Institute, the Department of Earth Science, the interdisciplinary Centre for Geobiology, the Department of Biology and the overarching Bjerknes Centre for Climate Research. Research on the present, past and future role of the oceans in climate and climate change is exceptionally strong.

2. The Panel found it difficult to identify the concrete implications of being a strategic priority area at UiB. A similar confusion was evident among scientists and leaders at many units. The Panel heard about development of strategy at three levels: within the Faculty of Mathematics and Natural Sciences, across the University of Bergen, and within the Bergen Marine Research Cluster. However, it remained unclear to the Panel how the strategy has been implemented during the review period. The Strategic Committee for Marine Research had apparently had little impact. An additional concern is a lack of transparency around the level and mechanism of allocation of funding to the marine priority area. Funding flows often seem opaque to many of the researchers interviewed and the Panel was given several widely different estimates of the level of funding to the strategic priority area.
3. The Panel was overwhelmed by the complexity of the Bergen marine research landscape, both within the University, and between the University and the several independent research institutes in the Bergen area, each with their own research agenda. There appears to be a rather complex network of co-operative structures and initiatives, some of which lack critical mass. While such initiatives may be conducive to innovative research and education, it also appears that the complexity and number of collaborative structures is overwhelming and may imply significant bureaucracy and administration. The Panel was concerned that the co-ordination between the many structures and institutions may require more energy and resources than the outcome warrants. There is a trade-off here that must be carefully balanced.
4. A particular concern of the Panel was the research company, Uni Research, partly owned by UiB. On the one hand, the establishment of this company has allowed a more flexible strategy for hiring staff and has facilitated the growth of powerful research clusters. On the other hand, the Uni Research structure has developed powerful autonomy – effectively a research university within the University – that is allowing parallel development of research infrastructure and groupings. Such parallel development and duplication is not an effective way to operate and may constitute a waste of resources and expertise. Furthermore, the scientific staff has effectively been “blind” to the evaluation since the “independent” Uni Research is not formally a part of UiB. The status of Uni Research has therefore been technically problematic for the delivery of the evaluation, but much more importantly, is or may become a problem for UiB itself.
5. The Panel noted that much of the marine research at UiB is organised in centres of various kinds, ranging from virtual centres with limited funding, to Centres of Excellence and innovation centres with high levels of external funding. All these are temporary initiatives and help secure that the research environment remains dynamic and cross-disciplinary. However, at the termination of centres, there is also a risk of losing expertise and of dismantling productive research environments. This situation makes it vital for UiB to develop clear guidelines for how to embed successful temporary activities and employ excellent researchers within the university structure.
6. Some of the marine research environments at UiB are very small, and close to or below the critical mass, even when embedded in larger departments. This applies to environments within mathematics, chemistry, medicine, law and humanities/social sciences. In order to maximise

the potential of small research environments and enable them to be visible and successful partners in the marine research landscape, contact with other marine research environments should be strengthened. These should be bottom-up initiatives, but with support from the central level, including some seeding funds. However, it should be fully realised that a minimum critical mass of researchers within the involved units is required for these actions to be fruitful.

7. The need for personnel trained in marine disciplines from all UiB departments and faculties is presumably very high in Norway in general and in the Bergen area in particular. And although UiB seems to deliver excellent candidates, there seemed to be no record of the career trajectories of candidates at the Master's level, and most PhD students appear to pursue a postdoctoral career in academia rather than in industry and the public sector. Isolated initiatives to bring society and industry in contact with students were reported – notably by the Department of Biology - but more systematic programmes where students are exposed to outside work environments are particularly important for students graduating at the Master's level.
8. Dissemination activities, at both domestic at international level, are numerous, constant and performed according to the best standards using a variety of channels, in particular by the larger and more powerful units involved in marine research. The main target groups are academia and the public at large, and to a lesser extent industry. However, some weaknesses including low dissemination levels and imbalances with respect to target groups have been detected, in particular within units where marine research activities are a relatively minor part of their activities.

Sammendrag

Marin forskning og utdanning har vært et strategisk satsingsområde ved Universitetet i Bergen (UiB) siden slutten av 1980-tallet. Satsingsområdet bygger på lange tradisjoner for marin forskning ved universitetet og i Bergen mer generelt, og sammen med flere andre institusjoner involvert i marin forskning i regionen, har UiB bidratt til å gjøre Bergen til et internasjonalt senter for marin vitenskap. UiB har støttet satsingsområdet med øremerket strategisk finansiering, og et strategisk utvalg for marine fag ble opprettet i 2004 for å fremme marin virksomhet ved universitetet.

Sommeren 2014 oppnevnte UiB et internasjonalt panel av eksperter som ble gitt i oppdrag å evaluere det strategiske satsingsområdet marin forskning og utdanning, med fokus på de siste ti årene (2004-2013). Hovedformålet med evalueringen var å få en systematisk gjennomgang og vurdering av satsingsområdet, og evalueringspanelet ble bedt om å evaluere kvalitet og relevans på marin forskning og marine utdanningsprogrammer ved universitetet, samt å vurdere merverdien av den strategiske finansieringen.

Evalueringen har bygget på skriftlig dokumentasjon fra UiB, inkludert egevalueringsrapporter fra 19 institutter/sentre fordelt på alle de seks fakultetene; et institusjonsbesøk panelet gjennomførte ved UiB i perioden 7.-10. oktober 2014; en bibliometrisk analyse av marine fag ved UiB; og FoU-statistikk.

Evalueringsrapporten kartlegger ressurser, utdanning på Master- og doktorgradsnivå, eksternt samarbeid og vitenskapelig publisering innenfor det strategiske satsingsområde, og presenterer hovedfunnene og anbefalingene til evalueringspanelet. Kartleggingen viser at det har vært en betydelig økning i både samlet antall vitenskapelig personale involvert i marine studier og total finansiering av marin forskning ved universitetet i evalueringsperioden. Vitenskapelig publisering på området har økt med 50 prosent mellom 2004 og 2013. Master- og doktorgradsutdanning tilbys innenfor en rekke marine fag, først og fremst ved Det matematisk-naturvitenskapelige fakultet. Det har ikke vært mulig å trekke klare konklusjoner om utviklingen i studenter og kandidater på grunn av mangel på data. Samarbeid med lokale akademiske institusjoner er et sentralt kjennetegn ved marin forskning og utdanning ved UiB, og Bergen Marine Forskningsklynge er en viktig samarbeidsarena. UiB er også involvert i omfattende internasjonale samarbeid innenfor marin forskning og utdanning.

Hovedfunnene og vurderingene til evalueringspanelet er oppsummert i åtte punkter:

1. Panelet var imponert over den generelle kvaliteten på marin forskning og utdanning ved Universitetet i Bergen, spesielt innenfor de naturvitenskapelige disiplinene. UiB er internasjonalt anerkjent for fremragende forskning innenfor flere ulike marine fagfelt, og for fremragende utdanning innenfor visse marine disipliner. Noen av de marine forskningsgruppene i Bergen er blant de mest anerkjente i verden. De tilhører i hovedsak de største instituttene og sentrene med en sterk marin profil, inkludert Geofysisk institutt, Institutt

for geovitenskap, det tverrfaglige Senter for geobiologi, Institutt for biologi og det tverrgående Bjerknessenteret for klimaforskning. Forskingen på havets betydning for klima og klimaendring i nåtid, fortid og fremtid er eksepsjonelt sterk.

2. Panelet slet med å få et klart bilde av hva implikasjonene av å være et strategisk forskningsområde ved UiB er. Det var tydelig at det var uklart også for forskere og ledere ved mange av enhetene. Panelet ble fortalt om strategiutvikling på tre nivåer: ved Det matematisk-naturvitenskapelige fakultet, på tvers av Universitetet i Bergen og innenfor Bergen Marine Forskningsklynge, men det gikk ikke klart frem hvordan strategien har blitt implementert i evalueringsperioden. Det strategiske utvalget for marine fag har tilsynelatende hatt liten betydning. Det er også uklarhet knyttet til nivået på og mekanismene for fordeling av strategiske midler til det marine satsingsområdet. Mange av forskerne panelet intervjuet oppfattet den strategiske finansieringen som ugjennomsiktig, og panelet ble gitt flere svært ulike anslag på nivået på finansiering av det strategiske satsingsområdet.
3. Panelet ble overveldet av kompleksiteten i det marine forskningslandskapet i Bergen. Det gjelder både internt på UiB, og forholdet mellom universitetet og de mange uavhengige forskningsinstituttene i Bergensområdet, som alle har sin egen forskningsagenda. Det ser ut til å være et forholdsvis kompleks nettverk av samarbeidsstrukturer og -initiativer, som på noen områder mangler kritisk masse. Mens slike initiativer kan fremme innovativ forskning og utdanning, fremstår kompleksiteten og antallet samarbeidsstrukturer som overveldende og kan innebære betydelig byråkrati og administrasjon. Panelet var bekymret for at koordineringen av det høye antallet samarbeidsstrukturer og institusjoner kan kreve mer energi og ressurser enn hva resultatene rettferdiggjør. Det er en balansegang her som krever nøye overveielse.
4. Panelet var særlig opptatt av forskningsselskapet Uni Research, som er delvis eid av UiB. Opprettelsen av dette selskapet har på den ene side muliggjort en mer fleksibel strategi for ansettelser av vitenskapelig personale og lagt til rette for utvikling av sterke forskningsklynger. På den annen side, har Uni Research utviklet en sterk autonomi – og i praksis blitt et forskningsuniversitet innenfor universitetet – som åpner for parallel utvikling av forskningsinfrastruktur og grupperinger. Slik parallel utvikling og duplisering er ikke en effektiv måte å organisere virksomheten på, og medfører sløsing av ressurser og ekspertise. Videre har det vitenskapelige personalet ved Uni Research i praksis blitt utelatt fra evalueringen siden Uni Research er «uavhengig» og ikke formelt en del av UiB. Statusen til Uni Research har således vært teknisk utfordrende for gjennomføringen av denne evalueringen, men langt viktigere er det at den er eller kan bli et problem for UiB.
5. Panelet noterte seg at den marine forskningen ved UiB i stor grad er organisert i ulike former for sentre, som omfatter alt fra virtuelle sentre med begrenset finansiering til Sentre for fremragende forskning og innovasjonssentre med høy grad av ekstern finansiering. Dette er midlertidige initiativer som bidrar til dynamiske og tverr-disiplinære forskningsmiljøer. Når sentrene avsluttes, er det imidlertid en risiko for å miste ekspertise og ødelegge produktive forskningsmiljøer. Det gjør det avgjørende for UiB å utvikle klare retningslinjer for hvordan suksessfulle aktiviteter og fremragende forskere skal integreres i den etablerte universitetsstrukturen.
6. Noen av de marine forskningsmiljøene ved UiB er veldig små, og i nærheten av eller under grensen for kritisk masse selv når de er forankret i større institutter. Det gjelder miljøer innenfor matematikk, kjemi, medisin, jus og humaniora/samfunnsvitenskap. For å utnytte potensialet til de små forskningsmiljøene og gjøre dem i stand til å være synlige og suksessfulle partnere i det marine forskningslandskapet, bør kontakten med andre marine forskningsmiljøer styrkes. Dette bør være «bottom-up»-initiativer, men med støtte fra det sentrale nivået, inkludert såkornmidler. Det er imidlertid viktig å være klar over at det er

nødvendig med et minimum av kritisk masse av forskere innenfor de enkelte enhetene for at slike initiativ skal lykkes.

7. Behovet for arbeidskraft med utdanning innenfor marine disipliner fra alle instituttene og fakultetene ved UiB kan antas å være svært høyt i Norge generelt og i Bergensområdet spesielt, og UiB produserer fremragende kandidater. Det ser imidlertid ikke ut til å være noen systematisk registrering av karriereveiene til Mastergradskandidatene, og de fleste PhD-studentene velger tilsynelatende en postdoktor-karriere innenfor akademien heller enn en karriere i næringslivet eller offentlig sektor. Det ble rapportert om enkeltinitiativ for å etablere kontakt mellom samfunns- og næringsliv og studenter, særlig fra Institutt for biologi, men mer systematiske programmer der studenter blir kjent med eksterne arbeidsmiljø er spesielt viktig for studenter som tar en Mastergrad.
8. Formidlingsaktiviteten, både nasjonalt og internasjonalt, er høy, vedvarende og holder beste standard, spesielt blant de største og sterkeste enhetene involvert i marin forskning. Formidlingen skjer gjennom flere ulike kanaler, og de viktigste målgruppene er akademien og den store offentligheten, og i noe mindre grad næringslivet. Det har imidlertid blitt avdekket enkelte svakheter, herunder lav formidlingsgrad og ubalansert målretting av formidlingsaktiviteten, i særdeleshet hos enheter hvor marin forskning utgjør en relativt liten del av virksomheten.

1 Introduction

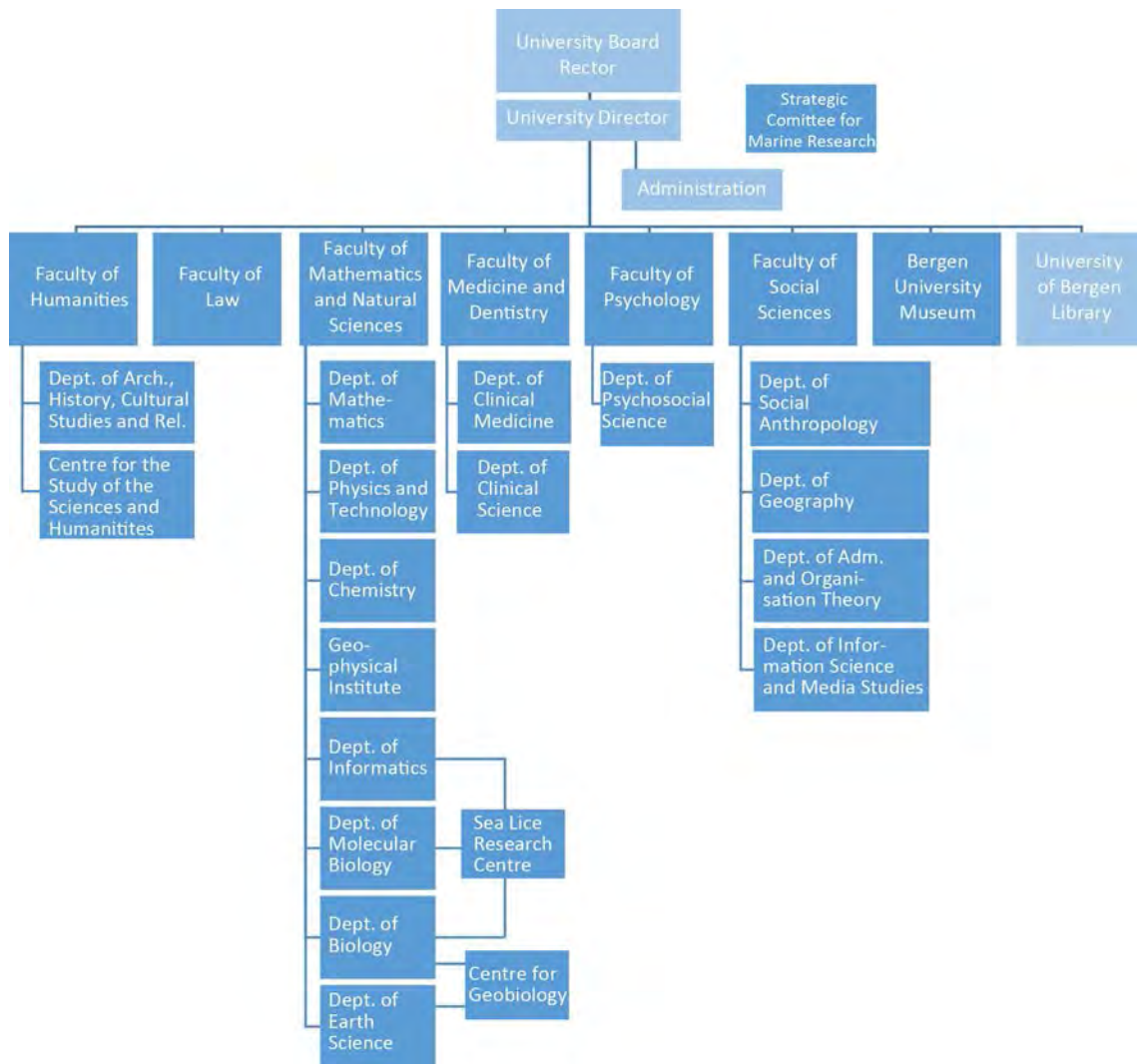
Marine sciences has been a strategic priority area at the University of Bergen (UiB) since the late 1980s. The current report is prepared by an international panel of experts commissioned by UiB to evaluate the strategic priority of marine research and education, with a main focus on the last ten years (2004-2013).

1.1 The marine research landscape in Bergen

Bergen has become an international hub for marine research due to its geographical location on the west coast of Norway and its long tradition in exploring and exploiting the ocean. The University of Bergen (UiB) is one of several institutions engaged in marine research and education in the region, and the institutional landscape is characterised by numerous and complex relationships.

At the University of Bergen, marine studies take place at all six faculties as well as the Bergen University Museum (Figure 1.1). The Faculty of Mathematics and Natural Sciences is the main actor. All departments at the Faculty are involved in marine research to some extent, and the departments of Biology and Earth Science as well as the Geophysical Institute all have a strong marine profile. The Faculty hosts two centres engaged in marine research: the Centre for Geobiology (CBG) and the Sea Lice Research Centre (SLRC). CBG is a collaboration between the departments of Biology and Earth Science, and a Centre of Excellence (CoE) with funding from the Norwegian Research Council (RCN) for the period 2007-2017. SLRC is a Centre for Research-based Innovation (CRI) with RCN funding for the period 2011-2019. The Centre involves three UiB departments, two external research partners – the Institute of Marine Research (IMR) and the Norwegian University of Life Sciences, and several industrial partners.

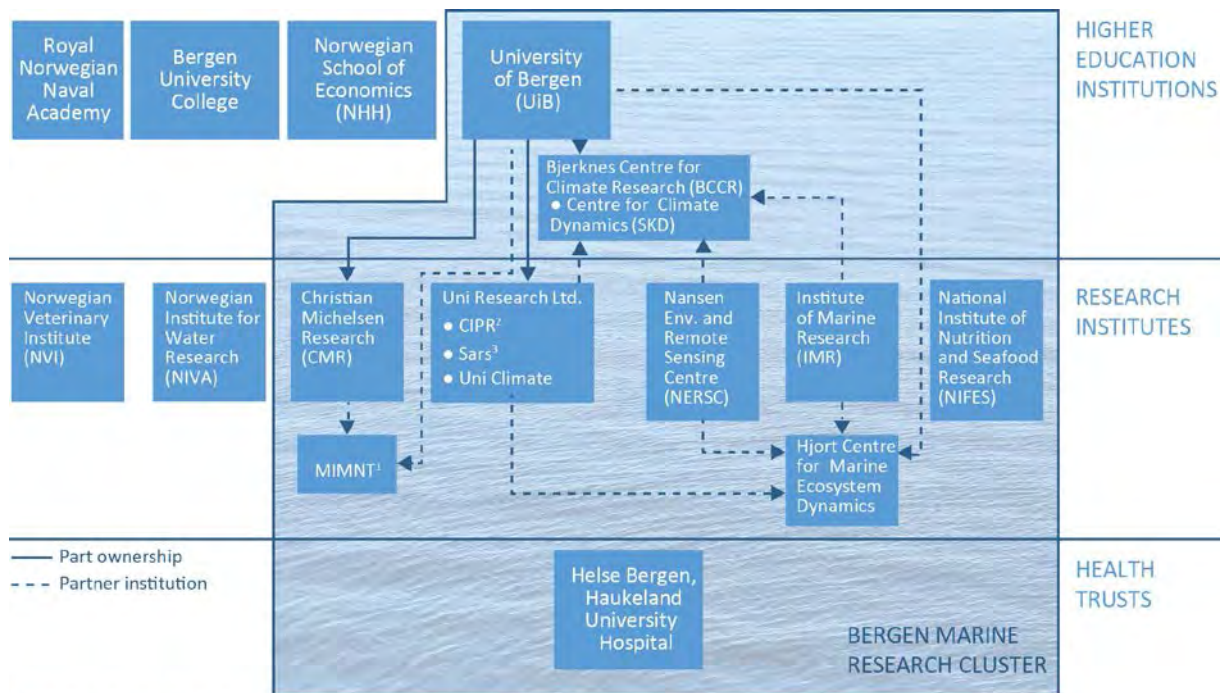
Figure 1.1 The organisation of marine research and education at the University of Bergen



Source: NIFU

External collaboration is a key feature of marine research at UiB, and the University has close links with a number of local research institutions (Figure 1.2).

Figure 1.2 The Bergen marine research landscape



¹Michelsen Centre for Industrial Measurement, Science and Technology
²Centre for Integrated Petroleum Research
³Sars International Centre for Marine Molecular Biology

Source: NIFU

The Nansen Environmental and Remote Sensing Centre (NERSC) is a research foundation affiliated to UiB conducting environmental and climate research. The Centre was established in 1986, with the Scientific Foundation at the University of Bergen (Unifob) as one of the founders.¹

Uni Research Ltd., formerly Unifob Ltd., is a research company owned jointly by UiB (85%) and Unifob (15%). It was established in 2003 with the main purpose of administering externally funded research at UiB, but has over time developed a more independent role as a research performing company. Uni Research has three departments involved in marine research in close collaboration with researchers at UiB, the Centre for Integrated Petroleum Research (CIPR), the Sars International Centre for Marine Molecular Biology, and Uni Climate. CIPR was a Centre of Excellence hosted by UiB in the period 2002-2012, with researchers from several departments at the Faculty of Mathematics and Natural Sciences as well as Unifob/Uni Research. The Sars Centre was established in 1997 with funding from UiB, RCN, and the Ministry of Education and Research, and receives annual earmarked funding from the University. The Centre is co-located with the UiB departments of Biology and Molecular Biology at Marineholmen Science Park.

The Bjerknes Centre for Climate Research (BCCR) was established in 2002 as a Centre of Excellence hosted by UiB and with Uni Research, the Nansen Centre (NERSC) and the Institute of Marine Research (IMR) as partner institutions. When the CoE funding ended in 2012, the Bjerknes Centre merged with the Centre of Climate Dynamics, which had been established in 2010 with funding from the Ministry of Education and Research to draw on and continue the accomplishments of the CoE. The Bjerknes Centre continues to involve a large number of researchers at UiB, and the University contributes annual funding and is represented on the Board of Directors by its Pro-Rector.

¹ Unifob was established in 1986 as an independent foundation with the mission to promote research, education and other activities of key interest to the University of Bergen.

Christian Michelsen Research (CMR) is a technical-industrial research institute owned 50 per cent by UiB and 35 per cent by Uni Research. CMR hosts the Michelsen Centre for Industrial Measurement Science and Technology (MIMT), a Centre for Research-based Innovation specialising in marine technology with UiB as a key research partner.

The Institute of Marine Research (IMR) is a publicly-owned research institute headquartered in Bergen. The institute is the largest marine science community in Norway, and co-operates closely with UiB, e.g. in operating vessels. In 2014, IMR and UiB established the Hjort Centre for Marine Ecosystem Dynamics with the Nansen Centre and Uni Research as additional partner institutions. UiB contributes funding to the Hjort Centre, which aims to produce internationally leading research on ocean ecosystems.

Furthermore, UiB collaborates in marine research with the National Institute of Nutrition and Seafood Research (NIFES) and Nofima, both research institutes with activities in Bergen, as well as with the Bergen divisions of the Norwegian Institute for Water Research (NIVA) and the Norwegian Veterinary Institute (NVI). Collaborative links within marine sciences also exist between UiB and Haukeland University Hospital and with the two other major higher education institutions in Bergen, NHH - Norwegian School of Economics, and Bergen University College.

In 2008, the Bergen Marine Research Cluster was established as a formal collaboration between UiB and seven other local institutions for marine research and education. The collaboration is legally binding, and organised with a project manager from UiB and a Board headed by the Rector of the University. The objective of the cluster is to strengthen regional co-operation and develop Bergen into a European capital for marine research and education. Co-location has been a long-term goal, and it has recently been decided that IMR and other member institutions will co-locate with the UiB departments of Biology and Molecular Biology and the Sars Centre at Marineholmen.

1.2 The strategic priority of marine research at UiB

1.2.1 Background

Bergen has a long and proud history of multidisciplinary marine research linked to such prominent names as G.O. Sars, Bjørn Helland-Hansen, Vilhelm Bjerknes and Johan Hjort. These and other scientists contributed to the development of oceanography, biology, geology and meteorology as key areas of research in Bergen as a site, and at the predecessor of UiB, Bergen Museum, founded in 1825. The University continued the research traditions of Bergen Museum from the time of establishment in 1946, and the Faculty of Mathematics and Natural Sciences has had a strong marine profile from the outset.

In 1988, UiB defined marine research and education as one of two strategic priority areas, the other being global and development-related research and education. The priority areas reflected the traditions and competitive advantages of the University, and emerged as particularly relevant given the background of the publication of the report of the Brundtland Commission in 1987 with its emphasis on sustainable development.

The strategic priority of marine studies is well aligned with national research policies, where marine research has been a long-standing priority area. A national strategy for marine R&D, HAV21, was presented in 2012, and marine research is supported by several programmes in the Research Council of Norway (RCN). The recent Government Long term Plan for Research and Higher education 2015-24 has included Oceans as one of six national priority areas. Moreover, marine research is supported through the Norwegian Government's strategic priority of the High North, where climate, petroleum and renewable marine resources are key target areas.

1.2.2 Organisation and funding

Organisation

The priority of marine research and education at UiB has its basis in the strategic plans of the University, both at central and faculty level. In the 1990s and early 2000s, there was strong commitment to the strategic priority area in the Central leadership and considerations of branding UiB as “the Blue University”. Subsequently, the priority of marine research has been based more on bottom-up initiatives and driven mainly by the faculties and departments.

A Strategic Committee for Marine Research (*Strategiutvalget for marine fag*, SMF) was established by the Faculty of Mathematics and Natural Sciences in 2004. The Committee was made up of representatives of the Faculty leadership as well as the heads of the three largest marine departments, and engaged in coordinating, profiling and promoting the marine activities at the Faculty as well as at UiB more generally.²

The ambition to broaden the disciplinary scope of the strategic priority of marine research led UiB to establish a new strategic committee in 2007. With the exception of the faculties of Humanities and Psychology, all faculties were represented along with the two Centres of Excellence - the Bjerknes Centre and the Centre for Geobiology. The Committee was to report to the central University leadership, and given the Terms of Reference to:

- develop a coherent research strategy for marine activities, including doctoral education;
- develop various strategic input on marine research and education; and
- strengthen and develop action plans for collaboration between UiB and regional, national and international partner institutions.³

In 2012, after a period of little activity in the Committee, it was reappointed without any changes in representation or the Terms of Reference.⁴ Subsequently, the Bergen Marine Research Cluster has been included in the Committee and represented by the cluster manager.

The Strategic Committee has functioned as an advisory body without any financial resources at its disposal.

Strategic funding

Overall central funding for marine research at UiB is described in section 2.1.3 of the report. A significant share of funding has been allocated to buildings, infrastructure and research centres. In addition, dedicated central funding has been provided for the strategic priority of marine research. Table 1.1 shows the annual figures for the strategic funding in the period of evaluation (2004-2013).

² *Forskningsstrategi for Det matematisk naturvitenskapelige fakultet 2006-2010*; «Mandat for Strategiutvalg for marine fag (SMF) ved Det matematisk-naturvitenskapelige fakultet»

³ «Strategiutvalg for Marine Fag (SMF) ved Universitetet i Bergen»

⁴ «Gjenoppnevning av strategisk utvalg for marine fag», 2012

Table 1.1 Funding for the strategic priority of marine research at UiB, 2004-2013, in million Norwegian kroner

Year	Funding for UiB strategy
2004	4.421
2005	3.520
2006	3.520
2007	1.520
2008	1.520
2009	3.120
2010	1.120
2011	1.120
2012	1.120
2013	1.120
SUM	13.040
Annual average	1.630

Source: UiB

The strategic funds have been used for research vessel operations, project support, funding of positions, co-operation with NIFES, and from 2009, support to the Bergen Marine Research Cluster. The University Board has recently decided that UiB will allocate funding for the co-location of the cluster at Marineholmen.

There has also been strategic funding of marine research at faculty and department level, but the Evaluation Panel lacks information about the size and direction of this funding.

1.2.3 Target groups and strategic goals

The definition of marine research and education at UiB reflects that the strategic priority of marine research initially targeted the natural sciences:

*Marine research and marine subjects cover studies of the ocean areas in a broad sense and involve physical, geological, chemical and biological aspects and processes and their interactions in and between land, the water column and atmosphere, as well as applications in connection with surveying and exploiting resources and studies of the climate and environmental conditions.*⁵

Marine biology was the first main focus area, followed by climate research. At the beginning of the period covered by this evaluation (2004-2014), there was an interest in developing cross-disciplinary research within the fields of nutrition, pharmacy and aquaculture, and there has subsequently been an explicit aim to broaden the disciplinary scope of the strategic priority area and promote cross-disciplinary and cross-faculty co-operation.⁶ This is the background to UiB's decision to establish a new Strategic Committee for Marine Research in 2007 with representation from several faculties.

It has been part of the Terms of Reference of the Strategic Committee to develop an overall strategy for marine research at UiB, and a proposed strategy for the period 2015-2020 has recently been submitted to the central University leadership. According to the proposal, UiB should focus on:

- further developing the strong marine scientific communities at the University and including more faculties, subjects and perspectives in the strategic priority area;
- strengthening the collaboration with the partner institutions in Bergen Marine Research Cluster, i.a. through the establishment of new research centres, with the aim to develop a marine campus; and

⁵ The web pages of UiB, URL: <http://www.uib.no/forskning/75367/marin-forskning>

⁶ «Styrenotat marin forskning 2008»

- establishing a dedicated leadership for the strategic priority of marine research and education reporting to the Rector.⁷

During the period covered by the evaluation, however, there has been no overall strategic plan for marine research and education at UiB. Instead, goals and measures for the development of the strategic priority area have been set out in various strategy documents at both central and faculty level. Generally, there has been a focus on profiling the marine research activities at UiB and in the Bergen region more generally; strengthening marine research within biology; securing marine infrastructure; and promoting cross-disciplinary and cross-faculty collaboration as well as collaboration with local partner institutions.⁸ Strengthening marine sciences through collaboration with local partner institutions in the Bergen Marine Research Cluster was highlighted as a key strategic objective by the central University leadership during the site visit meeting with the Evaluation Panel.

In the current strategy of the Faculty of Mathematics and Natural Sciences, covering the period 2011-2015, the Faculty signals that it wants to define climate research as a separate priority area in the next strategy period.⁹ The Faculty has moreover presented a proposal for its own marine strategy. According to this proposal, which was developed by an internal working group appointed by the Dean in 2013, it should be the goal of the Faculty to contribute to Bergen becoming the most important city for marine research and education in Europe. Main lines of action to achieve this should be to recruit students internationally; establish new researcher positions and joint centres with other local research institutions; strengthen collaboration within the Bergen Marine Research Cluster; improve the infrastructure for marine research; and strengthen the capacity for marine research management.¹⁰

1.3 About the evaluation

1.3.1 Background and objectives

The current evaluation has been commissioned by the central UiB leadership. The strategic priority of marine research and education has been supported by the central strategies of the University for 25 years, and the current strategy states that a scientific evaluation of the strategic priority will be carried out during the strategy period (2011-2015).¹¹

According to the guidelines from UiB, the main objective of the evaluation is “to have a systematic review and assessment of the focus area *Marine research* at the University of Bergen, such that this is delimited in understanding with the University. The evaluation is intended to provide a portrayal of the quality of the research and the educational programmes within this area. The evaluation must contribute toward learning and development for the academic communities, and provide insight into strengths, weaknesses and challenges for the research and educational programmes. The evaluation will be an important basis for decisions on how the focus area is to be pursued in the work on developing a new strategy for the University.”

UiB has started the process of developing a new strategy, which will be implemented from 2016.

⁷ «Forslag til strategi for marin forskning og utdanning 2015-2020»

⁸ «Universitetet i Bergen – et forskningsuniversitet. Utkast til forskningsstrategi 2005-2010»; *Forskningsstrategi for Det matematisk naturvitenskapelige fakultet 2006-2010*; *Nye Tider – Nye utfordringer – Nye løsninger. Strategi 2011-2015*, Det Matematisk-Naturvitenskapelige Fakultet, Universitetet i Bergen

⁹ *Nye Tider – Nye utfordringer – Nye løsninger. Strategi 2011-2015*, Det Matematisk-Naturvitenskapelige Fakultet, Universitetet i Bergen

¹⁰ «Forslag til Marin strategi for Det matematisk-naturvitenskapelige fakultet»

¹¹ *Strategi 2011-2015. Universitetet i Bergen*

1.3.2 The Evaluation Panel

The evaluation has been carried out by a panel of seven international experts appointed by UiB (Table 1.2).

Table 1.2 The Members of the Evaluation Panel

Name	Institution	Subject area
Thomas Kjørboe (Chairman)	National Institute for Aquatic Resources, Technical University of Denmark, Denmark	Marine biology
Miquel Canals Artigas	Department of Stratigraphy, Paleontology and Marine Geosciences, Faculty of Geology, University of Barcelona, Spain	Marine geosciences
Åke Hagström	Faculty of Health and Life Sciences, Linnæus University, Sweden	Marine biology
Poul Holm	Faculty of Arts, Humanities and Social Sciences, Trinity College Dublin, Ireland	History
Tim Minshull	National Oceanography Centre Southampton, University of Southampton, England	Marine geophysics
Johan Nilsson	Department of Meteorology, Faculty of Science, Stockholm University, Sweden	Physical oceanography
James Scourse	School of Ocean Sciences, College of Natural Sciences, Bangor University, Wales	Marine geology

The Nordic Institute for Studies in Innovation, Research and Education (NIFU) has provided the scientific secretariat to the evaluation, with researcher Siri Aanstad serving as scientific secretary.

1.3.3 The Terms of Reference

The Evaluation Panel was given the following Terms of Reference (ToR):

On the basis of the communities' academic production, the communities' self-assessments, written documentation of the communities' activities and visits to the institution, the academic panel is asked to:

1. *On the basis of international standards to assess the quality and relevance of the scientific production within marine research based on the combined production of publications and theses, with emphasis on the last 10 years.*
2. *Evaluate the quality and relevance, including the development of expertise and level of execution, of the area's combined educational programmes at the master and doctorate level with emphasis on the last 10 years.*
3. *With the additional resources that accompany being a main focus area in mind, give a combined assessment of the strategic added value/utility this has provided.*
4. *Evaluate the associated academic communities' cooperation with relevant academic communities in UiB's periphery, including organization, participation in projects, ability to generate resources and networking.*
5. *Evaluate the associated academic communities' international activities, project cooperation, participation in conferences, presentations, marketing and networking.*
6. *Evaluate the associated academic communities' dissemination and promotion of their research results domestically and internationally.*
7. *Consider to which extent cross-disciplinarity and organization in cross-disciplinary centres has contributed to strengthening and developing activities in the focus area.*
8. *Assess utility value/function of the strategic committee for this focus area.*
9. *Assess the associated academic communities combined administrative resources and support functions.*

The meeting with the UiB leadership at the beginning of the site visit elaborated further on the Terms of Reference for the evaluation. Originally, the Panel was only to evaluate the quality of the marine research and educational programmes, and the added value of the Marine Priority Area initiative. However, the UiB leadership made it clear that in addition they wanted recommendations from the

Panel with respect to the strategic priorities, and on how best to promote the marine science profile of the University, and that they required this advice to formulate a new strategic plan. One overarching question that they emphasised was whether marine science is best developed through instruments that work bottom-up or top-down.

The Panel was not given the explicit task or necessary resources to make a thorough scientific evaluation of the individual units involved in marine studies at UiB. Yet, the overall evaluation has been based on more general assessments of the individual units, and the assessments have been included in the report with the purpose of providing UiB with the fullest possible picture of the strategic priority area.

The evaluation has focused on the development of the strategic priority area over the last ten years (2004-2013).

1.3.4 The issue of delimitation: definition of marine research and selection of research units

To delimit the units and activities to be included in the current evaluation, the Central leadership consulted all six faculties at UiB. They were asked to define what thematic research areas and associated organisational units/centres/research groups/research milieus should be included in the evaluation based on the following description of the strategic priority area:

Marine research and marine subjects cover studies of the ocean areas in a broad sense and involve physical, geological, chemical and biological aspects and processes and their interactions in and between land, the water column and atmosphere, as well as applications in connection with surveying and exploiting resources and studies of the climate and environmental conditions.

A high number of research areas and units were reported back from the faculties and/or their respective departments/centres. The reporting was characterised by great variation, not least with regard to the nature and size of research units which ranged from departments/centres and research groups to projects and individual researchers. All in all the reporting covered units at 19 departments/centres and all six faculties.

These 19 departments/centres were asked to provide self-assessments of their marine research and education activities. A total of 18 units submitted self-assessment reports and these have been included in the evaluation (Table 1.3). In this way, the delimitation of the evaluation rests on the departments' and research units' decisions to participate, and their interpretation of what is included in the field of marine studies.

Table 1.3 Departments/centres included in the evaluation

Department/centre	Faculty
Department of Archaeology, history, cultural studies and religion	Humanities
Centre for the study of the sciences and the humanities	Humanities
-	Law
Centre for Geobiology	Mathematics and Natural Sciences
Department of Biology	Mathematics and Natural Sciences
Department of Chemistry	Mathematics and Natural Sciences
Department of Earth Science	Mathematics and Natural Sciences
Department of Mathematics	Mathematics and Natural Sciences
Department of Physics and Technology	Mathematics and Natural Sciences
Geophysical Institute	Mathematics and Natural Sciences
Sea Lice Research Centre (SLRC)	Mathematics and Natural Sciences
Department of Clinical Medicine (K1)	Medicine and Dentistry
Department of Clinical Science (K2)	Medicine and Dentistry
Department of Psychosocial Science	Psychology
Department of Administration and Organisation Theory	Social Sciences
Department of Geography	Social Sciences
Department of Information Science and Media Studies	Social Sciences
Department of Social Anthropology	Social Sciences

1.3.5 Data sources

The evaluation has been based on several different data sources, of which the main part is data provided by UiB centrally and self-assessment reports from the research units:

- documents and data on the strategic priority area, provided by UiB;
- self-assessment reports from the relevant research units;
- a bibliometric analysis from NIFU;
- R&D statistics from NIFU; and
- site visit and interviews at UiB.

UiB was asked to provide the Panel with relevant documentation of the strategic priority of marine research and education at the University, as well as information about education, research and co-operation within the field. The Panel received a significant amount of qualitative and quantitative data. Qualitative data included documents from meetings of the University Board; strategy documents; information on educational programmes and research schools; lists of local academic partner institutions and bilateral collaborative agreements; and material from the national evaluation of biology carried out on behalf of the Research Council of Norway in 2011. The quantitative data consisted of university budgetary figures; external funding figures; and student and graduate numbers.

Self-assessment reports from the units have been a key source of information. Based on a self-assessment report template, the units have provided both quantitative and qualitative data reflecting the Terms of Reference for the evaluation. The self-assessment report template is included in Appendix 1.

The Evaluation Panel was on a three-day site visit at the University of Bergen in October 2014. During the site visit, the Panel interviewed representatives of both the Central and Faculty leadership, as well as the departments/centres that are included in the evaluation (see Appendix 2 for the interview plan). The Panel also interviewed the project manager of the Bergen Marine Research Cluster.

1.3.6 Data limitations

The quality of the following evaluation can be no better than the quality of the material that the Panel received, and is further constrained by the expertise of the Panel Members relative to the fields evaluated. Originally, the evaluation focused on marine science within the natural science disciplines, but during the preparation phase leading up to the evaluation, the list of units to be evaluated was expanded to include also departments from the other five faculties at the University (Medicine and Dentistry, Law, Social Sciences, Humanities, and Psychology). This led to the addition to the Panel of one member with expertise in marine environmental history, but the Panel lacks specific expertise in several of the disciplinary fields covered by the evaluation. Unfortunately, the expansion of the number of units to be interviewed made it impossible to visit the actual research environments and to meet students, postdocs, and other young researchers.

The material received from the University, both from the central unit and the self-assessment reports submitted by the individual departments/centres, was of a somewhat uneven quality. UiB lacks a general overview of the scope and development of the activities within its marine priority area. Moreover, many of the self-assessment reports were incomplete and unenthusiastic, presumably the result of the multiple rounds of evaluation that some of the units have been through. The incomplete reporting may also reflect that the main objective of the evaluation has been to evaluate the strategic priority area as a whole, and not the individual units. This was explicitly stated in the self-assessment template.

The interviews helped fill many gaps and most often also transmitted the enthusiasm that was lacking in the reports. Finally, major activities closely associated to the University and in practice often partly integrated with university activities, were not part of the evaluation. This includes the Bjerknes Centre and Uni Research, including the Sars Centre, among others. Thus, the Panel often lacked crucial explicit information and relevant context for the evaluation.

The broad, bottom-up delimitation of marine research and education has also posed challenges in terms of supplementing the data from UiB with other data sources, such as national R&D statistics and bibliometric databases.

2 Marine research and education at the University of Bergen: an overview

2.1 Thematic areas and resources

2.1.1 Main thematic areas and research units

The majority of marine research activities at the University of Bergen is concentrated in four units (in decreasing order of magnitude) – the Department of Biology (including the Sea Lice Research Centre), the Geophysical Institute, the Centre for Geobiology and the Department of Earth Science. These constitute five reporting units in this evaluation. Furthermore, marine research is conducted as subsidiary activity in several other units, constituting 12 reporting units – the Department of Chemistry, the Department of Mathematics, the Department of Physics and Technology, the Department of Clinical Medicine, departments at the Faculty of Law and the Faculty of Social Sciences, and departments at the Faculty of Humanities. In addition, the Department of Psychosocial Science is engaged in maritime research, possibly bordering marine research questions.

At the Department of Biology, research is organised in four thematic areas – (1) Fisheries ecology and marine ecosystems management (2) Marine and environmental health, (3) Aquaculture and fish health, and (4) Marine biodiversity. In addition the *Sea Lice Research Centre*, a Centre for Research-based Innovation with its research agenda focused on sea lice biology, is hosted within the Department of Biology.

The Geophysical Institute (GFI) is divided into four research groups – (1) The Meteorology group, (2) The Oceanography group, (3) The Biogeochemistry group, and (4) The Climate Dynamics group. The Bjerknes Centre for Climate Research (BCCR) is important for GFI, as three of the academic staff of GFI are involved in the leadership of BCCR, and all climate-related research of GFI is branded through BCCR.

The Centre for Geobiology (CGB) is a Norwegian Centre of Excellence. Originally CGB consisted of two thematic areas – (1) Geodynamics of the Deep Seafloor and (2) Water-Rock-Microbe Interactions & the Deep Biosphere. In addition two more areas are now included – (3) Roots of Life & Life in Extreme Environments and (4) Vent and Seep Biota.

The research groupings of the Department of Earth Science are not clearly determined, but were for the purpose of this evaluation presented as (1) Marine geophysics, (2) Marine energy, and (3) Marine geology. However, the groups were also presented during the interview more thematically, e.g. as research groups for Glaciated continental margins, Submarine geohazards and Palaeoclimate/palaeoceanography.

The Department of Chemistry conducts research in three thematic areas relevant for marine research – (1) Marine environment, (2) Marine ingredients and health, and (3) Natural product synthesis, conducted by two research groups.

The Department of Mathematics conducts relevant marine research in two research groups – (1) the Statistics group (working on e.g. statistical ecology, statistical analysis of acoustic and trawl data and animal population dynamics) and (2) the Applied and computational mathematics (ACM) group (working on e.g. fluid mechanics).

The Department of Physics and Technology conducts various kinds of marine research within two research groups – (1) the Marine optics group and (2) the Marine acoustics group.

The Department of Clinical Medicine conducts marine research groups within two research groups – (1) Concentrating on the effects of marine-food intake on health and prevention and treatment of diseases, and (2) Concentrating on the identification and isolation of bioactive compounds from marine raw materials and examining effects of consumption of these compounds on health and prevention and treatment of diseases.

At the Faculty of Social Sciences, marine related research is conducted in a total of four departments, including themes such as coasts and climate, coastal zone management, management of fish farming and studies of fishing communities. At the Faculty of Law marine related research includes national property rights studies.

At the Faculty of Humanities marine research is conducted in two units – (1) the Department of Archaeology, History, Cultural Studies and Religion (AHKR) focusing on historical analysis of Norwegian fisheries and coastal culture, and (2) the Centre for the Study of the Sciences and the Humanities (CSSH) dealing with ethics of sea food, ethical aquaculture, and social network analysis trade.

At the Department of Psychosocial Science four research groups are engaged in research with direct or indirect relevance to the maritime sector, with a potential for collaborative activities with marine research groups.

2.1.2 Personnel

Table 2.1 below shows the development in academic personnel within marine studies at UiB over the past ten year-period based on the units' own reporting. Of the 18 departments/centres submitting self-assessment reports to the Evaluation Panel, 13 have provided figures for the total number of staff involved in research and/or teaching in the field, and ten figures for the number of staff involved in the field more than 50 per cent of their time. Hence, data are far from complete, but may still give an indication of the general development in UiB staff involved in marine research.

The overall figures show substantial increase in the number of staff members involved in marine studies. In 2004, the units report that they had 120 staff members involved in marine studies more than 50 per cent of their time, whereas in 2013 this figure had increased to 206 staff members.¹² Also including staff members involved in marine studies smaller parts of their time, UiB had 315 staff members in marine studies in 2013. Part of this difference – 315 with some of their time in marine studies and 206 staff members with more than half of their time in marine studies – is due to three more units being able to report the former rather than the latter.

¹² Due to organisational changes, such as the separation of Unifob/Uni Research from UiB in 2007, these figures are not directly comparable with national statistics on total academic staff at UiB in this period.

Table 2.1 Academic personnel in marine studies (research and/or teaching), 2004-2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Info*
Total number of staff involved	169.75	163.75	171.75	214.75	242.75	253.75	265.75	272.75	293.25	314.75	13
Number of staff involved in the field more than 50% of their time	120	114	118	140.8	155.8	167.1	168.5	172.4	188	205.6	10
Full time equivalents (FTEs) in the field:											
Professors (<i>professor/førsteamanuensis/andre førstestillinger</i>)	78.75	78.55	84.75	93.7	94.15	94.08	94.55	99.95	95.3	100.85	15
Other permanent academic staff	0.5	1.2	1.5	0.2	1	0.6	3.2	2.95	2.85	4.25	3
Postdoc fellows	22	26	23	25	31	34	34.2	43.1	59.4	59.3	9
PhD fellows	54.3	61.8	61.9	74.1	95.6	107.9	96.6	86.35	95.45	111.05	16
Researchers	16.1	12	11.8	18.9	19.75	18.55	23.7	21.1	14.7	17.5	1

Source: Self-assessment reports

*Number of units which provided information. "Researchers" was not a separate category in the self-assessment form, and additional information on researchers separately was provided by the Department of Biology only.

Furthermore, Table 2.1 indicates that the majority of the staff are professors and PhD fellows, and that there has been a large increase in particular in the number of PhD fellows. As measured in full time equivalents, there were 54 PhD fellows (FTEs) in the field in 2004, increased to 111 in 2013. In the same period the number of professors increased from 79 to 101 FTEs. There was also a notable increase in postdoc fellows, from 22 in 2004 to 59 in 2013.

A large proportion of these staff members were at the Department of Biology, which in 2013 accounted for 123 of those involved in marine studies and 120 of those involved more than half of their time in marine studies. Other units with more than 30 staff members involved in the field in 2013 were the Centre for Geobiology (45 staff members), the Department of Earth Sciences and the Sea Lice Research Centre (both with 36 staff members, see tables in Appendix).

2.1.3 Research funding

UiB and the Norwegian university funding system

Direct government funding plays a major role in the Norwegian higher education sector, and accounted for 76 per cent of total funding at UiB in 2013.¹³

UiB receives annual direct funding from the Ministry of Education and Research, consisting of two parts: a basic grant, which accounts for approximately 70 per cent of their direct funding from the Ministry, and a grant based on achieved results. The result-based grant is determined by a set of indicators related to education (student completion and mobility) and research (scientific publications, external funding and PhD graduates). Funding based on the research-related indicators accounts for a relatively small part of the direct funding (9% for 2014), whereas student completion is a more important determinant of funding levels at the universities (21% of UiB's direct funding for 2014).

Most of the universities, including UiB, have introduced local variants of the government funding model. This means that the internal allocation of funding at the institutions is partly based on the results of the individual faculties and their departments.

¹³ Facts & Figures 2013. University of Bergen

Funding for marine research at UiB

Three different sources for calculating funding for marine research at UiB

In this report, three different sources are used to estimate the amount of funding for marine research at UiB, giving somewhat different results:

A. National mapping of expenditure for marine and climate research and development (R&D) 2001 to 2011

These figures are provided by NIFU and are based on data for regular national mappings of R&D expenditure in Norway (see Appendix 3). Current expenditure is included in the figures for marine and climate research, but not scientific infrastructures/equipment/buildings. The R&D expenditure is calculated according to international standards, implying e.g. that expenditure for staff research time (but not teaching time) is included. The data includes R&D at 15 units at UiB as well as Uni Research, and hence only partly corresponds to the units included in our evaluation (the 15 units are listed in Appendix 3). The total current R&D expenditure for marine and climate at these units was 325 MNOK in 2011.

B. Allocation of UiB core funding (2004 to 2013)

These figures are provided by the UiB central administration, and include the part of the UiB budget/core funding specifically allocated to centres, strategic priorities, equipment and buildings within marine and climate research (in total 728 MNOK for the ten year period 2004 to 2013, see Appendix 4). These figures do not include the part of the basic funding used for 'regular' marine research at the ordinary departments. Hence, the figures are generally lower than the basic funding for marine and climate estimated based on the national mapping (e.g. 90 MNOK in 2011, compared to 135 MNOK basic funding in 2011 as estimated under source A).

C. Marine research expenditure reported in the self-assessments (2004 to 2013)

The funding data reported in the self-assessments include estimates of expenditure for marine research from 15 of the 19 evaluated units. In total, these units reported 520 MNOK for marine research in 2011 which is substantially higher than the figures from the national mapping (325 MNOK, source A). Likely reasons for the discrepancies are the different sets of units included, as well as different basis for the estimates. For instance, the self-assessments may include expenditure on infrastructures and staff teaching time, whereas the figures from the national mapping only include current R&D expenditure.

National mapping of expenditure for marine and climate research and development

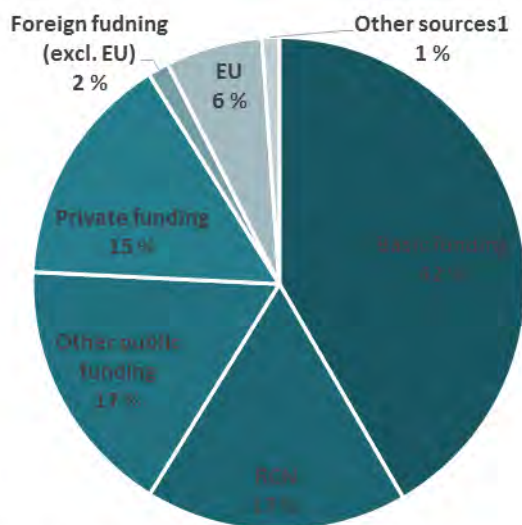
An overview of funding for marine research at the University of Bergen in the period 2001-2011 based on a regular national mapping of expenditure for marine research and development (R&D), is included in Appendix 3 in the report. The mapping is carried out by NIFU on behalf of the Research Council of Norway. Uni Research (previously Unifob), which is owned 85 per cent by UiB, changed its sector affiliation from the university sector to the research institute sector in 2009. However, in the overview, Uni Research is included as part of UiB throughout the investigated period.

The overview shows that total expenditure for marine R&D at UiB tripled between 2001 and 2011, from 109 million to 325 million Norwegian kroner (MNOK).¹⁴ In 2011, about 60 per cent of the research effort was attributed to the university departments and about 40 per cent to Uni Research. National marine R&D efforts across the higher education, research institute and company sector amounted to 3189 MNOK that year, which means that UiB accounted for approximately 10 per cent of the total.

¹⁴ Due to organisational changes, such as the separation of Unifob/Uni Research from UiB in 2007, these figures are not directly comparable with national statistics on total R&D expenditure at UiB in this period.

Figure 2.1 below shows marine R&D efforts at UiB in 2011 according to funding source.

Figure 2.1 Effort for marine R&D in the university system of Bergen 2011 by funding sources. Per cent.



Kilde: NIFUs kartlegging av marin FoU 2011

Public funding accounted for around 2/3 of the total, with basic government funding as the largest source (approx. 40%). The shares of funding from the Research Council of Norway and other public sources were equal at 17 per cent. Private sources also accounted for 17 per cent, whereas 8 per cent was foreign funding with the EU as the largest source.

An internal mapping of marine research at UiB in 2007 showed that the field is responsible for a large part of the University's total external funding. In 2007, 54 per cent of all Research Council funding at UiB was for marine research. Similarly, the field attracted 49 per cent of all funding the University received from the EU 6th Framework Programme.¹⁵

Allocation of UiB core funding

UiB has provided the Evaluation Panel with figures for its allocation of (central) funding for marine and climate research for the period 2004-2013 (Appendix 4). According to these figures, the total UiB funding in the period amounted to 626.3 MNOK, with an average annual funding increasing over the period, from 53.8 MNOK in 2004-2008 to 91.9 MNOK in 2009-2013. The increase in large part reflects investment in a new biology building and infrastructure at Marineholmen.

In addition to buildings, infrastructure and scientific equipment, a significant share of total central funding has been allocated to the Sars Centre and the three Centres of Excellence the Bjerknes Centre (2002-2012), the Centre for Integrated Petroleum Research (2002-2012) and the Centre for Geobiology (2007-2017). Funding for the four centres amounted to 54.2 MNOK in 2012, compared with total central funding for marine and climate funding of 69.4 MNOK in the same year. The Sars Centre, which is organised as a department at Uni Research, has been the largest recipient, with annual funding from UiB of between approximately 20 and 31 MNOK over the last ten year period. The current Central leadership at UiB has decided to re-integrate the Centre into the university structure as a direct follow-up of the strategic priority of marine research.

UiB funding of the Bjerknes Centre has continued after the Centre of Excellence-funding from the Research Council ended in 2012. In 2013, the Centre received 38.5 MNOK over the budget of UiB, of which 26.3 MNOK was a grant from the Ministry of Education and Research. Central funding for the

¹⁵ «Styrenotat marin forskning 2008»

Centre for Integrated Petroleum Research has also been continued as earmarked allocations within the budget of the Faculty of Mathematics and Natural Sciences.

Marine research expenditure reported in the self-assessments

In the self-assessments, the units were asked to report on annual funding of research activities in the period 2004-2013. The table below is based on the reported figures. Not all units provided complete funding figures, and the tables must be interpreted accordingly.

Table 2.2 Total expenditure for marine research by source, 2004-2013 (in million Norwegian kroner)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Info*
Institutional core funding (total)	125.2	132.0	145.0	163.9	170.3	186.1	198.4	198.1	203.3	251.2	11
- funding from UiB's strategic priority	2.8	3.8	6.0	7.7	9.9	7.9	6.4	8.1	10.5	13.7	13
Grants from the RCN	81.3	89.5	43.9	67.6	81.2	98.5	107.0	104.7	110.2	180.3	14
Other Norwegian public funding	21.4	28.5	18.4	22.2	27.5	27.4	24.5	35.7	45.1	40.5	14
Private domestic sources	15.6	20.7	4.8	6.4	11.8	17.5	24.0	39.2	50.4	57.8	13
Funding from abroad	33.1	32.1	21.4	21.4	7.3	16.7	61.9	75.5	70.8	62.8	12
Sums entered in self-assessm.	210.6	234.2	217.4	266.0	298.5	341.5	383.5	403.5	431.0	554.5	12
Sum this table	279.4	306.5	239.5	289.2	308.1	354.1	422.1	461.3	490.3	606.3	15

Comments: *Number of units which provided information. This includes units which had obtained no funding from specific source, e.g. of the 13 which provided information on their funding from UiB's strategic priority of marine research, only three had obtained it (see table below). (When sum of total funding was entered in the self-assessment form, NIFU interpreted blank as zero, and when totals were missing, blank was interpreted as missing.)

Note: Units were asked to enter amounts in 100,000 NOK. Amounts apparently entered otherwise were corrected by NIFU (three units entering MNOK and four units entering 1000 NOK).

Source: Self-assessment reports

The largest funding sources reported are the institutional core funding (251 MNOK in 2013) and grants from the Research Council of Norway (RCN, 180 MNOK in 2013). Moreover, private domestic sources and foreign sources each accounted for about 60 MNOK of the funding of the marine research. In comparison, funding from UiB's strategic priority is reported as 14 MNOK in 2013, increased from 3 MNOK in 2004. Notably, there has been an increase in all sources reported, both in the core funding and in external funding, such as RCN grants and private sources. The total funding reported, increased from 279 MNOK in 2004 to 606 MNOK in 2013 (includes figures from 15 units; only including the 12 units who reported their total funding, the sum was 603 MNOK in 2013; see table above).

The overview of research funding gives a slightly different picture of the size of marine activities at various units at UiB than is apparent from the UiB staff overview. The Department of Biology and the Centre for Geobiology are still the largest units, but measured in funding there are more units which are larger than the number three measured in staff (the Sea Lice Research Centre): the Department of Earth Science, the Geophysical Institute, and the Department of Physics and Technology (see table A3 in Appendix 5). These differences indicate differences between the units in the level of cost intensive research (R&D expenditure per researcher).

2.1.4 Administrative resources and support functions

Administrative resources and support functions for marine research and education are mainly provided at the level of the individual faculties and departments. To the extent that the units of evaluation have provided information about administrative support functions in their self-assessments, it is included in the description and assessment of the units in Chapter 4.

At the central level, the Division of Research Management functions as the secretariat for the Strategic Committee for Marine Research, and the project leader for the Bergen Marine Research Cluster also belongs to this division.

2.1.5 Summary

This section has shown that marine research takes place across many faculties and departments at the University of Bergen, with a concentration of marine research activities in four units at the Faculty of Mathematics and Natural Sciences: the Department of Biology (including the Sea Lice Research Centre), the Geophysical Institute, the Centre for Geobiology and the Department of Earth Science. There has been a significant increase in both the total number of staff involved in marine studies and total funding for marine research at the University in the period of evaluation. Figures that include Unifob/Uni Research as part of UiB, show that total expenditure for marine R&D tripled between 2001 and 2011. This was a stronger increase than for UiB as a whole, and the University accounted for approximately 10 per cent of total Norwegian marine R&D expenditure in 2011. We have also seen that marine research is responsible for a large part of the total external funding at UiB, attracting 54 per cent of all Research Council funding at the University in 2007 and 49 per cent of all funding UiB received from the EU 6th Framework Programme.

2.2 Education at Master's and doctoral level

2.2.1 Master's programmes

Master's level education in marine subjects at UiB takes place mainly in the Faculty of Mathematics and Natural Sciences. Table 2.3 below shows the relevant Master's degree programmes offered by the Faculty in the period 2004-2013.¹⁶

Table 2.3 Master's degree programmes offering education in marine subjects, 2004-2013

Programme	Department
Aquaculture biology (MAMN-BIOHAV)	Department of Biology
Aquamedicine (MAMN-FISK) ¹⁾	Department of Biology
Biology (MAMN-BIO)	Department of Biology
Fisheries Biology and Management (MAMN-FIFO)	Department of Biology
Marine biology (MAMN-BIOMAR)	Department of Biology
Nutrition – marine (MAMN-NU)	Department of Biology
Advanced Spectroscopy in Chemistry (JMAMN-ASC) ²⁾	Department of Chemistry
Chemistry (MAMN-KJEM)	Department of Chemistry
Earth Science (MAMN-GEOV)	Department of Earth Science
Geoscience of Basins and Lithosphere (JMAMN-BAS)	Department of Earth Science
Informatics (MAMN-INF)	Department of Informatics
Applied and Computational Mathematics (MAMN-MAB)	Department of Mathematics
Marine Ecosystems and Climate (JMAMN-MCLI) ³⁾	Geophysical Institute
Molecular Biology (MAMN-MOL)	Department of Molecular Biology
Petroleum Technology (MAMN-PETR)	Department of Physics and Technology
Process Technology (MAMN-PRO)	Department of Physics and Technology
Meteorology and Oceanography (MAMN-GEOF)	Geophysical Institute
Energy (MAMN-ENERG)	Geophysical Institute

Comment: ¹⁾ This is a five-year Integrated Master's Programme.

²⁾ This is an Erasmus Mundus Joint Master's Programme.

³⁾ This is a Joint Nordic Master's Programme.

Source: UiB

Whereas some programmes, such as Aquaculture biology and Marine biology, have a clear marine profile, others have a broader disciplinary or thematic scope. It is for this reason difficult to establish the exact number of Master's students within marine studies, but UiB estimates that around 2/3 of the Master's students at the Faculty of Mathematics and Natural Sciences write their theses on topics that can be classified as marine. The number of active students at the Faculty is approximately 600. There are on average between 230 and 270 students graduating every year, and based on the estimation

¹⁶ The table is based on information provided by UiB.

that around 2/3 of the students specialise in marine subjects, the annual number of “marine” graduates is approximately 165.

UiB has not been able to provide exact figures showing the development in the number of Master’s students and graduates within marine subjects during the period of evaluation. Tables with available programme level figures for the period after 2006 are included in Appendix 5. The share of students within marine studies varies between the programmes, and the figures only give a general indication of how student and graduate numbers within the strategic priority area have developed. What the figures show is that there has been a modest and fairly steady increase in the overall number of students within Master’s programmes covering marine subjects, from 348 in 2007 to 421 in 2013. Earth Science is the Master’s programme in which student numbers have increased the most in the period, from 77 to 120. As for graduates, the total number has fluctuated between approx. 100 and 130 over the period 2011-2013.

It should be noted that some of the programmes in table 2.3 have been discontinued or merged with other programmes. From the autumn of 2014, the Department of Biology offers one Master’s programme in biology with seven areas of specialisation (microbiology; marine biology; fisheries biology and management; aquaculture biology; biodiversity, evolution and ecology; developmental biology and physiology; and environmental toxicology). The Integrated Master’s Programme in Aquamedicine is still in place.

2.2.2 Doctoral education

There are no specifically marine PhD programmes at UiB, and the University lacks a comprehensive overview of the number of doctoral students and candidates within marine sciences in the period under evaluation. A table showing figures based on a mapping carried out in 2007 is included in Appendix 5. According to these figures, there was an annual average of 43 “marine” doctoral candidates in the period 2005-2007. The candidates were almost exclusively from the Faculty of Mathematics and Natural Sciences. In connection with the preparations of a marine strategy for the Faculty, a new survey was carried out for the year 2012. That year, the Faculty awarded 16 doctoral degrees within marine research, and another 10 degrees that were “marine related”.¹⁷

UiB has organised several research schools within marine sciences over the past ten years: the Bergen International Research School in Marine Biology; the Research School in Molecular and Computational Biology; and the Bjerknes Research School in Climate Studies.¹⁸ Only the Research School in Molecular and Computational Biology (MCB), organised by the Department of Molecular Biology, is currently active.

Moreover, the University has played a central role in the Nordic research school in marine sciences, the Nordic Marine Academy (NMA). NMA was established in 2005 with the Department of Biology at UiB as the organising institution. The research school received funding for a five year period (2005-2010) from Nordforsk and the Nordic Working Group on Fisheries Research (NAF), both bodies under the Nordic Council of Ministers. The main objective of NMA was to promote Nordic co-operation and mobility within marine research and research training, and more than 60 universities and research institutes in the Nordic countries were members. NMA offered advanced courses and mobility grants for PhD students and young researchers, and organised several scientific workshops and seminars.¹⁹

The Marine European Network for Training of Researchers, MENTOR, has been another international initiative in which UiB has participated, together with other marine research centres in Europe.²⁰

UiB is currently involved in doctoral education through CRISP - a Centre for Research-based Innovation in Sustainable Fishing and Pre-processing Technology with RCN funding in the period 2011-2019. CRISP performs research aimed at enabling innovation in technologies and solutions for sustainable

¹⁷ «Forslag til Marin strategi for Det matematisk-naturvitenskapelige fakultet»

¹⁸ «Styrenotat marin forskning 2008»

¹⁹ The webpages of the research school, URL: <http://armauer.uib.no/nma/default.asp?k=10>

²⁰ «Styrenotat marin forskning 2008»

harvesting and optimal pre-processing of live marine resources. The Centre is organised as a separate unit within the Institute of Marine Research but involves the University of Bergen as a research partner, with responsibility for education in fisheries biology in general, and specifically for this project, in general fish biology, experimental biology, fish behaviour, fisheries acoustics and fish capture.

2.2.3 Summary

UiB offers Master's and doctoral level education within a broad spectrum of marine subjects, mainly at the Faculty of Mathematics and Natural Sciences. The Faculty has many Master's programmes covering marine subjects, and has organised several research schools within marine sciences over the past ten years. We lack exact figures for the number of Master's and PhD students and candidates within marine studies in the period of evaluation, however. What this section has established, is that there has been a modest increase in the overall number of students within Master's programmes covering marine subjects from 2007 to 2013. It is not possible to say anything about developments in the number of PhD students, but we have seen that the Faculty of Mathematics and Natural Sciences awarded 26 doctoral degrees within marine or marine-related research in 2012.

2.3 Co-operation

As pointed out in the introduction, the University of Bergen is one of several institutions engaged in marine research and education in the Bergen area, and there is extensive co-operation in the field. UiB is closely associated with several local academic communities, e.g. through partial ownership, affiliation to joint centres, formal collaborative agreements, and project-based co-operation. Table 2.4 gives an overview of central linkages between the University and its main local academic partner institutions in the period 2004-2013.²¹

²¹ The table is based on a list of main local academic partner institutions provided by UiB.

Table 2.4 Linkages between UiB and local academic partner institutions, 2004-2013

Name/type of local partner institution	Linkages with UiB
Uni Research Ltd. , research company	<ul style="list-style-type: none"> • 85% UiB ownership • institutional collaborative agreement • partner institutions in <ul style="list-style-type: none"> - Hjort Centre for Marine Ecosystem Dynamics, hosted by Institute of Marine Research (IMR) - Bjerknes Centre for Climate Research (BCCR), a Centre of Excellence hosted by UiB (2002-2012), continued as a centre affiliated to UiB - Centre for Integrated Petroleum Research (CIPR), a Centre of Excellence hosted by UiB (2002-2012), continued as a centre/department at Uni Research - Bergen Marine Research Cluster • project-based co-operation
Christian Michelsen Research (CMR) , technical-industrial research institute	<ul style="list-style-type: none"> • 50% UiB ownership (and 35% ownership by Uni Research Ltd.) • institutional collaborative agreement • partner institutions in <ul style="list-style-type: none"> - Michelsen Centre for Industrial Measurement Science and Technology (MIMT), a Centre for Research-based Innovation hosted by CMR (2007-2015) - Bergen Marine Research Cluster • project-based co-operation
Institute of Marine Research (IMR) , government-owned research institute	<ul style="list-style-type: none"> • institutional collaborative agreement • partner institutions in <ul style="list-style-type: none"> - national cruise committee/instrument pool, administered by IMR - Hjort Centre for Marine Ecosystem Dynamics, hosted by IMR - Bjerknes Centre for Climate Research (BCCR) - Sea Lice Research Centre (SLRC), a Centre for Research-based Innovation hosted by UiB (2011-2019) - Centre for Research-based Innovation in Sustainable Fishing and Pre-processing Technology (CRISP), a Centre for Research-based Innovation hosted by IMR (2011-2019) - Bergen Marine Research Cluster • project-based co-operation
National Institute of Nutrition and Seafood Research (NIFES) , government-owned research institute	<ul style="list-style-type: none"> • institutional collaborative agreement • partner institutions in <ul style="list-style-type: none"> - MitoHealth Centre for Bioactive Food Components and Prevention of Lifestyle Diseases, a Nordic Centre of Excellence with funding from NordForsk hosted by UiB (2007-2012) - Bergen Marine Research Cluster • project-based co-operation
Nansen Environmental and Remote Sensing Centre (NERSC) , research institute	<ul style="list-style-type: none"> • established as an independent research foundation affiliated with and co-founded by UiB • institutional collaborative agreement • partner institutions in: <ul style="list-style-type: none"> - Hjort Centre for Marine Ecosystem Dynamics, hosted by IMR - Bjerknes Centre for Climate Research (BCCR) - Bergen Marine Research Cluster • project-based co-operation
Norwegian Institute of Food, Fisheries and Aquaculture Research, NOFIMA (Bergen departments), research institute	<ul style="list-style-type: none"> • institutional collaborative agreement • partner institutions in: <ul style="list-style-type: none"> - Bergen Marine Research Cluster • project-based co-operation
The Norwegian Institute for Water Research (NIVA) (Region West), government-owned research institute	<ul style="list-style-type: none"> • project-based co-operation
The Norwegian Veterinary Institute Bergen , government-owned research institute	<ul style="list-style-type: none"> • project-based co-operation
Bergen University College , higher education institution	<ul style="list-style-type: none"> • partner institutions in <ul style="list-style-type: none"> - Michelsen Centre for Industrial Measurement Science and Technology (MIMT) • project-based co-operation
NHH – Norwegian School of Economics , higher education institution	<ul style="list-style-type: none"> • project-based co-operation
The Royal Norwegian Naval Academy , higher education institution	<ul style="list-style-type: none"> • institutional collaborative agreement • project-based co-operation
Helse Bergen/ Haukeland University Hospital , health trust/university hospital	<ul style="list-style-type: none"> • institutional collaborative agreement • partner institutions in: <ul style="list-style-type: none"> - Bergen Marine Research Cluster • project-based co-operation

Moreover, there are linkages between UiB and several of the local research institutions in the form of secondary positions and doctoral education collaboration.

The co-operation in the Bergen Marine Research Cluster is a key element in UiB's strategic priority of marine sciences. The cluster was established in 2008 (cf. Section 1.1), and aims to strengthen regional co-operation within marine R&D and education in order to address regional, national and global challenges related to climate, environment and resources, technology and health. Central aims are to strengthen both basic and applied marine research, increase student and researcher recruitment, and contribute to innovations targeting the needs of industry and the public sector. The cluster is engaged in building cross-disciplinary centres within selected fields with the potential to become Centres of Excellence, and works to establish local collaboration in the areas of scientific cruises, infrastructure and research equipment as well as international collaborative agreements.

UiB also has extensive international collaboration within marine research and education, both with leading academic communities in North America, Europe and Asia and with institutions in developing countries. A table showing relevant bilateral agreements between UiB and foreign institutions is included in Appendix 5. The international profile of marine research at the University is reflected in the field's high share of total EU funding at UiB (cf. section 2.1.3), as well as in the level of international co-publications (cf. section 3.2).

Summing up, we see that marine research and education at UiB takes place in close co-operation with external actors. This section has shown that the University has many, diverse linkages to several local academic institutions within marine sciences, and that Bergen Marine Research Cluster is considered an important arena for local collaboration. International collaboration is also a central feature: UiB has bilateral agreements covering marine research and education with a high number of foreign institutions, and engages actively in international projects and co-publication within marine sciences.

2.4 Main findings in national evaluations

The Research Council of Norway carries out regular national evaluations of disciplinary or central thematic research areas, all performed by international review panels, and units at UiB involved in marine research have been part of three recent evaluations: of biology, medicine and health research (2011); earth sciences (2011); and climate research (2012).

In the biology evaluation, the research groups at the Department of Biology at UiB overall received good assessments. Scientific quality was graded as very good and/or very good to excellent for several of the units within marine sciences, including the research groups for Evolutionary Ecology, Marine Microbiology, Marine Biodiversity, Marine Developmental Biology, Fish Immunology and Fish Disease.²²

The evaluation of research in earth sciences included research groups from the Department of Earth Science and the Geophysical Institute at UiB, as well as the Centres of Excellence: the Bjerknes Centre and the Centre for Integrated Petroleum Research. Several of the research groups with a marine focus were given high grades, particularly at the Bjerknes Centre and the Department of Earth Science.²³

As many as eleven units at UiB provided input to the evaluation of Norwegian climate research, mainly departments at the Faculty of Mathematics and Natural Sciences, but also departments at the faculties

²² The evaluation reports of panels 1 (Botany, Zoology and Ecology-related Disciplines) and 2 (Physiology-related Disciplines), Evaluation of Biology, Medicine and Health Research in Norway, the Research Council of Norway, 2011

²³ *Research in Earth Sciences in Norway. An Evaluation*, the Research Council of Norway, 2011

of Humanities and Social Sciences, and the Faculty of Law. Only the Bjerknes Centre, the Geophysical Institute and departments of Biology and Earth Science were invited to submit self-assessments and participated at the evaluation hearings, however. The evaluation report does not provide assessments of the individual units, but points out that the UiB departments of Earth Science and Biology and the Bjerknes Centre are prominent institutions in terms of publishing within key areas of research, and that UiB has been the most successful Norwegian research organisation when it comes to receiving funding from the Environment programme under EU 7th Framework Programme.²⁴

To conclude, several marine research communities at UiB have received good reviews in the recent national evaluations of research in biology and earth science, and climate research. The evaluations, that have been carried out by international review panels on behalf of the Research Council of Norway, testify to high scientific quality in units involved in marine research at the departments of Biology and Earth Sciences, as well as the Geophysical Institute and the Bjerknes Centre.

²⁴ *Norwegian Climate Research. An Evaluation*, the Research Council of Norway, 2011

3 Bibliometric study of marine sciences at the University of Bergen 2004-2013

The main purpose of the bibliometric analysis has been to provide a macro view of the development of marine sciences at UiB during the period 2004-2013. Main issues analysed include: publication output; discipline profile; institutional contribution; citation rates; and international collaboration. In this chapter, we provide a summary of the full analysis that can be found in Appendix 6.

The study is based on two main data sources, the publicly-accessible database CRISin and the Web of Science by Thomson Reuters.

It should be noted that the bibliometric analysis is carried out as a separate study, independent of the other parts of the evaluation. This means that there might be some differences in the way marine sciences have been delimited. In the bibliometric study, we have included publications based on the following criteria: research on phenomena located in or concerning marine areas; research carried out in marine areas or based on materials or observations from marine areas; and research aiming at direct application in marine areas.

Examples of types of research defined as marine research include:

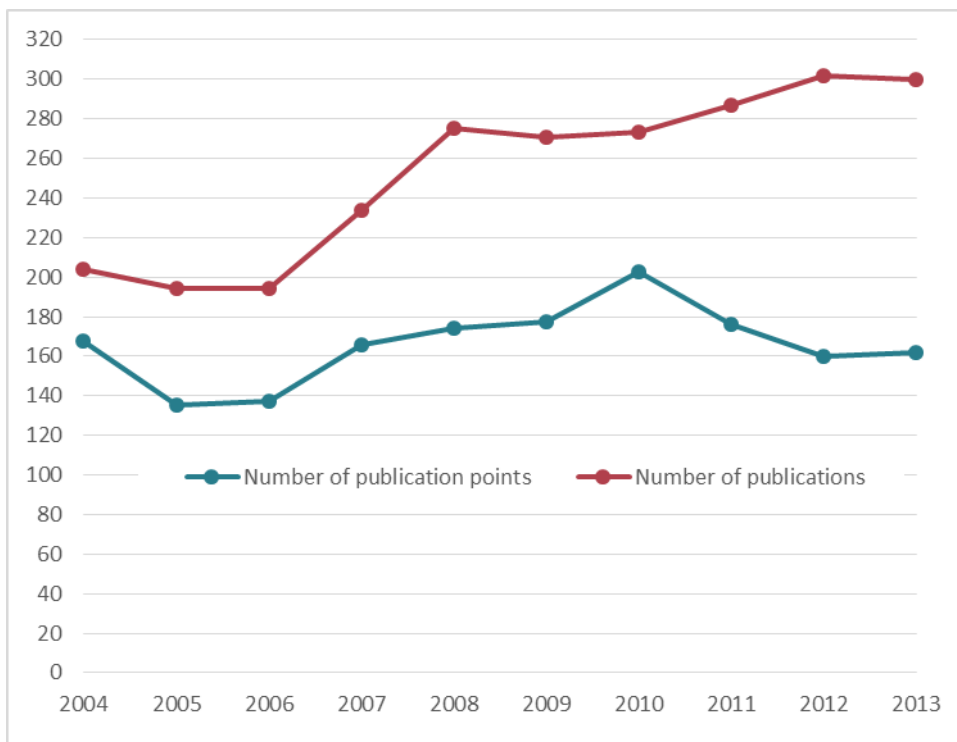
- Studies involving fieldwork or data collection in marine areas;
- Studies based on data by means of remote sensing and monitoring (by satellite or aircraft) of areas, ecosystems or species in the marine domain;
- Modelling of parameters (e.g. climate, sea ice) in the marine areas (although not requiring field work);
- Studies of equipment and technologies intended for applications in marine areas.
- Studies of foreign policy and security policy related to the marine regions and resource aspects
- Studies based on marine materials regardless of purpose (e.g. molecular biological studies based on zebrafish, chemical studies of marine substances, studies of human health and nutrition involving marine materials (e.g. fish oil), petroleum research.

3.1 Results

The results show that UiB scientists have published in total more than 2,500 marine research publications during the 10 year period 2004-2013. The number has increased from around 200 publications annually during the first years to approximately 300 publications (50% increase) (Figure 3.1). In terms of publication points the increase is less strong due to an increasing number of authors

per publication (lowest in 2005 with 135 points and highest in 2010 with 202 points) and there has been a decline during recent years.

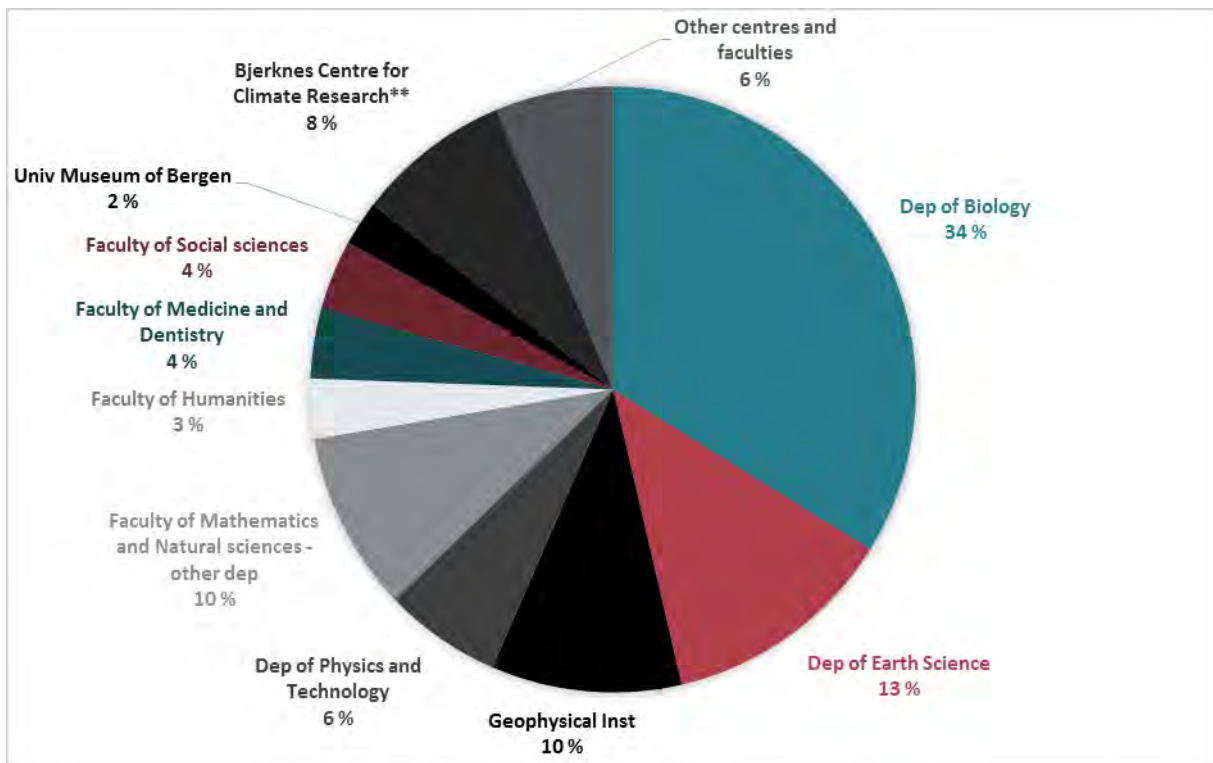
Figure 3.1 Number of publications and publication points, marine sciences, UiB, 2004-2013.



Marine sciences account for almost 10 per cent of UiB's total publication output (based on publication points). In other words, the analysis documents that UiB has a strong marine profile. During the period 2004-2013 the annual proportion has, nevertheless, declined slightly (to 7.9% in 2013). This means that the growth in publication numbers in other areas has been stronger than in marine sciences.

The large majority of the marine science at the University of Bergen is carried at the Faculty of Mathematics and Natural Sciences. The analysis shows that the Faculty produced 85 per cent of UiB's publication output in marine sciences during the period 2009-13. Figure 3.2 shows the proportions for the largest contributing departments. The Department of Biology is the largest and contributed one third of the total publication output. The Department of Earth Science, the Geophysical Institute and the Bjerknes Centre for Climate Research had proportions of 13, 10 and 8 per cent, respectively. As shown in the figure, there are contributions to marine science from most of the other faculties at UiB.

Figure 3.2 Contribution to marine research by departments and faculties. Proportion of publications 2009-13.*



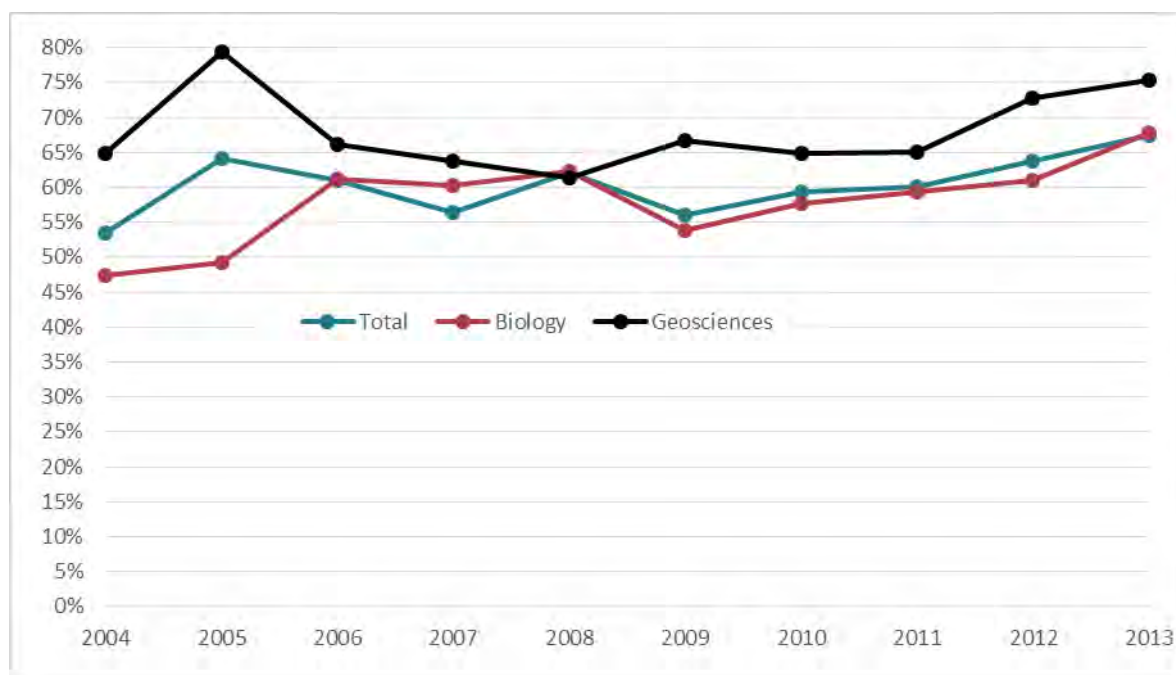
* Based on publication points. Only the largest departments in terms of publication output are shown separately in the figure.

** Only publication shares from the UiB part of the Bjerknes Centre included.

3.2 International co-operation

The collaboration profile of UiB's marine research has been studied based on data on international co-authorship (i.e. publications with author addresses both from UiB and other institutions). Of all the marine publications (2004-2013), 60 per cent had co-authors from other countries. Thus, the extent of international collaboration is wide, apparently involving the majority of the marine research. The proportion of international collaboration has varied from 54 to 67 per cent during the ten-year period, with an increasing trend (Figure 3.3).

Figure 3.3 Proportion of articles with international collaboration,* marine sciences, 2004-2013. Total, biology and geosciences.



* Only articles indexed in Web of Science are included in the calculations.

Table 3.1 shows the frequencies of co-authorship for the nations that comprise UiB's main collaboration partners from 2009 to 2013 in marine biology and geosciences. In both fields, the USA is the most important collaboration nation. Almost one quarter (24 per cent or 107 articles) of the UiB articles in geosciences had co-authors from the USA.

Table 3.1 Collaboration by country 2009–2013. Number and proportion of the article production with co-authors from the respective countries.* Marine Science, selected fields (biology and geosciences*)

BIOLOGY			GEOSCIENCES		
Country	No. articles	Proportion	Country	No. articles	Proportion
USA	86	13%	USA	107	24%
UK	66	10%	UK	100	22%
Germany	59	9%	Germany	97	22%
Iceland	49	7%	France	60	13%
Sweden	48	7%	Canada	27	6%
Denmark	44	7%	Sweden	25	6%
France	43	6%	Denmark	24	5%
Spain	42	6%	Netherlands	22	5%
Netherlands	31	5%	Switzerland	18	4%
Canada	30	5%	Spain	18	4%
Austria	30	5%	China	16	4%
Italy	21	3%	Australia	15	3%
Japan	20	3%	Japan	13	3%
Australia	20	3%	Russia	13	3%

* Only articles indexed in Web of Science are included in the calculations.

** Only countries with more than 19 and 12 collaborative articles, respectively, are shown in the table.

4 Assessment of the units

4.1 The Department of Biology and the Sea Lice Research Centre

The Department of Biology (BIO) has produced a self-assessment report of high quality and with sufficient detail to allow the Panel to actually evaluate their activities. The high quality of the report mirrors the generally high quality of the research performed and educational programmes offered by the Department. The report offered by the Sea Lice Research Centre (SLRC) is more superficial, but relevant information was provided at the interview to fill in the gaps.

Thematic areas, disciplines and research units

The Department of Biology represents the largest unit within the strategic priority area marine research, accounting for somewhere between 1/2 -2/3 of the marine related research at UiB. Also, most of the research at BIO is marine related. Of the 100-130 total academic staff at BIO involved in marine activities during the 2004-2013 period, by far the majority (>95%) spend most (more than half) of their working time on marine research. The Sea Lice Research Centre, hosted but only partly funded and staffed by UiB, has an academic staff of 18, mainly postdocs and PhD students and only 2-3 tenured staff and 1-2 other permanent researchers

The Department has evolved from a more traditional species- and organism-oriented focus to rather emphasise systems-oriented disciplines (ecology, developmental biology, evolution). This transition has also encouraged the involvement of auxiliary disciplines (e.g. mathematics, physics, chemistry) to a larger extent. This transition in emphasis and focus has happened during the past 20+ years, most explicitly when several institutes (including Zoology, Botany, Microbiology and Marine biology) were integrated in 2004 into the present day BIO. This development has been in parallel with similar developments in many other marine research institutions worldwide, but the BIO groups have often been pioneering, at least within a European context, in this development. The development is likely to have been further encouraged by the definition of marine research as a focus area at UiB.

The basis for evaluation is 11 research groups organised in four thematic areas within the Department: (1) Fisheries ecology and marine ecosystems dynamics; (2) Marine and environmental health; (3) Aquaculture and fish health; and (4) Marine biodiversity. Neither the self-evaluation report nor other material received from UiB allows an evaluation of the distribution of personnel and other resources to the different groups. The Sea Lice Research Centre, a Centre for Research-based Innovation established in 2011 and still developing, is associated with the Department, and here evaluated together with BIO. The Department is also one of two host departments for the Centre for Geobiology, which is evaluated separately.

The research activities are diverse within the Department and can only be briefly summarised here. The Fisheries ecology and marine ecosystems dynamics groups are internationally known for their novel and theoretically based approaches to applied as well as topical problems in marine science. Thus, the groups have revitalised fish and fisheries research by using evolutionary and ecological theory to interpret fish biology and population biology and to assess effects of fisheries. The groups are also internationally recognised for their work on the role of microbes for nutrient dynamics in the ocean and its development of simple powerful models that have helped understand fundamental problems in marine ecology. The groups also have a long history of examining behaviour of marine organisms, mainly fish, which has been important for the understanding of predator prey interactions and migration behaviour, among other things, and has applications with marine aquaculture. The groups have been very successful in attracting external funding, from EU and other sources, and they have a very prestigious ERC Advanced Investigator grant, among many others.

The Marine and environmental health groups conduct research within a range of areas. One main activity is fish physiology and developmental biology, with focus on aquaculture relevant species, such as salmon, trout, halibut, and cod, as well as “classical” laboratory models in developmental biology (tunicates). Related to physiology are fundamental and applied studies of the effects of mercury, oil-products, and other pollutants on the fish in particular, both at cellular, organ, and whole organism levels. Finally, environmental change is examined, mainly through the study of changes in certain planktonic groups (foraminifera) in the geological record. The groups have a rather strong record of external funding; mainly from the Research Council.

The Aquaculture and fish health groups have a more directly applied focus to their work. It is again rather diverse and includes, among others, studies of fish population biology, fish nutrition and development, shellfish production, larval fish ecology and climate studies, and thus seems to overlap broadly with some of the other groups. More group-specific activities are substantial bodies of work on fish and shellfish diseases and immunology. The groups receive funding from a diverse range of sources.

The Marine biodiversity group conducts fundamental and important research on the phylogeny and evolution of various marine animals, ranging from crustaceans to cetaceans. The group also has substantial research on population biology and ecology of macroalgae. The group apparently receives somewhat limited external funding.

Finally, the Sea Lice Research Centre, a consortium of researchers from UiB, the Institute of Marine Research, and the Norwegian University of Life Sciences, together with five industry partners, has a research agenda focused on sea lice in aquaculture and examines aspects of sea lice biology mainly related to its parasitic behaviour and ways to fight sea lice in aquaculture.

The general level of external funding is consistently high for BIO, about 30-50 per cent of the total budget of the Department, which is impressive. The most significant funding source is the Norwegian Research Council, which is probably also the most competitive national funding source. This high level of competitive external funding is a testimony of the high quality of the research conducted in the Department. The Sea Lice Research Centre receives only a small fraction (~15%) of its funding from UiB, about 1/3 from private sources (mainly industry), and the rest from the Research Council and other governmental funding agencies.

Scientific production

Biology accounts quantitatively for about 50 per cent of the marine science publications at UiB, and the Department of Biology produces about one third of all marine science publications at UiB, so BIO carries a substantial weight in marine science at UiB. The overall average impact of the publications in biology, as judged from citation analysis, is very good and about 15 per cent above the average for the field as such. This average pattern masks quite some variation in publication standard between groups within the Department, ranging from good to outstanding. The bibliometric analysis is not broken down to department and group level, so it is difficult to accurately assess the publication rate, but based on

staff numbers in BIO, total number of marine science publications and BIO's average share hereof (34%), it is possible to calculate an estimate of 0.7-0.8 papers per academic staff per year. Although this must be considered a conservative estimate because non-marine papers are excluded from the analysis, it seems towards the lower end of what one could expect from a university institute. Despite an increasing trend in publication volume, which mainly follows the increase in staff numbers during the study period, the scientific production, measured as "publication points" per researcher, shows a declining temporal trend. It is difficult to draw strong conclusions from this because the extraction of department-specific information from the bibliometric analysis is very crude, but it raises a flag that the Department should be aware of.

As regards the quality and relevance of the publications, they vary from good to excellent for the Department as a whole, and vary also somewhat between groups, as one would expect. However, overall, the quality and relevance of the scientific production is very high. Most thematic areas have published some papers in general, high rank journals (e.g. Science, Nature, PNAS), which demonstrates both the capacity and high ambition levels of the groups.

The publication profile of the Fisheries ecology and marine ecosystems dynamics groups reflects their interest in theoretical approaches to both fundamental and applied problems in marine science. The quality of their publications is very high, as is their relevance as judged against their mission as stated in the naming of the thematic cluster. The Microbiology group stands out with a particularly high-profile publication record.

The Marine and environmental health and the Aquaculture and fish health groups all appear to have satisfactory scientific production, which is relevant to their missions. Their publication record is respectable, with most papers published in good standard journals. There are few papers in high impact journals. The Marine biodiversity group publishes papers on phylogeny of topical interests and in outstanding journals. The group also produces papers on a variety of topics in more specific standard journals of good quality.

The Sea Lice Research Centre reports only a few publications, mainly in specialised journals. However, the Centre is still new, and the interview demonstrated important and interesting research of both academic and applied interest that is yet to be published. In addition, no less than four patent applications had recently been submitted.

The Department has produced 190 PhD candidates during the period, but the material provided yields no opportunity to assess the quality and relevance of the theses produced.

Master's and doctoral level education

The Department offers both Master's and PhD programmes. The Master's programmes have varied somewhat during the ten-year period, and there appears to have been 6-7 overlapping programmes running simultaneously (Fisheries biology, Marine biology, Aquaculture, Biology, Marine nutrition, Aquamedicine, Water and coastal management). Given the number of students recruited into the programmes, 40-45 each year, this appears to have been a large number of programmes. Also, the number of specific courses offered by the Department is very high, about 70. This implies a high workload, and the recent restructuring of the programme portfolio into one Master's programme in biology with seven areas of specialisation seems reasonable.

The topics taught and the kind of candidates produced appear highly relevant to the marine sea food and other marine-related industries that play such an important role in Norway. Also, the candidates should be well suited for jobs in public administration. Although there is no indication of the fate of the candidates, one can assume that the Norwegian job market must be very favourable to these candidates. A recent initiative, supported by a grant from the Norwegian Research Council, explicitly emphasises the suitability of the candidates for jobs in the private sector, e.g. by offering students placement in the industry during their studies. There is no basis in the self-assessment reports that allows a closer evaluation of the quality of the Master's programmes. However, in 2014 the

Department was awarded a Centre of Excellence in Education – bioCEED – which aims at improving the quality of the education in (marine) biology. This demonstrates both that the Department emphasises teaching and that its educational programme is held in high regard.

BIO graduates about 20 PhD candidates per year, i.e., approximately one PhD candidate per tenured staff every other year. About 80 per cent of the candidates are within marine science. The Department operates or takes part in specific research schools, such as the Bergen Summer Research School and the Molecular and Computational Biology Research School, that both offer lecture series and courses. While the Department has no systematic records of the fate of their PhD candidates, 17 examples of post-PhD-careers have been given. The majority of the candidates are in research (10), and most of the rest are in the industry, with only one in administration and one working with fisheries management. However, most of the researchers listed are in their early career (postdocs), and many of these may ultimately work in positions outside of academia. Again, one can assume that there is a good demand for this expertise in both industry and public administration. PhD candidates from BIO generally have a very good reputation, although this general (and poorly substantiated) assessment is likely to cover a significant difference between candidates.

The Sea Lice Research Centre contributes teaching to BIO's Master's programmes and advises PhD students. So far, no PhD students have graduated from their programme.

Co-operation with academic communities in UiB's periphery

The Bergen area abounds with marine research institutions and academic organisations within the marine area, including biology, and naturally there are strong links and co-operation between these various institutions.

BIO reports that their co-operation with other research communities in their surroundings is vital to their continued development and access to funding sources, expertise, and facilities, and they appear to be very active in creating networks and "centres" that evolve around both specific and rather general themes. Key to BIO appears in particular to be the Institute of Marine Research in Bergen, a governmental research institute with a research agenda that is more applied but that otherwise overlaps broadly with that of BIO; and Uni Research, which is an independent research institution that is entirely funded by soft money and consultancy contracts and that has grown out of and is mostly owned by the University. These networks and collaborative activities are not only limited to strictly academic institutions in the Bergen area, but reach out to national and European institutions and, in some cases, also to industry. The recently created "innovation centres", including the Sea Lice Research Centre, that involves both academia and industry, are good examples. In general, the involvement of BIO with other academic communities is very impressive.

International activities

Natural sciences are almost by default international, and BIO is very well connected internationally. This is manifest through the participation in many international projects, e.g. as funded through the EU FP programmes (as evidenced by funding sources), creation and participation in Nordic and European networks, as well as through co-authorships with non-Norwegian authors on scientific publications (more than 50% of the publications in biology are co-authored with foreign scientists, and this proportion has increased slightly during the study period). Staff members participate in various international working groups (e.g. ICES), panels, research schools, and participate in and organise international workshops and symposia. Thus, while some groups may be more nationally oriented in the scope of their research and activities, overall BIO staff have a strong international presence.

The Sea Lice Research Centre participates in international research projects, mainly with countries with significant salmon farming, but their scope is otherwise mainly domestic and directed towards the Norwegian aquaculture industry

Dissemination activities

The international dissemination of research is mainly through scientific publications (see above), presentations at international meetings, and participation in international working groups (see above). The participation in international symposia with presentations appears to be good to strong, both for BIO and the Sea Lice Research Centre. The main target groups for international dissemination are other scientists, but the Sea Lice Research Centre in addition has many dissemination activities directed towards the international industry. The groups also list a few international popular outreach activities.

The national dissemination is of two kinds, i.e. outreach to the public, and bringing new research to the industry and to public administration. Of course, some of the international dissemination may also be via international symposia organised in Norway. The self-evaluation reports list numerous contributions of all three kinds. The media for these contributions include the traditional ones (lectures, presentations, articles in newspapers and popular science journals), but some of the groups also use the social media, such as Facebook and Twitter, and they are writing blogs. Twitter in particular appears to become increasingly popular to rapidly disseminate new science to the science communities, while Facebook probably mainly reaches out to the general public. It is hard to evaluate the significance of these activities, but it is probably a worthwhile activity.

Cross-disciplinarity

Several groups at BIO are internationally recognised for their cross-disciplinary work, and mainly for blending biology and mathematics through the development of a whole suite of novel mathematical models of biological systems, ranging from vision in fish to the organisation and functioning of pelagic ecosystems. BIO has been pioneering this development in marine biology in Northern Europe. But cross-disciplinarity at BIO extends much further and includes several other “auxiliary” disciplines, such as computational biology and bioinformatics, physics, chemistry, and even medicine, and the more aquaculture-related activities have also explored the interface between biology and technology in the more applied projects. The Sea Lice Research Centre involves several biological disciplines (e.g. pharmacology, parasitology, immunology) in their hunt for ways to fight sea lice in salmon culturing. The increased focus on cross-disciplinarity has been paralleled by a change in focus, from traditional organism- and biome-oriented classical marine biology to a broader scope and a focus on more topical (e.g. evolution, ecology) or applied disciplines (e.g. aquaculture, sea lice combat). The merging of a number of separate discipline-focused departments (e.g. Zoology, Botany) into the integrative Department of Biology about 10 years ago has also encouraged cross-disciplinarity between these various disciplines.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The Department has received some additional funding through the strategic programme, between 2.6 to 5.5 MNOK per year, corresponding to 4-8 per cent of the basic core funding that the Department receives, or 2-3 per cent of the Department's total funding. The Sea Lice Research Centre has so far not received funding from the programme. The funds have been used to recruit a few students and staff but apparently mainly to maintain and improve infrastructure (buildings, boats, and research facilities). The Department acknowledges the importance of this contribution, which has helped develop a state-of-the art infrastructure. The Panel adds that these kinds of expenses are difficult to extract from external funding sources that typically supports flashier, specific activities. Essentially, the strategic programme funding functions as an increase in the basic funding, and it is unclear to what extent these funds have been directed to specific marine research, in contrast to the Department as a whole.

The Department is less impressed by the impact and significance of the Strategic Committee. While respecting the mandate of the Committee, it appears that the Committee's activities have had no

significant impact on the actual direction and execution of the research and teaching conducted in the Department. Also, the Committee apparently has had no control over the flow of money.

Administrative resources and support functions

The Department expresses its satisfaction with the professional and service oriented support they receive from their administrative staff, both within the Department and from UiB's central administration. This is a rare statement! While the administrative tasks are similar to those in most other organisations, the requirement for technical support staff are more specific (maintenance and development of scientific instruments and infrastructure), but here again apparently conducted to the satisfaction of the Department.

The Sea Lice Research Centre mentioned administrative difficulties, because staff members are employed at different departments, and that no practical solution has yet been found to the administrative difficulties that this generates.

The Department notes that additional administrative source could be directed towards increasing its visibility with national funding bodies.

Strengths, weaknesses and opportunities

In its ten-year-long history (since the merger of smaller departments into BIO) the Department has experienced quite successful development, with the further development of already strong research groups, strengthening of former less strong groups, and the establishment of and participation in various centres of excellence, innovation centres, and a Centre of Excellence in Education. It appears that the purpose of the merger, i.e. to strengthen research and education in biology in general and marine biology in particular, has been successfully accomplished.

One of the keys to success (strengths) has been the very large scientific environment within marine research that exists in the Bergen area, both at UiB and at multiple other research institutions. The Department has been efficient in utilising this, both intellectually and in terms of infrastructure and facilities. The synergy between the multiple Bergen research institutions covering very different marine disciplines and with rather different scopes has been facilitated by the development of a strong sense for cross-disciplinarity at BIO. The contacts with industry is also strong, particularly for the more industry-oriented research groups and the Sea Lice Research Centre. The educational programmes, at all academic levels, appear to both recruit and function very well, and the candidates are in high demand in academia, public administration, and industry.

While the many different but partly overlapping research institutions in the Bergen area offer many possibilities for synergies, the somewhat kaleidoscopic marine research landscape may also lead to confusion, overlap, unproductive competition, and inefficiency. Because the various institutes are run by very different organisations (e.g. different ministries, industry, independent), each with their own agenda, co-ordination is difficult.

While successful overall, BIO also faces some challenges. With the modernisation of biology, taxonomy and natural history has become less fashionable, and these disciplines have difficulty in attracting external funding. Taxonomy papers generally have low citation rates (but may have long half-lives), and with the increased focus on impact, these disciplines are disadvantaged. While BIO still has taxonomic expertise, taxonomic research is only conducted for a few taxa, and BIO appears to be losing taxonomic expertise.

BIO cited challenges related to recruiting permanent staff in researcher positions as the main threat to their activities. Norwegian rules prevent long-term non-tenured positions, and the possibility of hiring staff in open-ended positions is very risky because it appears to be almost impossible to lay off people if funding sources dry out. Hiring through Uni Research has been a practical solution to this problem until now, but apparently this solution has become less attractive.

4.2 The Geophysical Institute

Thematic areas, disciplines and research units

The Geophysical Institute (GFI) is a small institute comprising about 20 academic staff of whom 18 are identified in the self-assessment report as working on marine research (and 14-17 in 2009-2012). The Institute has doubled in size over the last decade. There are currently 20 postdocs and 39 PhD students in GFI; these are very healthy numbers, indicative of a vibrant research environment. More than half of GFI's funding is external research funding, which is further evidence of research success. The proportion of external funding has grown steadily over the review period from about a quarter at the beginning of the period. The majority of this comes from the Research Council of Norway, with substantial sums listed under "abroad" (presumably mainly EU projects) and from other Norwegian public sources.

The Bjerknes Centre for Climate Research (BCCR) provides an important context for GFI. Three of GFI's academic staff are involved in the leadership of BCCR and spend 50 per cent of their time in this role. All of the Institute's climate-related research is branded through BCCR and more than half of the academic staff are involved in BCCR. The BCCR context is discussed further below.

Four different research groups are listed:

The Meteorology group has only one member of staff significantly active in marine research. The research is mainly of applied nature and focuses on offshore wind energy and air-sea interaction. This work involves offshore field programmes as well as data analysis and modelling. The group also makes offshore radiation measurements.

The Oceanography group has research interests in ocean circulation, ocean mixing, anthropogenic environmental impacts, marine ecosystems, and ocean-climate interactions. The group is involved in data acquisition at sea, laboratory experiments, and numerical modelling. The marine ecosystems area appears to be small and somewhat out of place in a geophysical institute.

The Biogeochemistry group has a predominantly marine focus in the area of marine carbon cycling, but there is also some terrestrial activity. Specific topics include ocean tracers and carbon system measurement, ocean carbon fluxes and their role in the global carbon budget, ocean acidification, earth system modelling and the modelling of biogeochemical tracers. The group is involved in a large number of EU projects and has significant seagoing field activity.

The Climate Dynamics group works on ice-ocean-atmosphere interactions at a global scale, on the hydrological cycle, and on how both of these are changing as the climate changes. It also works on atmospheric and oceanic heat transport, on sea-level change and on climate predictability. The research activity appears to be predominantly but not exclusively marine, and ranges from data analysis to the development and use of numerical models, but does not include data collection at sea.

There appear to be good relations between groups. Collaborations across group boundaries are driven largely by external funding opportunities.

Scientific production

GFI produced 10 per cent of the marine publications during 2009-2013, which is a strong contribution given the number of permanent staff in this area. A further 8 per cent are attributed to the UiB part of the Bjerknes Centre for Climate Research; presumably many of these come from GFI. GFI works globally and the overall quality of publications is very high, including many in the highest-quality disciplinary journals and some in *Science* and *Nature*. The Institute's presentation emphasised the breadth of activity and the global scope of that activity.

The publications listed for the Meteorology group are all from one professor whose research is focused on the atmospheric boundary layer, including offshore. These publications are in strongly

applied research, where the quality is often best judged by take-up in industry. In Oceanography the list of publications appears to be of mixed quality, with some world-leading contributions but also some in lower-quality journals. In Biogeochemistry the publication output is generally strong, with some papers in the top disciplinary journals and two listed in *Science* and *Nature*. Many of the publications have long author lists, so the extent of the Bergen contribution is difficult to judge. The publication output of the Climate Dynamics group is very strong indeed, addressing key research areas of broad international interest and appearing in the very top disciplinary and multi-disciplinary journals. On the basis of marine publication output, this appears to be the strongest of the four groups.

No information is provided about the content of PhD theses and PhD student authors are not identified in the publication list, so it is difficult to assess the quality of work produced.

Master's and doctoral level education

GFI has 40 current MSc students in three Master's programmes. These are two-year, 120 ECTS programmes with half of the credit for taught courses and half for the Master's thesis. The MSc Meteorology and Oceanography has four strands: Physical Oceanography, Chemical Oceanography, Meteorology and Climate Dynamics. These four strands are closely aligned with the focus of the four research groups, and therefore build centrally on GFI's expertise. There is appropriate overlap between the four strands. Students have the opportunity to go to sea on an ocean-going research vessel; this is an extremely valuable experience for them. The Joint Nordic Master's Programme in Ecosystems and Climate, delivered jointly by UiB and partners in three other countries, has closed to new applicants. The programme had few students and was administratively demanding. A new programme on Energy is now offered, with a focus on renewables; this programme is very topical and appears to build on expertise in the Meteorology research group. This programme has considerable overlap with the MSc Meteorology and Oceanography, with just two taught modules focusing specifically on Energy, so that it looks somewhat unbalanced. Perhaps this approach is necessary given the small number of GFI staff working specifically in energy. About 30 per cent of these students progress onto PhDs in GFI; the majority of students go into industry. The GFI leadership expressed an interest in developing a broader MSc programme that links into biology.

GFI hosts and leads the Norwegian Research School in Climate Dynamics, which involves ten national partners and seven international collaborators, so PhD students in the Climate Dynamics group have a particularly strong training environment. The web site mentions that 50 per cent of students are from abroad; this is a very healthy proportion and a sign that the PhD programme is held in high regard internationally. No quantitative data are given about destinations of PhD graduates, but most PhD students continue in research, while a few progress into the energy or offshore industries. Given the strength and international visibility of GFI's research, one expects its PhD graduates to be well-equipped to progress into research careers.

Co-operation with academic communities in UiB's periphery

BCCR is clearly a major element of GFI's external collaboration. BCCR is a research powerhouse of internationally leading quality, playing an important role in high-profile international activities such as the IPCC. The self-assessment report highlights BCCR's development of the Bergen Climate Model, a pioneering coupled global general circulation model, and the Norwegian Earth System Model. Both of these are internationally leading developments. The GFI leadership was very positive about BCCR; they emphasised that it has stimulated a lot of work across disciplinary boundaries and across organisational boundaries, and it was seen to work well in spite of its complexity. The new funding arrangement has fewer constraints than the original BCCR funding, and is used to support permanent staff involved in the Centre and to fund projects through an internal competitive process. There is a range of views within GFI on the benefits of this internal competition. The GFI leadership was also very positive about their relationship with the other organisations involved in BCCR, and felt they had ready access to ship-time through the Institute of Marine Research.

International activities

GFI is clearly well-connected internationally, as evidenced by international co-authorship on many publications, a large volume of EU funded research, and IPCC contributions. GFI has attracted some strong international academic staff, which is a good indicator of its international reputation. In particular the Biogeochemistry group participates in a large number of EU projects, but participation in such projects is growing in all areas. This growth indicates that GFI is sufficiently well-known internationally to be a partner of choice. The fact that BCCR is not a legal entity is sometimes a challenge in EU projects, because there is room for only one Norwegian partner, but the existence of this high-profile Centre means that Bergen scientists are invited to participate in almost all EU climate science projects. In the Geoscience area, which will be dominated by GFI and the Department of Earth Sciences, around 70 per cent of publications during the review period have international co-authorship. This is a very high proportion. There is also appropriate participation in international committees and working groups, and the report mentions that such participation is increasing.

Dissemination activities

International dissemination of research takes place through publications, presentations at international conferences, and presentations at EU consortium meetings. There is a high level of activity in all three areas, including more than 100 conference contributions/scientific presentations per year (mostly international but including national). The report mentions that the number of international meetings and workshops organised by GFI members has been increasing, though no quantitative data are given.

Clearly significant effort is put into communication of research to the general public, with around 70 media contributions per year during the review period. This is an impressive number. Policy-makers are also an important target audience for GFI's research, and IPCC participation and input to national government reports provide evidence of success in reaching this audience. No mention was made in the self-assessment report or the meeting of dissemination to industry, which may be important for GFI given the growth of the offshore industry and Norway's important role in that industry.

Cross-disciplinarity

The research of GFI is inherently interdisciplinary given the variety of scientific disciplines needed to study the ocean-atmosphere system. The self-assessment report describes interdisciplinary activity primarily in the context of BCCR, which has broader scope than GFI but covers many of the same disciplines. Collaboration with the Department of Earth Sciences and the Department of Biology takes place through BCCR. There are research collaborations with statisticians in the Department of Mathematics, and GFI would like to grow such collaborations, but they are limited by the limited number of Mathematics staff with appropriate skills and interests. There is more minor collaboration with the Department of Physics and Technology, primarily in instrumentation. There is a desire to develop more cross-disciplinary education.

Significance of additional strategic funding and the Strategic Committee for Marine Research

GFI reports that it has received substantial sums from the strategic programme, increasing steadily from 1 MNOK in 2005 (3.5 per cent of overall funding) to 7.5 MNOK in 2013 (8 per cent of overall funding). GFI is represented on the Strategic Committee by its Head and appears to be satisfied with the Committee's operation.

Administrative resources and support functions

GFI has a research coordinator, who assists with grant applications, two positions focused primarily on finance, 1.5 positions supporting education, and a Head of Administration. There are also three externally-funded administrative posts: one supporting the National Research School of Climate Dynamics and two supporting EU projects coordinated by GFI. Overall this appears to be an adequate level of support, though the self-assessment report mentions limitations in the support for HR matters.

Strengths, weaknesses opportunities and threats

Strengths: GFI clearly has overall a very strong research programme, with internationally recognised staff, a good and increasing number of high-profile publications and a very strong competitive funding record, though perhaps overly dependent on EU funding. Involvement in BCCR is clearly a great strength and advantage, and BCCR funding has stimulated a lot of bottom-up cross-disciplinary research initiatives. There are large numbers of postdocs and a good number of MSc and PhD students, and good relationships within the Department were highlighted.

Weaknesses: The self-assessment report includes a long list of perceived weaknesses; all appear to be relatively minor issues in an overall very strong department. The relatively small proportion of scientists on permanent contracts is listed as a weakness; perhaps this is the mark of a successful research centre. GFI feels that it should be stronger in mathematical statistics and theoretical development.

Opportunities: The future co-location with BCCR is clearly an opportunity for further strengthening of GFI. The Institute would like to see climate research developed as a theme within UiB, so that better linkages with social scientists can be made. The new funding stream for BCCR gives greater flexibility.

Threats: Research funding will always be a challenge, and some further diversification of funding sources would be desirable to limit vulnerability to changes in any particular funder. A demographic issue is mentioned regarding academic staff, with a predominantly male and late-career staff; it appears that the imbalance has been partially rectified though recent recruitment and the leadership team that we met was mixed in gender and relatively young. Expertise involved in coordinating EU projects is difficult to replace, so as senior staff retire, recruitment at a range of levels may be required to maintain GFI's international profile. GFI's observationally-based research is strongly dependent on access to ship time and uncertainties around the future of the research fleet represent a significant threat. It is unclear whether or how the Håkon Mosby will be replaced and mechanisms for UiB access to the new icebreaker that will be owned by the University of Tromsø are unclear.

4.3 The Centre for Geobiology

Thematic areas, disciplines and research units

The Centre for Geobiology (CGB) was formed in 2007 from a platform of two main topics "Geodynamics of the Deep Seafloor" and "Water-Rock-Microbe Interactions & the Deep Biosphere". The establishment of CGB added two marine research topics "Roots of Life & Life in Extreme Environments" and "Vent and Seep Biota". Together these topics make up a highly significant research ambition where major issues in science and technology are addressed. The relative inaccessibility of the deep sea and the basic questions of ancient life strategies make this research field exciting both from the standpoint of basic science and public interest.

Geodynamics of the Deep Seafloor

This theme involves deep-sea exploration and searching for new extreme environments. It provides a foundation for the Centre's geobiological research by providing knowledge about the geological and geochemical context of the Centre's focus sites. In addition, researchers working in this theme have several independent research objectives relating to hydrothermal systems, seabed fluid flow and the geodynamics of spreading ridges

Water-Rock-Microbe Interactions & the Deep Biosphere

The processes forming the deep-sea landscape have long been believed to be strictly physical and chemical. Yet, researchers are now coming to understand water-rock interactions as being strongly influenced by microbial metabolic processes. This has also been demonstrated in the deep-sea sediments of the Knipovich Ridge rift valley north of Loki's Castle vent field where this CGB group is working.

Life in Extreme Environments & Roots of Life

Given that life is thought to have arisen around 3.8 billion years ago beginning with relatively simple single-celled microorganisms, this research theme connects their research environment, the hydrothermal vent ecosystem, to the Early Earth system. The redox gradients developing when reduced fluids mix with seawater create the basis for chemosynthetic food-webs and hot spots for biological activity in and around the vents.

Vent and Seep Biota

This theme focuses on the little studied macro-fauna of deep-sea systems. In the extreme environments around hydrothermal vents researchers are discovering specialised communities of unusual organisms, most of which have not been found anywhere else on earth.

The Centre of Excellence was established as a unit working together in a close matrix with the above themes subdivided into a number of projects each headed by a team leader. The majority of the researchers (including postdocs) and the PhDs have been stationed at the same location.

Scientific production

The information presented to the evaluation committee was not organized in a coherent manner, thus we have drawn information from different sources and have tried to form an opinion about the volume and scientific quality of the work. Based on the information given in the annual report for 2013 the average publication rate is ≈ 1.3 scientific publication/year and person full time (32.4 man years, PhD and Postdoc fellows included). It can be noted that the number of scientific presentations are roughly twice the number of published papers.

During the interview it became obvious that communication of several major findings have been through high-ranking journals. Apart from these the presented selection of published papers, represents scientific correspondence mostly in well accepted journals, and as a whole the output must be considered very good.

There is no information on citation impact of the individual scientific contributions and although the bibliographic analysis places the geoscience average significantly higher than that of the average for biology and UiB as a whole, there is no way of knowing if this is valid also for the Centre for Geobiology as a separate unit. Also when comparing geosciences and biology in relation to the respective countries where co-operation has occurred patterns are similar, but it is not possible to make a separate statement for the Centre for Geobiology. However, in general the most important co-operation seems to occur in the EU dimension and then together with scientists from the USA and the rest of the world at about the same levels (table generated from bibliometric analysis).

Table showing the distribution of co-operation partners in the global landscape.

Region	Biology #	Biology %	Geosciences #	Geosciences %
EU	384	62	346	62
USA	86	14	107	19
Others	149	24	102	18
Tot	619	100	555	100

Master's and doctoral level education

A gradual change in the programmes for higher education has taken place from the start of the Centre for Geobiology. There has been an ambition to promote programmes that convey the new knowledge that this research field is generating and that can be suited to the students' needs. The specialisations geochemistry and geobiology are now (since 2010) under the Master's programme run by the Department for Earth Science. During the interview it became clear that the personnel resources responsible for the development of the curriculum have been, and are, very limited. Even so the Master's programmes have been very well received.

With the current scientific success of the Centre one could argue that it should have been the responsibility of the Faculty to provide more support to develop the teaching. However, the Evaluation Panel also recognises the difficult balance in the education output, between the ambition to promote exciting new knowledge and the need to maintain basic competence in order to handle the regular curriculum in the traditional subjects.

The rather large number of companies in the Bergen area producing supplies and services to the maritime sector should allow PhDs to find work in the corporate sector. This is however not the case and it appears that more effort to bring the companies into the governing structures of this kind of Centre could help transfer trust to the companies about the potential of future employees with an academic background.

Co-operation with academic communities in UiB's periphery

The Centre for Geobiology has shown extensive co-operation with the academic communities in UiB's periphery. This collaboration involves developing joint proposals, running collaborative national and international projects, developing national marine infrastructure, and organising joint cruises. It is also a fact that CGB collaborates closely with marine technology companies in the Bergen region in developing and testing marine instrumentation.

International activities

The international activities are prominent in most of the activities related to the Centre. This is typically demonstrated through the participation in activities such as the Ocean Drilling Programme (ODP), but also in the large number of international co-authors that have contributed to the scientific work. All this requires well functioning networks and administrative skills in supporting logistics and management.

Dissemination activities

It is obvious from the presentation in the self-assessment as well as from the annual reports that the Centre has taken public dissemination seriously. Even if the subjects that can be drawn from the activities are novel and intriguing, it is necessary to produce the popular/user-oriented talks that are listed in the self-assessment, which takes a significant effort. Although success in fundraising of course mainly lies in the scientific quality, it is also obvious that money from the private sector (e.g. oil) and the Research Council is sensitive to the public image of the sponsored activities.

Cross-disciplinarity

The close co-operation between geologists and microbiologists needed to explore the unique deep-sea environment is a very good example of cross-disciplinary work. The position of the Centre and its success in securing funds has clearly been reached through far-sighted ambitions and CGB has the pre-requisite to grow. In the near future the ability to work across disciplines should be extended to involve scientists forwarding bioinformatics and molecular evolution. This kind of co-operation will be essential in the data mining that follows high throughput sequencing and various -omics. In a few papers presented, and the subject of one PhD student thesis, signs of this research direction can be seen but there are likely to be more.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The answers to questions regarding the Strategic Committee for marine research have been vague. It is only possible to conclude that the marine priority area has worked in favour of the Centre but not in any direct forms.

Administrative resources and support functions

In the self-assessment the administrative structure of the Centre is described as challenging. During the interview this challenge was clarified. While most researchers and PhDs work together in the same

building their salaries and support have been handled through a decentralised structure involving the different departments where the different people have been employed.

From the interview it was also very clear that the support of infrastructure in the form of ship time and equipment for work in the deep sea has been very good. The representatives for the Centre reported during the interview that the relative abundance of infrastructure has been a major factor in the success of the Centre.

Strengths, weaknesses and opportunities

It was noted during the interview that compared with working in a regular department the constant pressure for results and recognition in the Centre provides a strong motivation for Centre members to perform at the top of their ability. The scientific focus of the Centre has also made development of special skills and techniques possible. The finite nature of the funding structure is however a harsh situation since no defined career opportunities are available. In order to ensure the future of the science beyond the end of the funded period and to maintain established collaborations the Centre for Geobiology has adopted a pragmatic approach in which it has attempted to ensure that suitably well-qualified candidates from the Centre are appointed to permanent positions within the departments of Biology and Earth Sciences where appropriate.

4.4 The Department of Earth Science

The self-assessment report generated by the Department of Earth Sciences has been quite helpful as a source of information for the evaluation, but some aspects/acronyms used are unclear and it would have been useful to have access to a fuller narrative on the profile and character of the research groups. Such a narrative is not available on the departmental website.

Thematic areas, disciplines and research units

The Department of Earth Science contributes very significantly to the total marine research effort in UiB with 15-25 per cent of the total number of UiB staff involved in marine research over the 2004-2013 period. Until the inception of the Centre for Geobiology (CGB) in 2007 it was the third largest marine unit in UiB after the Department of Biology and the Geophysical Institute, but CGB now accounts for slightly more staff than Earth Sciences.

The self-evaluation reports that the Department's marine research effort is spread across three major research topics/groups: Marine geophysics, Marine energy and Marine geology. In terms of personnel the Marine geology group is the largest and, along with co-located staff in the Bjerknes Centre for Climate Research (BCCR), has an internationally world-leading reputation in climate science including palaeoceanography, and the Department as a whole benefits from close co-operation and collaboration with the very significant Norwegian offshore sector. This provides both research potential in both directions, but also facilitates training and employment prospects for graduating students. The location of Bergen has also facilitated access to research sites of critical importance not only for hydrocarbon exploration, but for ice-ocean interactions and for understanding the global thermohaline circulation.

It was clear from the interview with the Department staff, however, that the research grouping structure presented in the self-evaluation was more-or-less evolved for the purposes of the evaluation itself and that there is not a strong grouping structure within the Department. The groups presented in the self-evaluation are different from those presented on the website, for instance, and then another, third, grouping was presented in the actual interview. The groups presented in the latter were more thematic and included Glaciated continental margins, Submarine geohazards and Palaeoclimate/palaeoceanography.

A recommendation is that the Department should think very carefully about the way in which it seeks to structure itself for dissemination purposes. Whilst the flexible approach that seems to operate at present might have some advantages, there needs to be some clear thematic grouping that facilitates

external appreciation of the research strengths within the Department. This grouping should be explicit on the departmental website.

Scientific production

The publication output of the Department of Earth Science is very impressive indeed. In terms of peer-reviewed scientific outputs assessed in the bibliometric survey, geosciences (presumably including CGB and the Geophysical Institute) is second only to biology, contributing 34 per cent and 47 per cent of all marine outputs respectively in the census period (2004-2013). Over the period 2009-2013 the Department generated 13 per cent of all UiB marine publications and BCCR 8 per cent (compared with the Geophysical Institute 10 per cent and the Department of Biology 34 per cent). However, the most impressive element in the bibliographic analysis is that geosciences (as a whole) publications are consistently cited significantly above the world average, significantly better than the mean or the biology performance. This testifies to the internationally world-leading groups in climate science in both the Department and BCCR. Most of the publications are in peer-reviewed journals, but the contribution of the Department to the 2007 Intergovernmental Panel on Climate Change (the Scientific Basis) through the leadership of Jansen is a particularly noteworthy contribution at the highest level of international policy advice.

Master's and doctoral level education

The Master's Level Programme in Earth Science contains a number of specialisations that were revised in 2007 to overcome low recruitment, including the termination of the Environmental Geoscience specialisation. The best recruiting specialisation is in Marine Geology and Geophysics, with between 5 and 10 students per year. This level of recruitment reflects the very high reputation of the Department in both marine geology and geophysics; this is particularly relevant at Master's level because many of the students will view these courses as primarily vocational training for the offshore industry. The links between the Department and the offshore sector (hydrocarbons, marine renewables) are extremely strong.

PhD training within the Department forms a part of the Norwegian Research School in Climate Dynamics (ResClim) and this training also benefits from the Advanced Climate Dynamics (ACDC) courses co-ordinated by ResClim. These are outstanding collaborations and provide a stimulating context for PhD training. However, the number of graduating PhD students generated by the Department is relatively low, though increasing. This will be partly addressed through funding success for the EU GLANAM Marine Curie Initial Training Network hosted by the Department.

However, the career trajectories for graduating PhD students appear not to have been tracked closely, though many appear to continue within the research field. Some of these have become significant figures within their respective fields. It is possible that such monitoring is being undertaken but that the data were unavailable to the Evaluation Panel.

Co-operation with academic communities in UiB's periphery

The Department of Earth Science has close co-operation with Uni Research, BCCR, the Nansen Environmental and Remote Sensing Centre (NERSC), the Institute of Marine Research (IMR) and Christian Michelsen Research (CMR). Within Uni Research the Department has close affiliation with the Centre for Integrated Petroleum Research (CIPR). The relationship with BCCR is particularly important and has resulted in very significant research effort and output in climate science, and also with NERSC in the field of polar research. The Department has a close co-operation with IMR in developing marine research platforms and equipment. Co-operation with CMR has been "modest" but the Department envisages potential in the fields of acoustics and marine technology.

The UiB research landscape is extremely complex and for external evaluators this is particularly challenging (see 4.1 above), with some of the Department of Earth Science staff returned within Marine geology (e.g. Jansen) being also members of BCCR; for these staff the funding has not been attributed to the Department but rather to the Centre although their outputs (publications) are included

within the Department of Earth Science self-evaluation. The relationships between Uni Research, BCCR, other peripheral institutions and the Department are opaque and inhibit objective evaluation.

These complex relationships were explored during the interview. Whilst BCCR has been a transformative element within the Bergen marine and climate research landscape, the lack of legal identity for the Centre has resulted in research staff being employed through Uni Research (formerly Unifob), an independent company partly owned by the University. Whilst this has the advantage that the employment law governing contracts are more flexible within the private sector than within the University, and has facilitated the growth of powerful research clusters supported by long-term employment of key staff, the Uni Research structure has in recent years developed powerful autonomy – effectively a university within the University – that is allowing parallel development of research infrastructure and groupings. This could be seen as a parasitic development that is a threat at UiB level. This problem is exemplified by developments within the palaeoclimate/palaeoceanography research field included within the Department of Earth Science. There are now separate laboratories (e.g. for generating Mg:Ca trace element data) with identical equipment, supported by independent technical and scientific staff, operating within Uni Research and within the Department of Earth Science. Such parallel development and duplication may not be an effective way to operate and may represent a waste of resources and expertise. Furthermore, the scientific staff involved (e.g. Dokken, Andersson-Dahl, Riesebrakken) have effectively been “blind” to the evaluation since the “independent” Uni Research is not formally a part of UiB. This is an artificial distinction. These scientists are clearly a major part of the Bergen marine research landscape – and are returned as part of the BCCR reporting – so it seems disingenuous not to include them within this evaluation of marine science at the University of Bergen. The status of Uni Research has therefore been technically problematic for the delivery of the evaluation, but more importantly, may be a problem for UiB itself.

A critical issue that emerged during the interviews was access to research vessels. Whilst some researchers combine seagoing research with teaching cruises in the immediate region (e.g. glaciated margins of Europe), other researchers who have a requirement to undertake research in other oceans e.g. Southern Ocean, find it very difficult to use the G. O. Sars. They find the application procedure opaque, and the planning period is not sufficiently long to accommodate long-distance cruise activity. Opportunities for collaborative work on cruises and the advertising of likely cruise routes to facilitate opportunistic activity should be highlighted to university staff. Apparently the original arrangement was that the University had access to ~3 months seatime on the G. O. Sars, but that because of over-allocation to the University in recent years this has now been cut to one month. Once the allocation for teaching commitments has been taken out of this there is too little time for research activity, especially to remote locations. This has materially affected the delivery of recently-won research grants where cruises have simply not been scheduled within the time-frame of the project.

International activities

Climate scientists working within the Department of Earth Science and affiliated scientists working within BCCR have an extremely high profile internationally; these are individuals grouped within the Marine geology theme. The self-evaluation report speaks for itself; it documents extensive involvement of individuals in, and in some cases leadership of, multiple international programmes and projects e.g. IODP, IPCC, PAGES, IMAGES and ECRA, and very active participation at the highest level in international conferences (e.g. AGU, EGU, ICP). This provides the evidential basis for the impression that Bergen is one of the foremost international centres of marine palaeoclimate research, standing alongside only a handful of other institutes operating at the same level globally.

Dissemination activities

The Marine geology group has an excellent record of dissemination at a domestic level. Some of these activities are notable for their sense of innovation and energy, notably Kleiven’s involvement in the Klimatlok national lecture tour and more general engagement with the Norwegian media in the field of climate change, submarine slope instability and offshore carbon sequestration. At the international level, apart from conference participation, the leadership of Jansen of the 2007 IPCC report and

further lead authorship in the 2013 report has provided the Department with visibility and a dissemination vehicle at the very highest of international levels. Jansen currently provides advice on climate science to the Prime Minister, and Kleiven at ministerial level. This aspect of the Department's profile is exemplary.

Cross-disciplinarity

The self-assessment report does not detail the extent of cross-disciplinarity between the Department and other organisations, nor provides any specific examples of such collaboration, beyond mentioning that cross-disciplinarity has been facilitated by BCCR, CIPR and the Centre for Geobiology.

Significance of additional strategic funding and the Strategic Committee for Marine Research

No information was provided in the self-evaluation report on the amount of strategic funding received by the Department.

As regards the Strategic Committee for Marine Research, the self-assessment report highlights the need for the Committee to play a stronger and more strategic role in marine research platforms and large field equipment, notably research vessels. The Committee could play an important role in co-ordinating operational aspects, maintenance and renewal.

It may be that the Strategic Committee could be the body to improve access to research vessels via the IMR, but in the interview this recommendation for a strengthening of the Committee was not emphasised.

Administrative resources and support functions

The administrative support available to the Department is perceived to have improved over recent years, but deficiencies remain in technical support for laboratories and for fieldwork.

Strengths, weaknesses and opportunities

No detailed SWOT analysis was included in the self-evaluation report. The only point made is that the Department feels that a dedicated funded full-time leader should be appointed to head the Strategic Committee for Marine Research in order to co-ordinate all UiB marine research and to lobby politically for financial and other support (opportunity).

There are clear strengths in research quality, in external grant funding, publication outputs and in dissemination at both national and international levels. In the interview the difficulty in accessing sufficient ship time was identified as a major weakness.

4.5 The Department of Chemistry

Thematic areas, disciplines and research units

The Department is not very big, and marine research is a secondary activity within it, with 2-3 part-time staff involved for a total of 25 staff members. It hosts 8 research groups, none of which includes the term "marine" in its name. The Department reports three main marine topics: (1) Marine environment, (2) Marine ingredients and health, and (3) Natural product synthesis, with the later started in 2012 as a bottom-up initiative. The section on "Major research projects (2004-2013)" includes both true projects and topics the Department works on. The Department has state-of-the-art analytical facilities. Marine research is mostly performed within the Chemometrics group and the Analytical chemistry group. Most of it consists of chemical analyses and the interpretation of results, and is made in collaboration. There is the view that the Department is a provider of services to other departments.

The total number of staff involved ranged from 1 (2007) to 11 (2013), with a maximum of 4 (2013) involved more than 50 per cent of their time. FTEs per year have ranged from 0.5 (2008) to 5.05 (2013), mostly by PhD fellows. Therefore, marine studies in the Department are critically dependent on

PhDs. Funding for marine research is almost exclusively institutional core funding for the period under evaluation (124 x 10⁵ NOK, 97% of the total), other sources being practically irrelevant. The annual mean is 12.77 x 10⁵ NOK, with the highest and increasing budgets in the sub period 2010-2013. Overall, funding for marine research is a rather minor part of the total budget of the Department. There are a recently started and a new project due to start in 2014 that will likely increase funding for marine research in the Department.

Scientific production

Lists of most significant publications are provided for two of the three thematic areas of marine research (Marine environment, and Marine ingredients and health). No information is provided for the third thematic area (Natural product synthesis), as its creation is very recent. All publications listed correspond to journals included in the JCR. A large majority of papers correspond to journals with good to very good impact factor with a majority of them having a department member as first author, which is something to be highlighted.

Master's and doctoral level education

The Department has not been formally involved in educational programmes in marine studies at Master's and doctoral level in the period 2004-2013, but has had educational co-operation with marine institutes in Bergen.

Co-operation with academic communities in UiB's periphery

The Department has cooperated with several marine institutes in UiB's periphery in relation to the training of PhD and Master's students. There is also co-operation with the Norwegian Polar Institute, as related to project designing and sample collection. The Department is very much interested in extending its co-operation with marine institutes in UiB's periphery.

International activities

Some international project co-operation is mentioned as "continuous co-operation". A few "contacts" and additional co-operation are also mentioned in the self-assessment report.

Dissemination activities

The main target group for dissemination activities has been the international academic community. In consequence, the reported domestic and international dissemination activities consist exclusively of contributions to conferences and workshops. No popular/user-oriented talks, or articles, nor media contributions are reported. As for international dissemination activities, there is one member of the Department that is particularly active.

Cross-disciplinarity

Cross-disciplinarity is viewed essentially as a matter of opportunity, and not as the result of strategic planning. It refers to "aquaculture, nutritional and environmental studies". Most of the main points under this heading are not addressed in the self-assessment report.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The Department has not benefited from or contributed to the marine research strategic priority at UiB during the period under evaluation. Its activities in marine research are unrelated to such priority and to the corresponding Strategic Committee, and have been general totally independent of them. However, the research group involved in the topic on Natural product synthesis has received two PhD scholarships from the marine priority programme, which are due to start from 2014 onwards. The Department would like the Strategic Committee for Marine Research to play a steering role within UiB as a whole, promoting interactions and initiatives.

Administrative resources and support functions

As stated in the self-assessment report “there has not been any administrative support apart from the department’s own”.

Strengths, weaknesses and opportunities

According to the Department’s view, the main strengths are “closeness to the North Sea, good equipment and seagoing vessels, many devoted researchers within a variety of fields”. No weaknesses or challenges are explicitly mentioned, though it is stated “the view to establish new marine activities which include fields that have not been included before has been too weak” (sic).

4.6 The Department of Mathematics

Thematic areas, disciplines and research units

The self-assessment report is a merging of responses and inputs from different department members. Marine related research in the Department looks as a secondary activity, with 3-4 part-time staff involved. The Department reports nine major marine research topics, which are addressed by two groups: (1) the Statistics group, and (2) the Applied and computational mathematics (ACM) group. Research projects involving national and EU funding are reported for some of the topics. The Statistics group works on statistical ecology, statistical analysis of acoustic and trawl data and animal population dynamics with a management goal in view. The ACM group mostly works on fluid mechanics at various spatial scales, with a modeling component.

The total number of staff involved in marine related research ranged from 3 (2004-2006) to 4, with a maximum of 2 (2013) involved more than 50 per cent of their time. Overall FTEs per year have not been provided, but PhD fellows have provided 1 FTE most of the years. Of the former 3 members of the Statistics group performing some marine related research, one retired and another is no longer active in the field. Therefore, marine related research in the Department seem to be critically dependent on PhDs. Funding for marine research is very limited and came almost exclusively from the Research Council of Norway (67×10^5 NOK, 96% of the total), being other sources practically irrelevant. The annual mean is 7×10^5 NOK. No funding at all is reported for the years 2010-2012.

Scientific production

Lists of most significant publications are provided for marine related research. Most of the publications listed correspond to journals included in the JCR, though there are also other types of publications, including project deliverables. The presence of papers published in highly ranked journals changes from one marine research topic to the other. Most papers reported for the topic on “Statistical interpretation of acoustic and trawl data for fish populations” have been published in good to very good, Q1, impact factor journals. Too many papers in the “Statistical ecology” topic have been published in medium to low impact journals. The production reported for the topic “Carbon capture and storage; the marine component” is a mix of papers in JCR journals, project deliverables and other publications, with no publication mentioned within the 2004-2008 period. Finally, papers reported within the “Ocean modelling” topic mostly fit in medium impact journals, with no publication mentioned within the 2004-2005 and the 2012-2013 periods. During their presentation to the Evaluation Panel, the Department representatives claimed that they do not look at journal impact factors when sending a paper for publication but they should.

Master’s and doctoral level education

The self-assessment report refers to two Master’s programmes, one started in 2012. It also includes a list of students within the Master in applied and computational mathematics, and a list of PhD candidates. One PhD degree on the 3D acoustics of fish schools is also reported.

Cooperation with academic communities in UiB's periphery

Co-operation exists with the Institute of Marine Research and other centres. It seems to be cross-fertilising and mutually beneficial.

International activities

The Department (ACM group) has been involved in some international cooperative projects, particularly on carbon capture and storage. However, at present it has no formalised international projects with a marine component.

Dissemination activities

The main target group for dissemination activities has been the scientific community and, wherever possible, the public and industrial sectors. In consequence, the reported domestic and international dissemination activities consist exclusively of scientific publications and contributions to conferences and workshops. No popular/user oriented talks, or articles, nor media contributions are reported.

Cross-disciplinarity

Cross-disciplinarity looks high as the Department has expertise on tools that a broad range of natural scientists need. Therefore, the opportunities to interact are high and should be further explored, which strongly contrasts with the low number of FTEs devoted to marine topics.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The Department has had no contact at all with the UiB's Strategic Committee for Marine Research.

Administrative resources and support functions

As stated in the self-assessment report "we get support from our administration which is very good", and "for running of larger projects we need a more robust economy/project administrative group".

Strengths, weaknesses and opportunities

The Department would require the development of communication strategies in order to develop synergies that could lead to the reinforcement of marine related research interactions within UiB, and also with industry, engineering companies and the public sector. However, the lack of manpower working on marine related issues undermines the Department's possibilities.

4.7 The Department of Physics and Technology

Thematic areas, disciplines and research units

The Department has a new director who took the position in May this year. Marine research in the Department has been undertaken by an increasing number of staff members, from 7 in 2004 to about the double from 2006 onwards, with 6 (2004) to 11 (2007-2009) of them involved more than 50 per cent of their time. However, it still involves a relatively small proportion of the department staff. Professors' FTEs per year have ranged from 3 to 4. PhD fellows have, in addition, provided 4 to 9 FTE per year during the period 2004-2009. No FTEs by PhD fellows are reported from 2010 onwards; we learned at the meeting that this was a mistake. Postdoc fellows have provided punctual inputs (1 FTE/year in 2006-2008).

The Department lists a rather large number of major research topics with a marine component, which are mainly undertaken by two groups: (1) the Marine optics group (part of the Optics and atomic physics group), and (2) the Marine acoustics group. Both groups are supported by research projects, with a good proportion of them including PhDs. All projects are nationally funded but one (SOBER).

Funding for marine research is almost exclusively from grants by the Research Council of Norway (135.5 x 105 NOK, 48% of the total) and from institutional core funding (120 x 105 NOK, 42.8%), with

minor contributions from other public funding and private sources. Total funding during the evaluated period has been 280.9 x 105 NOK, which results in an annual mean of 28.09 x 105 NOK. Funding in 2013 (67.5 x 105 NOK) has more than doubled the second best year. The percentage of funding for marine activities is less than 20 per cent of the total funding of the Department.

Scientific production

Lists of the most significant publications are provided both for the Marine optics and the Marine acoustics groups, the latter subdivided by main thematic areas. Scientific outputs mainly correspond to papers in journals included in the JCR, contributions to conferences and PhD theses. The Marine optics group has published in upper rank journals (Q1), but also in a number of journals with lower ranks. The Marine acoustics group is a very practically oriented group with close collaboration with industry and users in general. Most of its scientific production corresponds to documents other than papers published in referred journals. The latter have been published in mid to low impact journals, with few exceptions. Given the quality and interest of its research and its potential, this group (Marine acoustics) should make an effort to publish more and in highly ranked journals. Co-authors from the Department are not marked, which prevents a finer appreciation of their role.

Master's and doctoral level education

The Department has been involved in educational programmes in marine studies at Master's and doctoral level in the period 2004-2013. For optics the number of students has been fairly stable (though no numbers are provided), while for acoustics it has shifted from 4 to 10 and 4 to 8 for Master and doctorate, respectively. All students have been employed, either in academia, industry or the public sector other than academia.

Co-operation with academic communities in UiB's periphery

The Marine acoustics group has a broad range of co-operation in UiB's periphery, on different topics and also for accessing research infrastructures, which is highly beneficial both for the research itself and for PhD training and educational programmes. While no explicit information on co-operation in UiB's periphery is provided for the Marine optics group in the relevant section of its self-assessment, such co-operation seems to exist based on the number of projects listed, mostly with marine biology and fisheries groups.

International activities

The Department has participated in numerous international conferences and meetings, in particular the Marine Optics Group. Given its capabilities, the Marine acoustics group should reinforce its visibility in international conferences and meetings. This group has been involved in one EU funded project and a co-operation with the University of Dundee, and participates in the technical and scientific committee for the International North Sea Flow Measurement Workshop (NSFMW), a relevant industry conference in the field. No information on international projects or networks is provided for the Marine optics group.

Dissemination activities

Academic dissemination has been given priority over popular dissemination, as stated in the self-assessment report. Target groups (at least for the Marine acoustics group) also include administrations, manufacturers and operators of subsea equipment, and oil and gas operators. There is a long list of academic dissemination activities in conferences and meetings, both domestically and internationally. However, the description of target groups and dissemination channels in section 6 of the self-assessment report seems to refer only to the Marine acoustics group, while the lists of domestic and international dissemination activities refers essentially to the Optics group. This may reflect the reality but also some inconsistency in the preparation of the self-assessment report.

Cross-disciplinarity

The Marine optics group has had close collaboration with biology, which has been mutually beneficial. The Marine acoustics group participates in two national centres, the Michelsen Centre and NCE Subsea, which has yielded tangible benefits (facilities, financing, theses) including facilitating regular contacts with industry.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The self-assessment report states that the Department has had sparse contact with UiB's Strategic Committee for Marine Research. For the Marine optics group no extra resources have been provided through the marine strategic priority. The Marine acoustics group has received 4 UiB-financed PhD scholarships related with fisheries (2) and other marine research (2). This has eased collaboration with research institutes and private companies and lead to the submission of three patents.

Administrative resources and support functions

This section is empty in the self-assessment report.

Strengths, weaknesses and opportunities

There has been a strong and long-term activity in marine research in the Department, which could be strengthened further by a stronger connection to UiB's Strategic Committee for Marine Research. The Department would like to see an explicit mechanism for meeting other marine researchers and the availability of funding to stimulate marine research across UiB.

4.8 The Department of Clinical Medicine (K1)

Thematic areas, disciplines and research units

The marine science group consist of two professors, one scientist and currently 4 PhD students. In a broad sense, the research is anchored around the effects of marine-food intake on health and prevention and treatment of diseases. The research can be grouped in four thematic areas: Epidemiology; Mechanistic animal studies; Laboratory analyses; and Clinical studies.

The group published its first studies in 2002 focusing on the effects of seal oil in patients with inflammatory bowel disease. Several subsequent studies have been conducted to investigate the effects of seal oil and other marine ingredients in patients with colitis, food hypersensitivity, inflammatory bowel syndrome and inflammatory bowel disease. More recently, researchers in the group have in similarly designed studies included patients with obesity and sarcopenia, as well as healthy overweight children and adults, and athletes. The Panel was impressed by the energy, enthusiasm and commitment demonstrated in the presentation of this research group.

Scientific production

There has been a steady output of scientific articles from the group. However, the output appears to have increased over the last few years. Currently, four PhD students are working on theses within the field of marine research. Recently, the health effects of fish intake have been for the first time demonstrated directly in a human cohort.

Master's and doctoral level education

The Department hosts two Master's programmes one in human nutrition and one in clinical nutrition. In the human nutrition programme, 13 students have graduated in marine research with a further two currently in post. Currently, four PhD students are working on theses within the field of marine research.

Most of the PhD students who have graduated in marine sciences are medical doctors and have continued their careers in hospitals as clinicians or researchers.

Co-operation with academic communities in UiB's periphery

The researchers at K1 have close collaboration with several hospitals in the region, in particular with the Haukeland University Hospital. There is also collaboration between the Section of Gastroenterology and the National Institute of Nutrition and Seafood Research (NIFES) with focus on the effects of seal oil on colitis, food hypersensitivity, IBS and IBD. In 2013, K1 received a large grant for a four year project from the Norwegian Seafood Research Fund (FHF) together with several institutions in Bergen including NIFES, Haralds plass Deacon Hospital, and the Norwegian Seafood Centre.

International activities

The researchers at the Department are currently expanding their collaboration with foreign research institutions. They have initiated collaborations with the Royal Adelaide University, Australia and a couple of institutions in Germany. The collaboration with these institutions provided access to important data that is crucial for future research activities. This has already resulted in the submission of research articles written jointly with international partners.

Dissemination activities

The research group's results have been reported in international scientific journals. The researchers in the Department also put a serious effort in informing the general public about their research projects and findings. Since 2010, they have been featured in more than 40 articles in national newspapers, radio and television. This is a very impressive number given the small size of the group.

Cross-disciplinarity

The researchers are engaged in several cross-disciplinary activities. These include collaborations with clinical departments and laboratories in Haukeland University Hospital, the Department of Chemistry, Bevital AS, and the Kavli Research Centre for Ageing and Dementia in Bergen. The collaborative efforts have given the group access to advanced equipment for analyses and data.

Significance of additional strategic funding and the Strategic Committee for Marine Research

Two professors from K1 have been members of the Strategic Committee for Marine Research, both of them appointed by the Faculty of Medicine and Dentistry. Their experience with the Committee is generally good.

During the period 2005-2009, when initiating programmes for Bachelor and Master's studies in nutrition, the board of nutrition received 4 MNOK from UiB as strategic support to scientific collaboration between the marine institutions in Bergen. In addition from 2010, the Bergen Research Foundation (Trond Mohn) has donated 10 MNOK for a young scientist recruitment programme in clinical nutrition. The majority of this grant has so far been used for seafood and human health/marine research.

Administrative resources and support functions

The Department wishes to see a future strengthening of the administrative support dedicated to marine research.

Strengths, weaknesses and opportunities

A strength is the funding from the Bergen Medical Research Foundation, received for establishing a centre for clinical nutrition research. The proximity to Haukeland University Hospital, both geographically and scientifically is another strength.

The small number of permanent positions dedicated to marine research represents a weakness and a threat to the long-term stability of the research group.

The fact that the research group still is in the build-up phase represents a challenge.

4.9 Department of Clinical Sciences (K2)

Thematic areas, disciplines and research units

The marine science research group at K2 consists of two professors and couple of postdocs and PhD students. The research focuses on identification and isolation of bioactive compounds from marine raw materials and examining effects of consumption of these compounds on health and prevention and treatment of diseases. Their research includes laboratory analyses, clinical investigations and mechanistic animal studies.

The group has a solid base in biomedical research and well-established national and European research networks.

Scientific production

The group has listed fifteen scientific publications published between 2009 and 2014, suggesting a typical annual output of four to five papers. Given the relative small size of the group, this scientific output appears to be fair.

Master's and doctoral level education

There is no dedicated Master's or PhD programme in the Department. During the period 2004-2013, eight Master's students and nine PhD students have graduated in marine research.

Co-operation with academic communities in UiB's periphery

The researchers at K2 have close collaboration with several hospitals and industry partners in the region.

International activities

The researchers at the Department have been engaged in six international research projects between 2004-2013, including EU projects and a Nordic Centre for Excellence (MitoHealth Centre for Bioactive Food Components and Prevention of Lifestyle Diseases). These international collaborative efforts have been made possible through well-established European research networks, including partners in Sweden, Denmark, the UK, the Netherlands, France, Italy, and Spain.

Dissemination activities

The main target groups have been research communities, such as universities and other research institutions. The research group's results have been reported in international scientific journals.

Additionally, the group's research has been communicated through targeted conferences, seminars, and to a wider audience through newspaper articles. The visibility of the research group has been increased through the establishment of the Nordic Centre of Excellence MitoHealth. Joint workshops have also been arranged in collaboration with Nordic partners and other international research programmes during the Mitohealth project.

Cross-disciplinarity

The researchers are engaged in several cross-disciplinary activities. These include collaborations with Haukeland University Hospital and several industry partners.

Significance of additional strategic funding and the Strategic Committee for Marine Research

No information provided in the self-assessment report.

Administrative resources and support functions

No information provided in the self-assessment report.

Strengths, weaknesses and opportunities

The strong base in biomedical research has been a key for the development of the marine science in the Department.

A weakness is the difficulty in creating permanent positions for younger scientists in the field of marine research; this applies both for K2 and K1. Collaborations with Haukeland University Hospital are important for the research group. However, currently there is only one person in the field of nutrition at the hospital who holds a PhD degree, which hampers efficient scientific collaboration between K2 and the hospital.

4.10 Departments at the Faculty of Law and the Faculty of Social Sciences

Thematic areas, disciplines and research units

The departments of social sciences and law have about a dozen permanent staff members working in the marine field. Research is carried out in the Faculty of Law, and the Department of Social Anthropology, the Department of Geography, the Department of Administration and Organization Theory, and the Department of Information Science and Media Studies. The Department of Sociology did not provide a self-assessment report. Two other departments, the Department of Economics and the Department of Comparative Politics, do not have marine research activities.

Obviously with such low numbers, the research is affected tremendously by the decision of one staff member to move or to retire. The Department of Geography, in particular, has been hampered by the resignation of two professors.

The self-evaluations are generally very short and do not provide much in terms of self-reflection on the status and future of marine research within the departments.

Scientific production

Publications reflect the highly divergent publication cultures of the disciplines. The departments of Social Anthropology and Geography have a strong focus on international peer-reviewed journals, while the Faculty of Law on the other hand publishes almost exclusively in Norwegian although it is stated that hopefully more will be published in English when staff members qualify for senior professorships. In the departments of Administration and Organization Theory and Information Science and Media Studies there is a mix of English and Norwegian language reports. In general, productivity seems good to high. Publications all seem highly relevant to the marine field but there is a lack of high-profile international publications. In general, the projects and publications do not indicate high-risk and potentially high-impact research.

Among highly relevant marine research projects it may be mentioned that:

- the Department of Administration and Organization Theory houses the Norwegian part of a five-country EU/Marie Curie programme on Coastal Climate Risk handling, and recently (2012) arranged an inter-institutional and inter-disciplinary conference on innovation systems/networks in the Norwegian/North Atlantic fishing and fish farming industries. The background was earlier international research projects on marine resource policy analysis;
- at the Department of Information Science and Media Studies, projects include two nationally funded projects on information management of fish farming and optimisation of inspection of fishing vessels, and on pollution of salmon farming;

- at the Department of Geography, we may note externally funded projects on innovation and dynamics in fishing communities in Norway, a project on the Spanish salt fish market, and EU funded projects on fisheries in Chile and Africa;
- at the Department of Social Anthropology, research has concentrated on marine studies in the Black Sea and the Pacific, most externally funded by Norwegian and EU funds. Projects concern different knowledge cultures, seafood consumption, poverty, marine introduced species, and fisheries managed by coastal law;
- at the Faculty of Law, the focus is on national property rights studies. The group of 4 permanent researchers and 3 PhD students is in relative terms quite large compared to the size of the individual groups included in this subreport and for the field.

Master's and doctoral level education

The small size of the research fields is reflected in small numbers of PhD students and postdocs. There seems to be little emphasis on training the next generation of doctoral candidates except in the field of social anthropology but again the numbers are low. The Department of Geography on the other hand has a very high number of Master's candidates (19) but only one doctoral candidate. As much vitality in research fields stems from graduate studies the low numbers are a cause for concern.

Co-operation with academic communities in UiB's periphery

Collaboration with academic institutions within the Bergen Marine Research Cluster is "modest", non-existing or not commented on in the self-assessments. This is clearly lamentable and interviews confirmed that there is little collaboration with the wider Bergen Cluster. In the interview situation it was difficult to determine if the lack of co-operation was due to the groups being self-sufficient or whether the issues under investigation were such that no co-operation was needed.

It was remarked by interviewees that some collaboration takes place at the individual level but clearly not to any considerable extent. We noted a project on green innovation in salmon farming which has been developed between the Department of Geography and the Department of Biology.

International activities

Marine researchers at the departments of Social Anthropology and Geography have a high focus on international activities which are supported by several EU funded projects. The Department of Administration and Organization Theory also attracts EU funding but to a lesser extent. It is remarkable that the studies at the Faculty of Law are largely national in focus and do not seem to attract external funding. The Faculty has, however, developed a partnership with one American university.

Dissemination activities

Most research fields have a good presence at international conferences and obtain EU funding in addition to national funding. The Faculty of Law is an exception with a strong national focus but they have recently hosted an international conference on ocean governance with speakers from several partner institutions in the Bergen Marine Research Cluster. None of the research environments is notable for dissemination activity outside of academia. It can be noted, however, that the EU-funded ECOPAS project, coordinated from the Department of Social Anthropology, has a dissemination programme within the broad field of climate change and sea level rise with reference to the tropical Pacific ocean, which includes drama production; a comprehensive study of EU-Pacific relationships delivered to the European Parliament and informing the EU's future development co-operation strategy for the Pacific; and media-oriented collaboration with the University of Bergen's Bjerknes Centre for Climate Research to highlight the human dimension of climate change and sea level rise.

Cross-disciplinarity

The self-evaluations give little information about actual examples of cross-disciplinarity. The Department of Geography claims to be "inherently cross-disciplinary" and the Department of Social

Anthropology claims “strong” practice in the field. Other departments refer to occasional instances of cross-disciplinarity, dependent on personal links. There is no indication in the reports on how cross-disciplinarity is strengthening the field. There was too little time during interviews to follow up on this.

Significance of additional strategic funding and the Strategic Committee for Marine Research

With the sole exception of the Department of Social Anthropology which has recently received strategic funding from the Rectorate for a PhD fellowship, the social sciences have not received strategic funding and contact with the Strategic Committee has been modest to absent. The fact that the faculties of Social Sciences and Law are now represented in the Committee was little known by interviewees.

Administrative resources and support functions

The comments on administrative support are too terse for any meaningful summary.

Strengths, weaknesses and opportunities

The self-evaluations are remarkably similar in their suggestions for the future: there should be more institutional support for cross-disciplinary initiatives, and the strategy so far has been too focused on the natural sciences.

At the interview session there was a discussion of the potential utility of providing a pool of PhD fellowships for strategic goals. It was indicated that cross-disciplinary initiatives and inter-disciplinarity take time and effort and it would be valuable to develop meeting places for presentations and to develop joint projects. A weakness was possibly a lack of societal input in the decisions on which projects to pursue.

4.11 The Faculty of Humanities: the Department of Archaeology, History, Cultural Studies and Religion and the Centre for the Study of the Sciences and the Humanities

Thematic areas, disciplines and research units

Marine studies at the Department of Archaeology, History, Cultural Studies and Religion (AHKR) focus mainly on historical analysis of Norwegian fisheries and coastal culture, mainly conducted by one current and one former permanent staff member. In addition the self-evaluation lists a number of projects on the history of meteorology, on ancient merchant networks, on missions and merchants in China, and on archaeological studies in South Africa focussing on the development of the human mind and climate change. These projects have a maritime component but do not deal directly with the marine environment.

The Centre for the Study of the Sciences and the Humanities (CSSH) has a core of two to three researchers and three postdocs who deal with the ethics of seafoods, ethical aquaculture, and social network analysis trade. The self-evaluation by the Centre is highly deficient as it is repeatedly stated that no information is available as all researchers are away for research in Asia at the time of the reporting. The interview was therefore highly useful but unfortunately hampered by time constraints.

Scientific production

With the cull of AHKR publications indicated above the group has produced or contributed to three major monographs/edited works in Norwegian in the last couple of years. These collective works represent a massive research effort, some but not all of it conducted at UiB.

CSSH did not provide a list of publications.

Master's and doctoral level education

No evidence is provided by either self-evaluation report. In the interviews it became evident that AHKR has had a large number of MA candidates in the marine field, and two PhD candidates. CSSH provide PhD courses across all university faculties.

Co-operation with academic communities in UiB's periphery

No collaboration has taken place according to the self-evaluations. However, when clarified in the interviews that collaboration might include collaboration with other partners than the strictly marine. AHKR gave a long list of collaborations with museums, archives and public services and sees great potential in coastal heritage partnerships. Similarly CSSH identified a list of community engagement, particularly in Northern Norway.

International activities

Researchers from both units have taken part in a good number of international conferences and workshops.

Dissemination activities

The books published as a result of the AHKR research projects are flagship national and regional history projects and are very likely to be high-profile outputs. They are recently published and the impact is impossible to assess in this review.

Cross-disciplinarity

AHKR reports "informal" contacts, while the ethics group claims that "All research at SVT [CSSH] is always cross- and inter-disciplinary!" In the interviews it became clear that there are indeed a number of active cross-disciplinary links, and especially highly promising links for history with climate studies and for CSSH for biology and social sciences.

Significance of additional strategic funding and the Strategic Committee for Marine Research

AHKR recently received match-funding for a PhD fellowship but reports no contact with the Strategic Committee. The ethics group reports on contacts: "none whatsoever". In the interviews both groups were clear that they do not favour a strong branding of UiB as a Blue University. AHKR stressed that the marine should be broadened to maritime.

Administrative resources and support functions

CSSH reports that administrative support is insufficient while AHKR simply reports that these functions take place.

Strengths, weaknesses and opportunities

AHKR sees good potential for the development of inter-disciplinary contacts in marine research. CSSH did not comment in the written self-evaluation but confirmed in the interview that the group is highly active in pursuing these opportunities across the University.

4.12 The Department of Psychosocial Science

Thematic areas, disciplines and research units

At the Department of Psychosocial Science, about 30-40 per cent of the research staff has been involved in research with direct or indirect relevance to the maritime sector. Typically 10-15 faculty researchers, 2-3 postdocs, and 3-8 PhD students are engaged in maritime research per year. The research comprises the following four groups: the Operational psychology research group; the Treatment research group; the Society and workplace diversity research group; and the research group for Leadership, conflict and psychosocial working environment.

The Department has good connections with Norwegian industry and is eager to engage in collaborative activities within UiB.

Scientific production

The Department has a good output of research articles in the field of maritime science. The Department also appears to be well known nationally and internationally recognised.

Master's and doctoral level education

There is no dedicated marine/maritime educational programme in the Department. However, maritime topics are included in the research programmes at BA and MA levels in General psychology and Work and organisational psychology. Some maritime educational elements are also integrated in Forensic psychology and Developmental/clinical psychology in the Professional psychology programme.

Similarly, there is no explicit maritime PhD programme at the Faculty, but in total 10 PhD candidates have completed or are in progress with dissertations related to maritime topics.

Co-operation with academic communities in UiB's periphery

The Operational psychology research group (OPRG) has collaborated with the Royal Naval Academy in several projects. This collaborative effort includes supervising four PhD candidates funded by the Navy. Lately, the OPRG has developed collaboration with Haugesund University College and a number of industry partners from the maritime oil and gas industry. The industry partners have made long-term commitments by funding PhD students and participating in joint research efforts. In the period 2004-2013, the OPRG has cooperated with more than 10 major companies from the maritime sector. The research group also collaborates with the National Institute of Nutrition and Seafood Research (NIFES) and the Department of Chemistry on several randomised control trials (RCT) concerning seafood and key nutrients found in fish (omega 3 and vitamin D) and mental health. The Treatment research group has extensive collaboration with the Norwegian Competence Centre for Sleep Disorders and the Centre for Maritime Research, both at the Haukeland University Hospital.

International activities

International collaborative projects include topics in nutrition/seafood consumption and mental health (a collaboration with partners from the USA) and group dynamics and crew performance in isolated and confined operational contexts (funded by PRODEX, European Space Agency).

In the self-assessment report, the Department states that there has been limited time and means to develop international networks and engage in marketing activities.

Dissemination activities

The dissemination of the research results have been chiefly through research articles. The group has also been involved in international projects. Some topics related to leadership, human factors and safety have been communicated in the education course "Operativ Psykologi" at UiB.

Cross-disciplinarity

No information provided.

Significance of additional strategic funding and the Strategic Committee for Marine Research

The Faculty of Psychology has not received strategic money for marine/maritime research centrally from the UiB. However, the Faculty of Psychology has made its own strategic investments, directed at maritime research, in the form of permanent research staff and PhD positions. The Department deems that the activities in maritime research have benefited from this: it estimates that over the period 2004-2013, an accumulated internal spending of 6.7 MNOK has yielded a 350 per cent return on investment

through funding from the Norwegian Research Council of 24.5 MNOK and 3.8 MNOK from industry and international partners.

In the self-assessment report, the Department states that it believes that additional support from UiB strategic funds could have served as a catalyst to build more stable and enduring international partnerships and in competing for EU funds and large-scale projects. The Department also deems that it has a strong academic base in research with connections to a number of industry partners, which could be further developed into a research environment/cluster in maritime research.

The self-assessment report states that it would be an asset to include the Faculty of Psychology in the Strategic Steering Group for marine research at UiB. The Faculty of Psychology also deems that all relevant faculties at UiB should be invited to the table when future strategic initiatives in marine/maritime research are on the agenda.

Administrative resources and support functions

There is a need for administrative/technical support for the broad methodological approaches used in maritime research in the Department. This includes data management and building of databases.

Strengths, weaknesses and opportunities

The research base at the Faculty of Psychology could be further developed and supported in order to build a strong research cluster in maritime research at UiB and partner institutions. There may be potential for collaborations with K1 on research related to sleep disorders.

5 Strengths, weaknesses, threats and recommendations

5.1 Strengths

The University of Bergen is widely recognised internationally for excellence across a diverse range of marine science and research, and for excellence in selected areas of teaching of marine disciplines. Some of the Bergen marine research groups are amongst the most highly respected and regarded in the world. These are mostly situated within the largest of the departments and centres with strong marine interests, including the Geophysical Institute, the Department of Earth Science, the interdisciplinary Centre for Geobiology, the Department of Biology and the overarching Bjerknes Centre for Climate Research. Research on the present, past and future role of the oceans in climate and climate change is exceptionally strong, and this strength has been recognised by the appointment of senior staff as leaders in the Intergovernmental Panel on Climate Change (2007, 2013).

The strength of the Bergen marine research landscape builds on a long scientific tradition fostered by Bergen's location centrally on the west coast of Norway. Some of the most important figures responsible for establishing the foundations for modern meteorology and oceanography worked within the Bergen scientific community (Bjerknes, Nansen, Sars, Hjort). Clearly easy access to the coast and ocean, and the significance of the associated fisheries, has been vital, but several developments since the establishment of the University have coincidentally reinforced the relevance of marine science and the marine sector in Bergen: these include the discovery and exploitation of hydrocarbons in the North Sea and latterly the Barents Sea, the advent of commercial aquaculture, and the realisation that the hydrodynamics of the adjacent North Atlantic are crucial to global ocean circulation and climate. Consequently research on fundamental physical oceanography, marine biogeochemical cycles, dynamics of ocean circulation, ocean-atmosphere interactions, marine microbiology, fisheries, aquaculture, petroleum geoscience and marine geohazards has flourished in the Bergen context. The University strongly benefits from co-location alongside major commercial fisheries companies, government agencies and major players in the offshore sector concerned with hydrocarbon exploration, exploitation and engineering; this relationship is symbiotic since, in turn, these industries benefit from the supply of trained marine professionals from the University.

The University has invested heavily in marine science over many years and, in doing so, implemented top-down strategic instruments to exploit existing bottom-up strength. This investment has resulted in excellent heavy infrastructure, notably contributing towards the development of a research vessel fleet with ocean-going capability. Access to these research vessels and other heavy infrastructure has been central to the success of many of the most important marine research groups within the University. There is no doubt that without this access the marine profile of the University would not be as strong

as it now is. Equally important, the University has recognised and supported star research groups through heavy long-term investment in overarching research centres; the Bjerknes Centre for Climate Research is outstanding in this context. The scientific importance and policy relevance of the Bjerknes Centre has been recognised through funding directly from the Norwegian Government since 2010. A really distinctive feature of marine research in Bergen is its relevance either to policy at national or international level, or to industry, or to both, and a very strong public presence through powerful dissemination activities. Bergen is a powerhouse of marine research on the international stage and this research influences and has impact on international and national policies and is a driver of economic growth.

5.2 Weaknesses, threats, and recommendations

5.2.1 *The research landscape*

While a review of the research landscape itself was not part of the written Terms of Reference, the UiB leadership at the initial meeting invited advice from the Panel. In general, sharing between institutions of major infrastructure facilities, such as research vessels and advanced laboratories appears to have been efficiently organised through consortia with often clear rules for using and contributing to the facilities (see below, however). The Panel is concerned, however, that the coordination between the many structures and institutions may require more energy and resources than the outcome warrants. There is definitely a tradeoff here that must be carefully balanced.

Marine research at UiB and its academic partners constitutes a very successful academic ecosystem, which generally thrives in a healthy combination of research and teaching. Pillars of strength emerge from the bottom up, many of high international standing and some of world-leading quality. Partly as a result of this healthy open environment, the marine research landscape is very complex, both within the University itself (departments, centres, university-owned research companies (e.g. Uni Research)), and between the University and the several independent research institutes in the Bergen area (governmental and private) each with their own research agenda. Some of the independent research institutions are organised in the Bergen Marine Research Cluster, and there appears to be a rather complex network of cooperative structures and initiatives, some of which lack critical mass. While such initiatives may be conducive to innovative research and education, it also appears that the complexity and number of collaborative structures is overwhelming and may imply quite some bureaucracy and administration. Funding flows, especially for strategic initiatives, are sometimes opaque or at least seem so to many of the researchers interviewed.

Researchers are often engaged with several initiatives, each of which requires their full commitment. Several of the structures at the UiB itself, e.g. the Centres of Excellence, have been established as a means of attracting external funding and are not necessarily the result of a strategic priority of the University but rather driven bottom-up by strong research groups.

Recommendations

- That UiB aims to simplify the research landscape by merging entities under the control of the University.
- That UiB develops strategic partnerships with institutions in the region and the country to minimise unnecessary duplication and maximise strengths for a marine strategy.

Below we comment on specific elements included within the Bergen marine landscape.

5.2.2 *Uni Research*

The Evaluation Panel considers this the most important element of the entire report.

Many research staff in marine science are employed through Uni Research (formerly Unifob), an independent company owned 85 per cent by the University. Whilst this has the advantage that the employment law governing contracts is more flexible within the private sector than within the University, and has facilitated the growth of powerful research clusters supported by long-term employment of key staff, the Uni Research structure has in recent years developed powerful autonomy – effectively a research university within the University – that is allowing parallel development of research infrastructure and groupings (e.g. in marine geology/ palaeoceanography). Such parallel development and duplication is not an effective way to operate and is wasteful of resources and expertise. Furthermore, the scientific staff involved have effectively been “blind” to the evaluation since the “independent” Uni Research is not formally a part of UiB. This is an artificial distinction. These scientists are clearly a major part of the Bergen marine research landscape, so it seems disingenuous not to include them within this evaluation of marine science at the University of Bergen. The status of Uni Research has therefore been technically problematic for the delivery of the evaluation, but much more importantly, is a problem for UiB itself.

Recommendation

- Very careful consideration should be given to the status and role of Uni Research within UiB and whether these two organisations remain symbiotic. This is an issue that requires attention at institutional level. If the current trends continue there is a danger that a “research university within a University” is allowed to develop. This review should include detailed consideration of the legal status and independence of Uni Research, the reasons why Uni Research was established in the first place and whether other instruments might now be put in place to overcome these obstacles within the university structure itself.

5.2.3 Research vessels

Whilst some researchers combine seagoing research with teaching cruises in the immediate region, other researchers who have a requirement to undertake research in other oceans e.g. Southern Ocean, or long cruises, find it very difficult to use the G. O. Sars. They find the application procedure opaque, and the planning period is not sufficiently long to accommodate long-distance cruise activity. Opportunities for collaborative work on cruises and the advertising of likely cruise routes to facilitate opportunistic activity should be highlighted to university staff. Apparently the original arrangement was that the University had access to ~3 months sea time on the G. O. Sars, but that because of over-allocation to the University in recent years this has now been cut to one month. Once the allocation for teaching commitments has been taken out of this there is too little time for research activity, especially to remote locations.

Recommendation

- UiB should review its relationship with the Institute of Marine Research (IMR) to improve the process of applying for sea time, making it transparent, with better communication with scientists requesting sea time. Much potential for opportunistic involvement in research cruises is currently being missed, so IMR should publicise draft cruise tracks years to months ahead so staff can avail themselves of potential research opportunities. UiB should consider increasing the sea time allocation dedicated to university research on G. O. Sars, and should review whether using this vessel for teaching is really an appropriate use of this resource.

5.2.4 Centres of Excellence

We note that much of the research is organised in centres of various kinds, ranging from virtual centres with limited funding, to Centres of Excellence and innovation centres with high levels of external funding. All these are temporary initiatives and help ensure that the research environment remains dynamic. However, with the termination of centres, there is also the risk of losing expertise and of destroying productive research environments that still have huge potential.

Centres of Excellence, such as the Centre for Geobiology, with high profile publications and compelling outreach activities, will end at the stipulated date. This situation makes it vital for the UiB to develop clear guidelines for the embedding of successful activities and the employment of excellent postdoctoral fellows within the university structure.

Recommendation 1

- In the absence of direct governmental support (e.g. the Bjerknes Centre for Climate Research), that UiB considers two strategies for embedding temporary but especially successful activities:
 1. In a limited effort a small number of faculty positions (with supporting resources), could be advertised at relevant departments. This would allow the growth of individual research groups that might pick up and further the work of the successful centres, both in terms of human resources and ideas. In view of the research strategic priorities of UiB it seems contradictory that permanent positions are essentially allocated as a function of teaching needs and not to respond to research needs and prospects.
 2. Alternatively a more substantial funding effort could be launched where a single scientist or a small group would be given the responsibility to select and form a new research environment similar to the Max Planck initiatives in Germany. This would be a way to retain competent scientists in the former centre while at the same time allow relevant changes in direction and research focus to be made by finding new staff.

Research in climate science at UiB, which includes most of marine research in the Geophysical Institute and in the Department of Earth Sciences, is branded through the Bjerknes Centre for Climate Research (BCCR). BCCR provides an internationally prominent brand and represents a major component of UiB's marine research activity. BCCR's prominence results in invitations to UiB scientists to participate in EU funded international projects, participate in, for instance, influential international committees. BCCR's funding as a Centre of Excellence expired in 2012, but funding has been renewed as a direct grant from the Government to UiB, administered through the Geophysical Institute.

Recommendation 2

- Given its international prominence, the existence of BCCR should be secured into the future.

5.2.5 Small scientific environments

Some of the marine research environments are very small, and close to or below the critical mass, even when embedded in disciplinary departments. This applies to mathematics, chemistry, medicine, law and the humanities/social sciences departments.

In order to maximise the potential of small research environments and enable them to be visible and successful partners of the research landscape, better contact to other marine and maritime research environments should be strengthened (e.g. through exploratory workshops). These should be bottom-up initiatives, but should be supported from the top, including some seeding funds. However, it should be fully realised that a minimum critical mass of researchers within the involved units is required for these actions to be fruitful.

Marine research in the humanities and social science suffers from lack of critical mass, as about 15 permanent researchers and a like number of doctoral students and postdocs are dispersed across five social science departments, one humanities department and one centre. There is, however, potential to develop a strong focus for social science and humanities (SSH) marine research to complement the resources of the natural sciences. We feel that there is scope for social innovation in the set-up of academic research between departments. In particular, it would be useful to highlight already existing SSH marine research. We recognise that multi- and inter-disciplinarity take time and effort.

In clinical medicine there are two departments, K1 and K2, both of which are actively researching the impact of seafood on various aspects of human health and nutrition. This duplication of effort and artificial separation of scientists and clinicians working on very similar projects is wasteful of resources and hinders collaborative synergies.

Some of the marine science activities at the Geophysical Institute are limited by an identified lack of expertise in statistics, theoretical development and analytical model testing. A potential way to address this issue could be to use strategic money to increase the number of staff in the Department of Mathematics with expertise relevant to marine science. More generally, crucial subject-specific expertise that is lacking in the larger departments in marine science could be used to guide centrally-supported strategic recruitments in relevant departments where marine science is not the main activity.

Recommendations

- To set up formal “meeting places” or “cross-departmental marine initiatives” which would enable academics of smaller research environments to meet across disciplinary boundaries on a regular basis. The meetings should identify a couple of “champions” to organise the initiative and be a point of contact.
- A focus of the initiatives should be an effort to identify shared problems, calling on multidisciplinary approaches, ideally including partners from larger research entities and academic partners from the wider Bergen Marine Research cluster.
- Seed funding should be allocated to develop two or three grant proposals led by smaller research environments. Fund matching such as PhD grants should be allocated to successful competitive awards of a certain size.
- Small research environments should be encouraged to engage with and highlight their research at national events such as Havforskermøtet.
- Consideration should be given to merging the K1 and K2 groups working on seafood, nutrition and health.
- Consideration should be given to new faculty appointments within Mathematics to support advanced numerical statistical and modeling applications within the mainstream marine science departments.

5.2.6 *Bergen Marine Research Cluster*

The mission of the Bergen Marine Research Cluster seems unclear to the Panel as it was not explicitly described in the written material, and only discussed with the co-ordinator of the cluster. Its main role appears to be a platform for communication between eight important marine research institutions in the Bergen research area and to suggest strategies for new research centres; these will further complicate the Bergen marine research landscape. It also emerged from the interviews that the selection criteria for initiatives under the Bergen Marine Research Cluster are not very clear.

Recommendation

- That the selection of centre initiatives under the Bergen Marine Research Cluster be governed by clear priorities and review criteria.

5.2.7 *Education and fate of candidates*

Universities deliver knowledge to society in the form of written records but also, and perhaps most importantly, as well trained professionals that can satisfy the need of industry and public administration. The need for personnel trained in marine and maritime disciplines from all UiB

departments and faculties is presumably very high in Norway in general and in the Bergen area in particular. However one observation we made is that - where reported – most PhD students pursue a postdoctoral career in academia rather than in industry and the public sector. Isolated initiatives to bring society and industry in contact with the students were reported. Notably the Department of Biology had put in place a programme where students were exposed to outside work environments. This in particular, has proved important for students graduating at the Master's level. We also noted the view that civil engineers might have an advantage over candidates with a completed PhD education.

When asked about where the students had gone the answers were vague but more importantly there seemed to be no central information that the representatives for the different organisational levels were aware of or could draw information from.

Recommendations

- Doctoral students and postdocs should be exposed to private and public sector interests during their education. Initiatives to build strong partnerships outside academia would help generate new career paths as well as cross-overs between applied and academic research.
- UiB should consider developing a graduate school of marine studies which would expose all students to elements of human, social, natural and technical approaches as well as provide students with entrepreneurial and innovation skills.
- The alumni network could perhaps be used to provide this information but at present this network is closed for public access.
- If not already being done, the career trajectories of Master's and PhD graduates should be more closely monitored. It may be appropriate that such monitoring is organised at university level. Such information will be useful for recruitment and for developing relationships with industry and private companies.

5.2.8 *Dissemination activities, both public, to stakeholders and to science communities*

Dissemination activities, at both domestic at international level, are numerous, constant and performed according to the best standards using a variety of channels, in particular by the larger and more powerful units involved in marine research, with the main target groups being academia and the public at large and to a lesser extent industry. However, some weaknesses, including low dissemination levels and imbalances with respect to target groups, have been detected in particular within units where marine research activities are a relatively minor part of their activities.

Recommendations

- To steer groups that do good research but need to develop their publication culture, in particular as related to publishing in top journals in the field and contributing to international conferences (viz. Marine acoustics in the Department of Physics and Technology, the Faculty of Law).
- To promote a more balanced dissemination effort, in terms of target groups, channels and forums, both domestic and international, as some research groups seem to neglect key target groups, such as the general public and sometimes industry (viz. the departments of Chemistry, Mathematics, and Physics and Technology, and the Faculties of Social sciences and Law).

5.2.9 The marine strategy and the Strategic Committee for Marine Research

Strategy development

The Panel heard about development of strategy at three levels: within the Faculty of Mathematics and Natural Sciences, across the University of Bergen, and within the Bergen Marine Research Cluster. It is not clear that there are mechanisms in place to align these three levels of strategy development. For example, there appeared to be little awareness within the departmental leadership teams interviewed of the initiatives being developed by the Bergen Marine Research Cluster. There is therefore a potential danger that the strategies develop independently of each other and in conflicting directions. Given the apparently limited implementation of marine strategy within UiB (see below), it may be timely to refresh the strategy through a series of meetings and workshops across the University. A refreshed strategy will need to be clear about its scope (see below).

Implementation of strategy

Within UiB, although there has been an explicit strategy with formulated goals, and a strategic committee appointed to oversee its implementation, it remains unclear to the Panel how the strategy has been implemented over the review period. The marine priority area was originally developed as an initiative within the Faculty of Mathematics and Natural Sciences. However, even within this Faculty, several departments had little awareness of or contact with the Strategic Committee. Departments from the faculties of Humanities and Social Sciences were later included and represented in the Strategic Committee. Again, their inclusion appears to have had limited impact, and the non-natural sciences departments, some of which have significant marine research activity, have to their knowledge received no resources from the priority area. These departments were initially not even included in the evaluation, and they appear to have asked to be included to the surprise of the UiB leadership. Overall, smaller players in the marine field appear to have been simply left aside. So, despite an ambition of developing UiB as a “blue” university, the UiB leadership does not appear to have been very proactive in implementing strategy through a transparent process, and the blue profile has emerged to a large extent as a bottom-up process.

Funding the Marine Priority Area

An additional concern is a lack of transparency around the level and mechanism of allocation of funding of the marine priority area. The Panel was given several widely different estimates of the level of funding. The estimate given at the initial meeting with the leadership was 5-10 M€ per year, with increasing sums in recent years. Most of these monies appear to have been channeled through ordinary departmental channels and to go mainly into infrastructure; as such, academic staff within departments are generally unaware that funds have been received from the priority area. The Panel was told that a large share of the funds has recently been used to replace expired external funds for the Sars Centre for Marine Molecular Biology, which was not included in this evaluation. The Strategic Committee appears to have had no control over strategic funding, and so the implications of efforts of the Committee appear to have been rather insignificant in the past. Several departments expressed a wish to have a more powerful committee, with control over money that could more efficiently implement strategic decisions in a transparent way. Certainly the Committee would be much better

able to stimulate interdisciplinary marine research if it was allocated some funding to do so. Such funding might, for example, be available on a competitive basis to support PhD studentships, research fellowships or pilot research projects spanning more than one department or faculty, or to support meetings intended to develop interdisciplinary proposals for external funding.

Scope of the Marine Priority Area

At the meeting between the Panel and the deans from all involved faculties, those representing the humanities and social science departments expressed a strong wish to be an active part of any major top-down initiative in marine research. Some of these departments have significant marine research activity and should certainly be included. Others (for example, within the Faculty of Psychology) have little or no research that would be properly described as marine, but significant maritime research activity. This maritime activity has little connection to the marine research activity in the natural sciences. The Panel did not see evidence that sufficient maritime research was present within UiB to highlight it as an area of strength within UiB and therefore justify an expansion of the marine priority area into the maritime domain. A key component missing within the University, which might link existing marine and maritime activity, is marine and maritime engineering. If activity in this area was brought into the UiB through a merger, as has been suggested as a future possibility, an expansion into the maritime domain might be justified. Such expansion might alternatively be justified through partnership with other organisations in the Bergen area, but such a partnership would need to go beyond the current membership of the Bergen Marine Research Cluster.

Recommendations

- That the University ensures that marine strategies developed at different levels within UiB, and developed in collaboration with its partners, are appropriately aligned.
- Strategy should be developed to ensure balance between top-down and bottom-up initiatives, bearing in mind that some of the most powerful existing groups have largely developed bottom-up.
- That the scope of any future UiB marine strategy explicitly includes disciplines outside the Faculty of Mathematics and Natural Sciences.
- That the possibility of expansion of the marine strategy into the maritime domain is considered in the wider context of organisations across the Bergen area.
- That instruments are installed in a transparent way to implement the strategy decided. Such instruments should include promotion of interaction with departments for which marine research is a relatively minor part of their activities.
- That the Strategic Committee is made responsible for allocation of some funds to stimulate marine research; in this way even modest funding might be deployed very effectively to implement the strategy.

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Appendix 1 Self-assessment report template

Evaluation of Marine Research at the University of Bergen (UiB)

Self-Assessment Report 2004-2013

Department/centre at UiB to be included in the evaluation:

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Introduction and general instructions

The present evaluation is initiated by the University of Bergen (UiB) in order to have a systematic review and assessment of the strategic priority area marine research at UiB. Whereas marine research has been a strategic priority at the University since the 1980s, the focus of the evaluation is on the last ten-year period (2004-2013).

The evaluation is conducted by an international evaluation panel, appointed by UiB, with secretarial help from NIFU. The panel is mandated to evaluate the quality and relevance of the scientific production and educational programmes (at master and doctoral level) within marine research at UiB, as well as the dissemination activities, co-operation with institutions in UiB's periphery (*randseinstitusjoner*) and international activities of the associated academic communities.

In order to do so, we need a wide set of information about the activities of the units conducting marine research at UiB. Against this background, we ask the departments/centres involved in marine research to fill in this self-assessment report template. The self-assessment template follows the Terms of Reference (ToR) for the evaluation. Each item in the template quotes the ToR-questions to be addressed, and asks for relevant information about the unit/its activities in the ten-year period to be evaluated, as well as the unit's experiences and assessments.

Your department/centre should return only one self-assessment report. However, if you have several major research topics/research groups within marine research, we ask you to provide information specified by research topic/research group where this is relevant.

To avoid double counting, please coordinate your reporting with other departments/centres involved in marine research at UiB. As a general rule, you should report the activities of researchers holding a main position at your unit.

The self-assessments will, together with other data sources, form the basis for a review and assessment of the strategic priority area marine research at UiB as a whole. There will not be separate evaluations of the research units.

Please send the completed self-assessment to NIFU by 8 September 2014 (siri.aanstad@nifu.no). The self-assessments will not be published or distributed to other parts of UiB.

If relevant, please specify the size of your major research topics/research groups within marine research relative to the size of the department/centre and describe the main developments in academic personnel (growth/reduction) for these topics/groups in the period 2004-2013.

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c) Funding of research activities: Fill in the department/centre's total expenditure for marine research by funding source (in 100 000 NOK).

Source	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Institutional core funding (total)										
- funding received from UiB's strategic priority of marine research										
Grants from the Research Council of Norway										
Other Norwegian public funding (ministries, directorates/agencies, etc)										
Private domestic sources (industry or NGOs)										
Funding from abroad										
Sum										

If relevant, please describe the main developments in research funding (growth/reduction) per major research topic/research group in the period 2004-2013.

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2. Scientific production

ToR: “On the basis of international standards to assess the quality and relevance of the scientific production within marine research based on the combined production of publications and theses, with emphasis on the last 10 years.”

The panel will assess UiB’s overall scientific production within the field based on bibliometrics/publication lists extracted from Cristin and Web of Science. As additional information and background to interpret the bibliometric data we would like input on what you consider the department/centre’s most significant publications within the field. Five to ten publications per major research topic/research group should be listed.

Please provide full references to each publication.

The most significant publications per major research topic/research group, 2004-2013:

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3. Education at master and doctoral level

ToR: “Evaluate the quality and relevance, including the development of expertise and level of execution, of the area’s combined educational programmes at the master and doctorate level with emphasis on the last 10 years.”

Please list the names of the educational programmes in marine studies (at master and doctoral level) your department/centre has been involved in in the period 2004-2013.

Educational programmes in marine studies, 2004-2013:

Master programmes:	Ph.D. programmes/research schools:

Describe and comment on how these educational programmes have developed in the period 2004-2013 (scope of programmes, recruitment of students, completion and other relevant issues).

Please indicate the proportions of Ph.D.-candidates from these programmes employed by higher education institutions/research institutes and industry respectively, and provide examples of typical career trajectories of the candidates.

4. The significance of UiB's strategic priority of marine research

ToR: "With the additional resources that accompany being a main focus area in mind, give a combined assessment of the strategic added value/utility this has provided."

Please describe the types of added resources your department/centre has received through UiB's strategic priority of marine research in the period 2004-2013 (e.g. PhD positions, infrastructures). Refer to amounts reported in section 1 c) where relevant, and comment on the added value of these resources for your research and education activities; that is, what results you would not have achieved without the additional resources.

5. Co-operation with academic communities in UiB's periphery (*randsonen*)

ToR: "Evaluate the associated academic communities' co-operation with relevant academic communities in UiB's periphery, including organization, participation in projects, ability to generate resources and networking."

If relevant, please report separately for your major research topics/research groups in this section.

Describe how your co-operation with relevant academic communities in UiB's periphery (*randsoneneinstitusjoner*) has developed in the period 2004-2013, and comment on how such co-operation has affected your ability to generate resources and build networks.

6. Dissemination activities and international co-operation

ToR: "Evaluate the associated academic communities' dissemination and promotion of their research results domestically and internationally."

ToR: "Evaluate the associated academic communities' international activities, including project co-operation, participation in conferences, presentations, marketing and networking."

If relevant, please report separately for your major research topics/research groups in this section.

Describe the major target groups of your research and the major channels for disseminating and promoting your research results domestically and internationally. Please comment on the relative importance of academic/popular and of domestic/international dissemination.

Describe and comment on how the dissemination and promotion of your marine research has developed (e.g. increase/decrease in activity level, new dissemination and promotion channels) in the period 2004-2013.

Please provide a list your most significant *domestic* dissemination activities (apart from scientific publications) in the period 2004-2013 (extracted from Cristin where possible). Categories to be included:

- contribution at conferences
- popular/user-oriented talks
- popular articles
- media contributions (newspapers, TV, radio, film, blogs, etc.)

Please provide a list your most significant *international* dissemination activities (apart from scientific publications) in the period 2004-2013 (extracted from Cristin where possible). Categories to be included:

- contribution at conferences
- popular/user-oriented talks
- popular articles
- media contributions (newspapers, TV, radio, film, blogs, etc.)

List your international projects in the period 2004-2013, and comment on the development in international project co-operation in the period.

Provide examples of other central international activities, e.g. marketing and networking, and comment on the development in these activities in the period.

7. Cross-disciplinarity

ToR: “Consider to which extent cross-disciplinarity and organization in cross-disciplinary centres has contributed to strengthening and developing activities in the focus area.”

If relevant, please report separately for your major research topics/research groups in this section.

Please comment on the degree of cross-disciplinarity of your research activities and education programmes, and the extent to which cross-disciplinarity and organisation in cross-disciplinary centres have contributed to strengthening the research and education activities within marine studies at UiB in the period 2004-2013.

8. UiB’s strategic committee for marine research

ToR: “Assess utility value/function of the strategic committee for this focus area.”

Please comment on your department/centre’s experiences with UiB’s strategic committee for marine research, its value/function for developing the field, and if relevant how the organisation of the focus area may be improved.

9. Administrative resources and support

ToR: “Assess the associated academic communities combined administrative resources and support functions.”

Please describe the types of administrative resources and support available to your department/centre, and give your opinion on the adequacy/sufficiency of the resources and support, and if relevant what ought to be improved.

10. Strengths, weaknesses and challenges

If relevant, please report separately for your major research topics/research groups in this section.

Please describe what you see as the main strengths, weaknesses and challenges for research and education within marine research at UiB, and how the field should be developed further.

Appendix 2 Site visit interview plan

	Wednesday October 8 th		Thursday October 9 th		Thursday October 9 th	
Time	9.00-11.30: <ul style="list-style-type: none"> interview with UiB central leadership interview with UiB faculty leadership 15.00-16.30: <ul style="list-style-type: none"> interview A1 and B1 		9.00-12.30: <ul style="list-style-type: none"> interview C1 and D1 interview C2 and D2 		14.30-16.00: <ul style="list-style-type: none"> interview E1 and F1 	
Track	A	B	C	D	E	F
Panel members	Thomas Kiørboe, Åke Hagström, James Scourse, Poul Holm	Miquel Canals Artigas, Johan Nilsson, Tim Minshull	Thomas Kiørboe, Åke Hagström, Poul Holm	Johan Nilsson, Tim Minshull, James Scourse, Miquel Canals Artigas	Poul Holm, Miquel Canals Artigas, Thomas Kiørboe	Åke Hagström, Tim Minshull, James Scourse, Johan Nilsson
Interviews	<u>Faculty of Mathematics and Natural Sciences:</u> <ul style="list-style-type: none"> Centre for Geobiology 	<u>Faculty of Mathematics and Natural Sciences:</u> <ul style="list-style-type: none"> Department of Chemistry Department of Mathematics Department of Physics and Technology 	<u>Faculty of Mathematics and Natural Sciences:</u> <ul style="list-style-type: none"> Department of Biology Sea Lice Research Centre (SLRC) <u>Faculty of Humanities:</u> <ul style="list-style-type: none"> Department of Archaeology, History, Cultural Studies and Religion Centre for the Study of the Sciences and the Humanities 	<u>Faculty of Mathematics and Natural Sciences:</u> <ul style="list-style-type: none"> Geophysical Institute <u>Faculty of Mathematics and Natural Sciences:</u> <ul style="list-style-type: none"> Department of Earth Science 	<u>Faculty of Law and Faculty of Social Sciences:</u> <ul style="list-style-type: none"> Faculty of Law Department of Social Anthropology Department of Geography Department of Administration and Organisation Theory Department of Information Science and Media Studies 	<u>Faculty of Medicine and Dentistry and Faculty of Psychology:</u> <ul style="list-style-type: none"> Faculty of Psychology Department of Clinical Medicine (K1) Department of Clinical Science (K2)

Appendix 3 Expenditure for marine R&D

Introduction

NIFU has for several years carried out national mappings of expenditure for marine research and development (R&D) on behalf of the Research Council of Norway (RCN). The biannual mappings include relevant research communities within the higher education sector (universities and university colleges) and research institute sector, as well as companies within marine industries. While the last survey is for 2011²⁵, the survey for 2013 is ongoing and the results are expected during the first quarter of 2015.

The results of the surveys are based on self-reporting. This will introduce bias in the data, relating both to delimitation towards research within other subject fields and to activities not classified as R&D.

Below we present the development in expenditure for marine R&D at the University of Bergen (UiB) for the period 2001-2011, based on the NIFU surveys. Uni Research Ltd (previously Unifob) changed sector affiliation during the period, as several departments of Uni Research from 2009 have been included in the research institute sector, while previously being counted as part of the higher education sector. In this presentation, Unifob and Uni Research are included as part of UiB/the UiB system throughout the period.

UiB at a glance

The national expenditure for marine R&D has experienced a strong increase since the turn of the century, more than doubling between 2001 and 2011. In 2011, NOK 3.2 billion (appr. €400 million) was spent on marine R&D nationally, with approximately 10 per cent (NOK 325 million) undertaken at UiB, tripling the effort at the University during the investigated period.

Effort for marine R&D in Norway 2001-2011 by executing sector. Million NOK, current expenditure.

Executing sector	2001	2003	2005	2007	2009	2011
Company sector	289	236	234	330	666	738
Higher Education sector	279	331	382	423	504	594
Research Institute sector	809	1080	1153	1456	1677	1856
Total	1377	1647	1769	2209	2848	3189
<i>of this University of Bergen</i>	<i>109</i>	<i>146</i>	<i>155</i>	<i>205</i>	<i>243</i>	<i>325</i>
	<i>8%</i>	<i>9%</i>	<i>9%</i>	<i>9%</i>	<i>9%</i>	<i>10%</i>

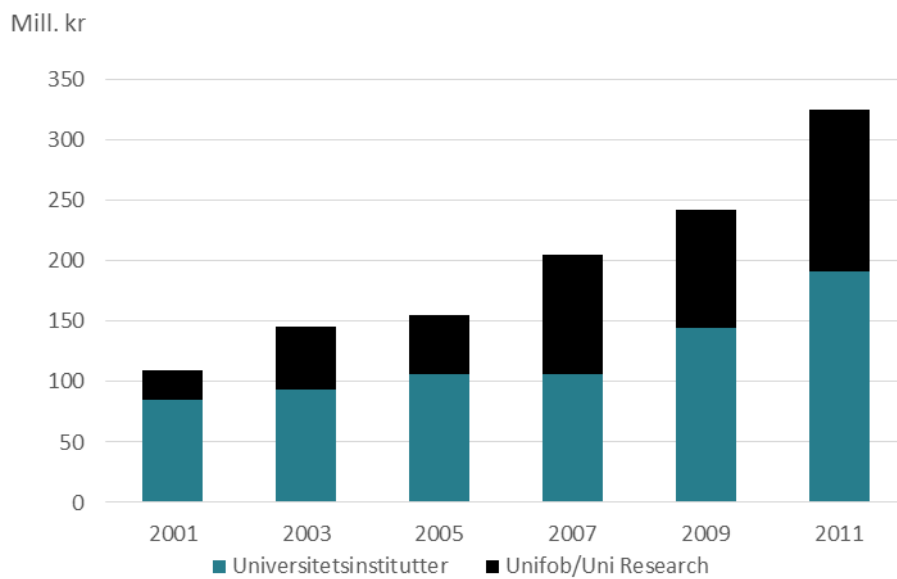
Source: NIFU survey of marine R&D

Marine research communities at UiB

About 60 per cent of marine R&D efforts at UiB was attributed to university departments in 2011, while about 40 per cent was attributed to departments at Uni Research. At the start of the investigation period, the share held by the university departments was around three quarters. The share of the Uni Research departments was in relative terms largest in 2007, when the departments accounted for almost half of total marine R&D efforts in the UiB system.

²⁵ Sarpebakken, Bo, Aksnes, Dag W., and Røsdal, Trude, *Marin FoU og havbruksforskning 2011: Ressurser og resultater*, NIFU-report 12-2013

Effort for marine R&D in the UiB system 2001-2011 by university departments and departments at Uni Research/Unifob. Million NOK, current expenditure.



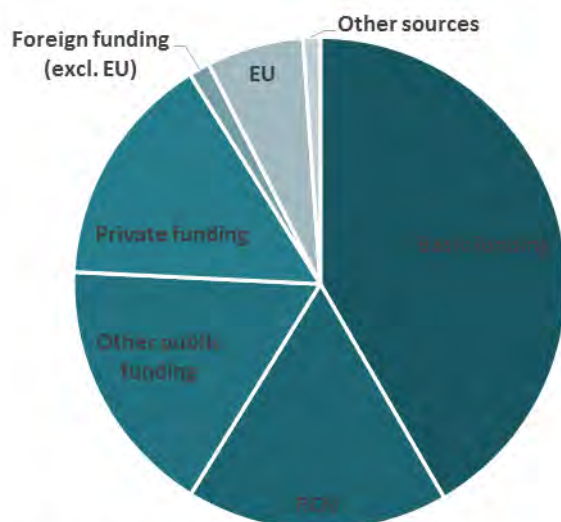
Source: NIFU survey of marine R&D

In the most recent survey (2011), a total of 15 departments/units in the UiB system reported on marine R&D activities. The group of departments/units has remained fairly stable during the investigated period. The departments/units are:

- The Natural History Collections
- Geophysical Institute
- Department of Administration and Organisation Theory
- Department of Biology
- Department of Physics and Technology
- Department of Earth Science
- Department of Medicine
- Department of Social Anthropology
- Department of Chemistry
- Department of Mathematics
- Department of Molecular Biology
- Faculty of Law
- Uni Bjerkes Centre
- Uni Computing
- Uni Environment
- Uni Sars Centre

Funding sources

Effort for marine R&D in the UiB system in 2011 by funding sources. Per cent.



Source: NIFU survey of marine R&D

NOK 246 million, corresponding to three quarters of the funding for marine R&D in 2011, was public funding. About 40 per cent was basic university funding, while the shares of funding from RCN and other public sources were equal at 17 per cent. Private funding amounted to NOK 50 million (corresponding to about 17%) and foreign sources NOK 25 million (8%) with EU funding being the dominant foreign source.

Effort for marine R&D in the UiB system 2001-2011 by funding sources. Million NOK, current expenditure.

Funding source	2001	2003	2005	2007	2009	2011
Basic funding	40	55	72	97	96	135
Research council of Norway	50	76	68	72	51	56
Other public funding	3	1	0	6	21	55
Private funding	8	1	5	18	60	50
Foreign sources (excl. EU)	1	1	0	0	0	4
EU	8	13	8	10	12	21
Other sources ¹	1	0	2	3	3	4
Total	109	146	155	205	243	325
<i>of this Unifob/Uni Research</i>	<i>24</i>	<i>53</i>	<i>49</i>	<i>99</i>	<i>98</i>	<i>134</i>

¹ Other sources is primarily foundations.

Source: NIFU survey of marine R&D

Funding from the different sources has fluctuated; however, there has been a nominal increase from all sources since 2001. Public funding has increased less than other sources, owing mainly to the weak development in funding from the Research Council.

Subject fields

Marine R&D within the UiB system is concentrated in two broad subject fields. *Oceanography, climate research, ecology, environmental toxicology, environmental contaminants and eutrophication* was the largest area in 2011 with 40 per cent of total funding, followed by *basic marine biology* with about a third of total funding. These two subject fields thus accounted for three quarters of the R&D activities of the UiB system. The rest is distributed across other subject fields, the largest being *marine biodiversity* and *aquaculture*, each receiving 7 per cent of the resources in 2011.

The two largest subject fields experienced a considerable increase in the period 2001-2011, especially *basic marine biology* which showed a significant growth in the 2011 survey. *Marine biotechnology* and *mathematical and numerical models for marine research* on the other hand, show decreased levels of activity over the last ten years. However, it has not been established whether the decrease is real, or due to changed perceptions of the subjective classifications done by the researchers.

Effort for marine R&D in the university system of Bergen 2001-2011 by subject fields. Million NOK, current expenditure.

Subject fields of marine R&D	2001	2003	2005	2007	2009	2011
Basic marine biology	14	17	17	50	59	106
Marine biodiversity	6	6	12	22	21	22
Oceanography, climate research, ecology, environmental toxicology, environmental contaminants, eutrophication	28	40	64	75	100	133
Technology for monitoring and estimating stocks of marine resources	0	3	1	1	3	10
Mathematical and numerical models for marine research	13	20	18	31	17	7
Bioeconomy, bio-economic models	0	12	0	2	2	0
Aquaculture, including the combination of harvesting and aquaculture	17	6	16	13	21	21
Marine and maritime technology related to harvesting, aquaculture and integrated transport solutions	2	2	1	0	0	2
Marine biotechnology	28	39	23	3	12	14
Food processing and other processing industries based on marine resources (processing, process engineering, hygiene, logistics, quality management, nutrition)	1	1	2	3	3	4
Market, organisation, framework conditions, society and politics, coastal zone management	1	1	1	5	5	6
Total	109	146	155	205	243	325
<i>of this Unifob/Uni Research</i>	<i>24</i>	<i>53</i>	<i>49</i>	<i>99</i>	<i>98</i>	<i>134</i>

Source: NIFU survey of marine R&D

Appendix 4 Central funding for marine and climate research at UiB, 2004-2013, in million kroner

	Strategic priority of math. and natural sciences	SARS Centre	Bjerknes Centre	Centre for Climate Dynamics	CIPR	Centre for Geobiology	Buildings (Marineholmen)	I- lab/bio (Marineholmen)	UiB strategy	Faculty budget. Fac. of Math. and Natural Sciences	Equipment. Fac. of Math. and Natural Sciences	SUM
2004		19.74	8.10		16.23				4.42	2.00	2.00	52.49
2005		23.76	10.41		7.65				3.52			45.34
2006		23.56	8.20		5.33				3.52	3.55		44.15
2007	3.80	24.01	8.29		5.46				1.52	2.00	7.00	52.07
2008		24.79	8.54		5.61	4.00		19.00	1.52	1.40	10.00	74.85
2009		25.85	8.04		5.83	4.00	59.00		3.12		13.00	118.85
2010		26.60	8.45		6.02	4.00	34.60		1.12		12.00	92.79
2011		26.40	8.40		6.30	4.00		33.70	1.12		10.50	90.42
2012		30.33	11.17		7.73	5.00		2.00	1.12		12.00	69.35
2013		31.19		38.50		5.17			1.12	3.12	9.00	88.10
SUM	3.80	256.22	79.60	38.50	66.16	26.17	93.60	54.70	22.10	12.07	75.50	728.41
Annual average	0.38	25.62	7.96	3.85	6.62	2.62	9.36	5.47	2.21	1.21	7.55	72.84

Comments: ¹⁾ 26.3 MNOK from the Ministry of Education and Research and 12.2 MNOK internal UiB funding as continuation of funding for the Bjerknes Centre.

²⁾ Faculty budget funding earmarked marine activity.

³⁾ Total funding for equipment.

Source: *UiB*

Appendix 5 Tables

Table A1 Total number of staff involved in the field, by department and year, 2004-2013

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Centre for Geobiology (CoE)				19	26	32	39	38	44	45
Earth Science	24	22	23	28	36	38	39	35	30	36
Mathematics	3	3	3	4	4	4	4	4	4	4
Chemistry	3	2	2	1	1	2	5	7	9	11
Physics and Technology	7	9	11	12	12	12	12	12	16	21
Biology	101	104	105	119	130	131	131	124	117	123
Sea Lice Research Centre. SLRC								13	33	36
Psychosocial science	10	12	15	19	21	21	21	22	21	20
Social anthropology	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.75	2.25
Geography	4.5	4.5	4.5	3.5	3.5	3.5	3.5	3.5	3.5	2.5
Administration and Organisation Theory			1	1	1	1	1	1	2	1
Information science and media studies				1	1	1	1	1		1
Archaeology. history. cultural studies and religion	6	6	6	6	6	7	8	11	12	12
Sum info from 13 units	169.75	163.75	171.75	214.75	242.75	253.75	265.75	272.75	293.25	314.75

Source: Self-assessment reports

Table A2 Number of staff involved in the field more than 50% of their time, by department and year, 2004-2013

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Centre for Geobiology (CoE)				8.8	12.8	21.1	21.5	20.4	27	30.6
Mathematics	1			1	1	1	1	1	1	2
Chemistry	1	1	1			1	2	3	3	4
Physics and Technology	6	8	10	11	11	11	9	9	8	9
Biology	98	101	102	115	125	127	128	120	113	120
Sea Lice Research Centre. SLRC								8	25	26
Clinical medicine K1			1	1	1		1	1	1	3
Social anthropology	1	1	1	1	1	1	1	1	1	2
Geography	2	2	2	2	2	2	2	2	2	1
Archaeology. history. cultural studies and religion	1	1	1	1	1	2	2	6	7	8
Sum info from 10 units	120	114	118	140.8	155.8	167.1	168.5	172.4	188	205.6

Source: Self-assessment reports

Table A3 Total expenditure for marine research, by department and year, 2004-2013 (in million Norwegian kroner)

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Centre for Geobiology (CoE)	1.6	1.6	3.9	14.9	40.1	41.0	44.5	51.9	56.6	106.3
Earth Science	47.0	56.9	62.3	74.3	82.4	74.0	76.6	82.0	77.2	90.2
Mathematics	0.0	0.7	1.5	2.1	1.9	0.4	0.0	0.0	0.0	0.4
Chemistry	1.0	0.8	0.8	0.4	0.4	0.3	1.5	2.1	2.4	3.2
Geophysical Institute	26.0	28.1	28.1	35.2	39.4	66.8	72.9	76.4	79.2	89.0
Physics and Technology	28.3	34.3	13.3	17.5	7.5	22.5	38.5	28.0	33.5	67.5
Biology	105.6	106.4	105.7	114.6	117.8	117.6	136.8	126.8	120.0	130.6
Sea Lice Research Centre. SLRC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	25.1	29.2
Clinical medicine K1	0.0	0.0	0.0	4.4	5.9	12.2	16.1	19.3	20.0	20.0
Psychosocial science	0.1	0.4	0.9	1.7	2.0	5.5	6.3	6.5	6.2	5.4
Administration and Organisation Theory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.4
Archaeology. history. cultural studies and religion	1.0	1.0	1.0	1.0	1.0	1.2	2.8	7.5	10.3	12.0
Sum (info from 12 units)	210.6	234.2	217.4	266.0	298.5	341.5	383.5	403.5	431.0	554.5

Source: Self-assessment reports

Note: Units were asked to enter amounts in 100 000 NOK. Amounts apparently entered otherwise were corrected by NIFU.

Table A4 Funding received from UiB's strategic priority of marine research, by department and year, 2004-2011, (in million Norwegian kroner)

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Centre for Geobiology (CoE)										
Earth Science			1.9	1.5	2.1	1.5	0.6	1.7	1.7	2.2
Mathematics										
Chemistry										
Geophysical Institute		1.0	1.3	1.9	2.3	3.3	3.2	4.4	5.7	7.5
Physics and Technology										
Biology	2.8	2.8	2.8	4.3	5.5	3.1	2.6	2.0	3.1	4.0
Sea Lice Research Centre. SLRC										
Clinical medicine K1										
Psychosocial science										
Social anthropology										
Administration and Organisation Theory										
Archaeology. history. cultural studies and religion										
Sum (info from 13 units*)	2.8	3.8	6.0	7.7	9.9	7.9	6.4	8.1	10.5	13.7

Source: Self-assessment reports

Note: Units were asked to enter amounts in 100 000 NOK. Amounts apparently entered otherwise were corrected by NIFU.

*Blank interpreted at no funding.

Table B1 Students per Master's programme covering marine subjects, 2007-2013

Programme	2007	2008	2009	2010	2011	2012	2013
Master's Programme in Water Studies	10	3	-	-	-	-	-
Master's Programme in Biology (MAMN-BIO)	45	50	51	33	30	42	46
Master's Programme in Nutrition – marine (MAMN-NU)	15	8	9	10	10	8	5
Master's Programme in Fisheries Biology and Management (MAMN-FIFO)	15	6	15	10	9	9	10
Master's Programme in Aquaculture biology (MAMN-BIOHAV)	10	17	15	13	17	8	11
Master's Programme in Marine biology (MAMN-BIOMAR)	34	26	21	17	22	28	31
Integrated Master's Programme in Aquamedicine (MAMN-FISK)	33	37	44	38	48	47	51
Master's Programme in Molecular Biology (MAMN-MOL)	38	49	51	44	29	28	27
Master's programme in Advanced Spectroscopy in Chemistry (JMAMN-ASC) (Erasmus mundus)	-	-	7	6	-	2	2
Master's Programme in Chemistry (MAMN-KJEM)*	6	4	1	?	?	?	?
Master's Programme in Informatics (MAMN-INF)*	0	1	1	?	?	?	?
Master's programme in Geoscience of Basins and Lithosphere (JMAMN-BAS)	-	-	-	3	6	2	2
Master's Programme in Earth Science (MAMN-GEOV)	77	76	80	86	101	110	120
Joint Nordic Master's Programme in Marine Ecosystems and Climate (JMAMN-MCLI)	-	-	3	6	9	6	6
Master's Programme in Energy (MAMN-ENERG)	-	-	-	-	-	5	14
Master's Programme in Meteorology and Oceanography (MAMN-GEOF)	37	40	28	30	35	37	27
Master's Programme in Petroleum Technology (MAMN-PETR)	26	30	36	45	41	39	39
Master's Programme in Process Technology (MAMN-PRO)	2	11	30	42	39	26	30
Master's Programme in Applied and Computational Mathematics (MAMN-MAB)*	?	?	?	?	?	?	?
Total	348	358	392	383	396	397	421

Comments: Terminated programmes are included in total numbers for related current Master's programmes in years before 2013.

* Number of students was not provided. Numbers early in the period includes only terminated Master's programmes.

Source: UiB

Table B2 Graduates per Master's programme covering marine subjects, 2011-2013

Programme	Year		
	2011	2012	2013
Joint Nordic Master's Programme in Marine Ecosystems and Climate (JMAMN-MCLI)	2	4	4
Master's Programme in Meteorology and Oceanography (MAMN-GEOF)	20	14	17
Master's Programme in Biology (MAMN-BIO)	18	7	11
Master's Programme in Nutrition – marine (MAMN-NU)	1	4	3
Master's Programme in Fisheries Biology and Management (MAMN-FIFO)	7	4	2
Master's Programme in Aquaculture biology (MAMN-BIOHAV)	7	6	7
Master's Programme in Marine biology (MAMN-BIOMAR)	7	7	14
Integrated Master Programme in Aquamedicine (MAMN-FISK)	12	7	6
Master's Programme in Earth Science (MAMN-GEOV)	44	38	52
Master's Programme in Molecular Biology (MAMN-MOL)	20	12	16
Master's Programme in Applied and Computational Mathematics (MAMN-MAB)	?	?	?
Master's Programme in Chemistry (MAMN-KJEM)	?	?	?
Master's Programme in Informatics (MAMN-INF)	?	?	?

Comments: Terminated programmes are included in total numbers for related current Master's programmes in years before 2013.

* Number of students was not provided.

Source: *UiB*

Table B3 Doctoral candidates within marine studies, 2005-2007

Faculty/department	Year		
	2005	2006	2007
Faculty of Mathematics and Natural Sciences	30	49	47
Department of Biology (BIO)	13	23	17
Geophysical Institute (GFI)	5	5	7
Department of Earth Science (IFG)	0	10	6
Department of Physics and Technology (IFT)	2	2	5
Department of Chemistry (KI)	1	3	3
Department of Molecular Biology (MBI)	3	1	6
Department of Mathematics (MI)	6	4	3
Department of Informatics (II)	0	1	0
Faculty of Medicine and Dentistry	1		
Faculty of Social Sciences		2	
Total	31	51	47

Source: UiB

Table C Bilateral agreements within marine research and education

Region	Country	University/ Insitution	Year signed	Type of Co-operation	Agreement level	Disciplines
Africa	Namibia	Benguela Current Commission	2010	Research	Institutional	Marine Biology, Fisheries, Oceanography
Africa	South Africa	University of Cape Town	2002	Research, Student and Staff Exchange	Institutional	All
Africa	South Africa	University of KwaZulu- Natal	2004	Research, Student and Staff Exchange	Institutional	All
Africa	Sudan	University of Science and Technology	2008	Research and Graduate Education	Institutional	All
Africa	Sudan	University of Juba	2008	Research, Student and Staff Exchange	Institutional	All
Africa	Tanzania	Tanzania Fisheries Research Institute	2008	Research, Student and Staff Exchange	Department	Biology
Africa	Uganda	Makerere University, Kampala	1999	General	Institutional	All
Asia	China	Nansen-Zhu International Research Centre	2008	Climate Research	Institutional	Natural Sciences
Asia	India	Cohin University of Science and Technology; Nansen Environmental Research Centre, India	2010	Climate Research	Institutional	Natural Sciences
Asia	Japan	Hokkaido University	2013	Research, Publication, Exchange of faculty and research fellows, Student exchange	Institutional	Earth Science, Geophysics, Biology, Polar, Marine and Climate + Japanese language and culture
Asia	Japan	University of Tokyo	2013	General, Research, Exchange of faculty, graduate and student exchange	Institutional	All
Asia	Japan	Osaka University, School of Engineering Science	2007	Research	Faculty of Mathematics and Natural Sciences	Natural Sciences
Asia	Malaysia	Universiti Teknologi Petronas - Institute of Technology Petronas Sdn.Bhd.	2010	Research and Graduate Exchange	Institutional	Natural Sciences
Asia	Malaysia	University College of Science and Technology Malaysia	2002	Student exchange	Faculty of Mathematics and Natural Sciences	Natural Sciences

Region	Country	University/ Institution	Year signed	Type of Co-operation	Agreement level	Disciplines
Asia	Sri Lanka	University of Ruhuna - Dep of Zoology	2011	Research and Graduate Education	Department	Marine Biology, Fisheries, Zoology
Asia	Vietnam	Nha Trang University	2011	Research, Graduate Education, Student and Academic Staff Exchange	Faculty of Mathematics and Natural Sciences	Marine Biology, Fisheries, Aquaculture
Asia	Vietnam	Research Institute for Aquaculture - RIA 3	2011	Research, Graduate Education, Student and Academic Staff Exchange	Faculty of Mathematics and Natural Sciences	Marine Biology, Fisheries, Aquaculture
Asia	Vietnam	Can Tho University	2004	Research	Faculty of Mathematics and Natural Sciences	Biology
Europe	Germany	Alfred Wegener Institute for Polar and Marine Research	2006	Research	Faculty of Mathematics and Natural Sciences	Earth Science, Geophysics, Biology, Polar, Marine and Climate
Europe	Germany, France, UK and Norway	MENTOR - Marine European Network for Training of Researchers	2002	Research and Training of researchers	Institutional	Oceanography and Marine Sciences
Europe	Germany	The European Molecular Biology Laboratory	2003	Student exchange -PhD	Department/Centre	SARS International Centre for Marine Molecular Biology
Europe	Norway	United Nations University/ Global Virtual University/ GRID-Arendal	2007	Education	Institutional	Geoscience
Europe	Turkey	Dokuz Eylül University, Department of Geophysical Engineering	2007	Research	Faculty of Mathematics and Natural Sciences	Earth Sciences
Europe	UK	University of Southampton	2007	Research, Academic staff and Student Exchange	Institutional	Geophysics, Earth Science
Latin America	Bolivia	Universidad Mayor de San Andrés	2008	Student Exchange	Institutional	Biology
Latin America	Brasil	Universidade Federal Fluminense	2008	Research and Exchange of faculty, students and staff	Institutional	Earth Sciences and Climate Research
Latin America	Chile	Universidad Austral de Chile	2003	Research, Staff and Student Exchange	Faculty of Mathematics and Natural Sciences	Marine Sciences
North America	Canada	University of Alberta	2012	General	Institutional	All
North America	Canada	University of Alberta	2007	Research, Staff and Student exchange	Institutional	Natural Sciences, Petroleum studies
North America	Canada	Dalhousie University	2004	Student exchange	Institutional	Marine Sciences

Region	Country	University/ Institution	Year signed	Type of Co-operation	Agreement level	Disciplines
North America	USA	University of Hawaii at Manoa	2003	Research, Staff and Student exchange	Institutional	Marine Biology, Geophysics, Earth Science
North America	USA	University of Hawaii at Hilo	2010	Student exchange	Institutional	Marine Biology
North America	USA	The University of Washington, Seattle	1998	Research, Staff and Student Exchange, Visiting Researcher Programme	Institutional	All (but climate and marine research in particular)
North America	USA	University of California Berkeley	2012	Research, Staff and Student exchange	Institutional	Earth Science
North America	USA	Stanford University,	2001	Research	Faculty of Mathematics and Natural Sciences	Petroleum and Earth Science
Oceania	Australia	University of Western Australia	2005	Research and Student exchange	Institutional	Marine Biology

Source: *UiB*

Appendix 6 Bibliometric study of marine sciences at the University of Bergen 2004-2013

Marine sciences at the University of Bergen 2004-2013
A bibliometric study

Dag W. Aksnes

NIFU

Working paper, September 2014

Introduction

This working paper presents a bibliometric analysis of marine sciences at the University of Bergen (UiB) and is a background report for the ongoing evaluation.

Publication and citation data have increasingly been applied as performance indicators in the context of science policy and research evaluation. The basis for the use of bibliometric indicators is that new knowledge – the principal objective of basic and applied research – is disseminated to the research community through publications. Publications can thereby be used as indirect measures of knowledge production. Data on how much the publications have been referred to or cited in the subsequent scientific literature can in turn be regarded as an indirect measure of the scientific impact of the research.

Within the scope of the evaluation, a comprehensive bibliometric analysis has, however, not been carried out. The main purpose of the analysis has been to provide a macro view on the development of marine sciences at UiB during the period 2004-2013. Main issues analysed include: publication output, discipline profile, institutional contribution, citation rates, and international collaboration.

Data & Methods

The study is based on two main data sources. One is the publicly-accessible database CRISTin which is a joint system for registration of scientific publications applied by Norwegian higher education institutions. The institutions' budget allocations are partially based on their scientific and scholarly publishing, as documented in CRISTin. The database includes all types of scientific publications (not only journal articles, but also monographs and book chapters), in all fields of research. Bibliographic data are collected through a common documentation system, resulting in complete, verifiable and structured data for use in bibliometric analysis. Publication activity is reported by the institutions as standard bibliographic references, which are analysable by publication channel and type of publication. A dynamic authority record, covering 25,000 controlled scientific and scholarly publication channels ensures that references from non-scientific publications are not entered into the system. Publication data from professional bibliographic data sources (e.g. the Web of Science) are imported to the system, to facilitate the registration of publications by the employees.

The other data source is Web of Science by Thomson Reuters (formerly known as Institute for Scientific Information (ISI)), the producer of the most important database for bibliometric purposes. Different database products are applied in the study (containing e.g. data on citation counts, co-authors etc.)

Data from Web of Science have been used for analysing citation rates and international collaboration. Most of the marine research publications are indexed in this database, but not all. These analyses are, therefore, based on a somewhat smaller dataset than the other part of the study.

In the study we have used number of publications and number of publication points as indicators. The latter indicator is a weighted expression of the publication volume where number of co-authors, publication type and level are used as parameters in the calculations.

As citation indicator, we have applied the relative citation index which is an indicator showing whether the publications have been cited above or below the world average (=100). Here the citation count of each paper is matched to the mean citation rate per publication of the particular fields.

The definition of marine sciences is open to different interpretations, and it is likely that the interpretation used in this report will differ from the one applied by some of the units. This may be seen as both a strength and a limitation. The strength is that the field is delineated in a coherent and uniform manner across faculties and departments. The limitation is that the analysis may not fully cover the research which the research units' themselves consider as marine.

The definition used by the University Management in the initial evaluation process is formulated in the following way (in Norwegian): «Satsingsområdet marin forskning omfatter studier av havområdene i vid forstand og innebærer fysiske, geologiske, kjemiske og biologiske aspekter og prosesser og deres interaksjoner i, og mellom, den faste jord, vannsøylen og atmosfæren, samt anvendelser i samband med kartlegging og utnyttelse av ressurser og studier av klima og miljøforhold.» However, during the evaluation process, units outside the Faculty of Mathematics and Natural Science were also included, suggesting that the above definition would be too narrow.

In this bibliometric study, we have therefore included publications based on the following criteria: research on phenomena located in or concerning marine areas; research carried out in marine areas or based on materials or observations from marine areas; and research aiming at direct application in marine areas.

Examples of types of research defined as marine research include:

- Studies involving fieldwork or data collection in marine areas;
- Studies based on data by means of remote sensing and monitoring (by satellite or aircraft) of areas, ecosystems or species in the marine areas;
- Modelling of parameters (e.g. climate, sea ice) in the marine areas (although not requiring field work);
- Studies of equipment and technologies intended for applications in marine areas;
- Studies of foreign policy and security policy related to the marine regions and resource aspects;
- Studies based on marine materials regardless of purpose (e.g. molecular biological studies based on Zebrafish, chemical studies of marine substances, studies of human health and nutrition involving marine materials (e.g. fish oil), petroleum research.

In order to identify publications that should be assigned to marine science, two principles have been used. First, all publications from the journals that entirely or mainly cover marine research have been included (e.g. the journals *Aquaculture* and *Marine Geophysical Researches*). Second, we have used the title of the publications as information. In this process, we have scanned the entire publication output of UiB and publications with a title suggesting a marine content have been included. Clearly, there are cases where this has been difficult or impossible. Either because of very esoteric titles where field experts would be required to assess the question, or because some publications may have a marine content not indicated by the title. The latter issues represent a source of error in the study and possibly, the marine publication volume is somewhat underestimated. However, as the intention has been to provide a macro view of the research output, and not detailed analyses of the contributions of individual departments, we regard the source of error as acceptable.

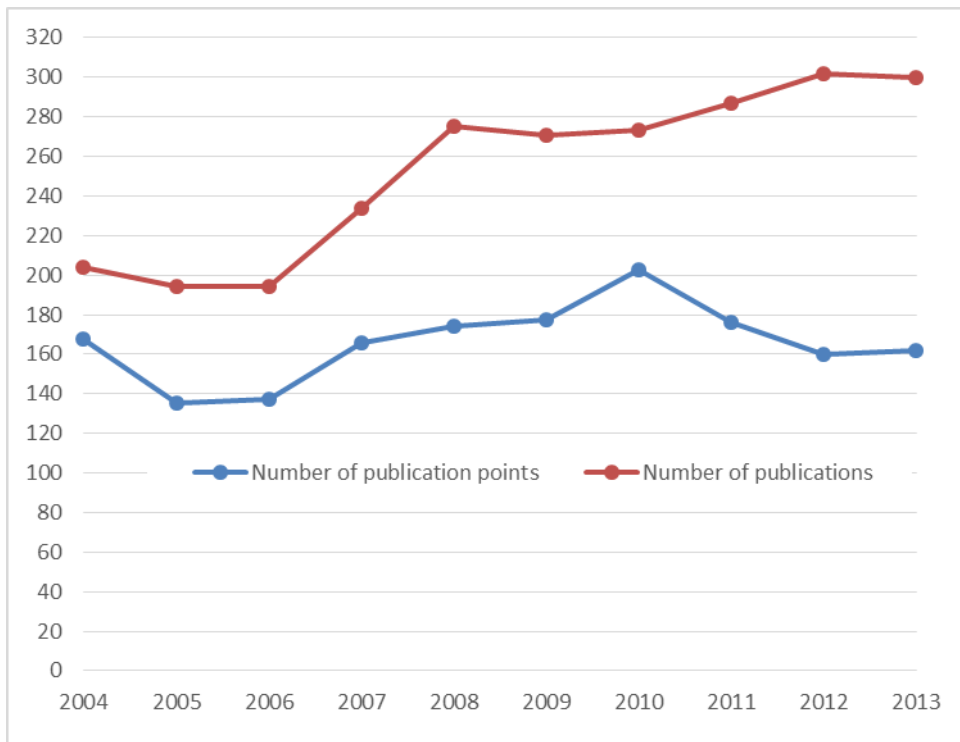
All publications were classified according to scientific areas, using the following broad categories: geosciences (covering marine geophysics and geology, oceanography etc.); biology (basically covering all non-human life sciences from molecular biology to fishery biology and aquaculture); medicine & health; technology (including petroleum engineering and geology); chemistry; and other.

It should be emphasised that the report is independent of the other parts of the evaluation. The units carrying out marine sciences at the University have neither been involved in the process nor verified the data.

Results

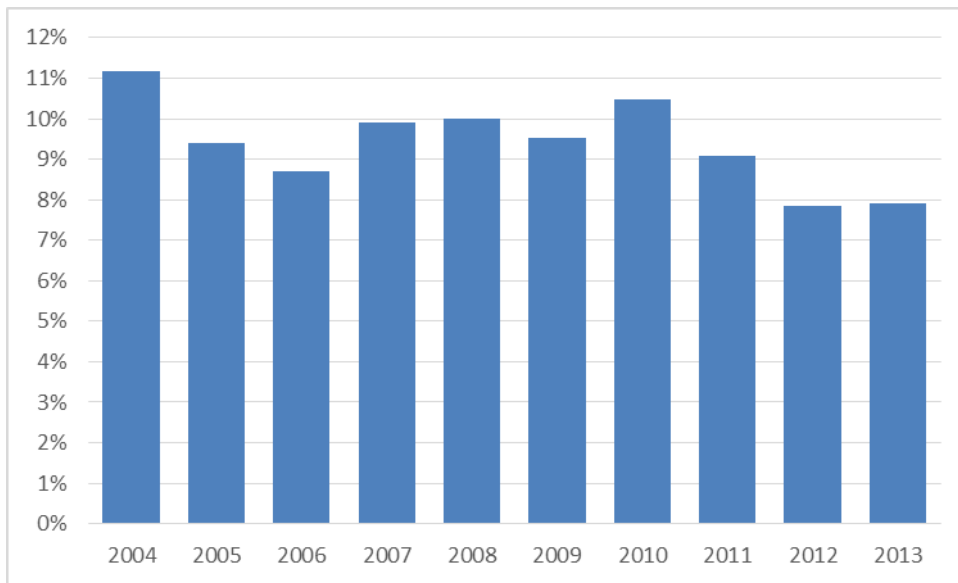
The results show that in total more than 2500 marine research publications have been published by UiB scientists during the 10 year period 2004-2013. The number has increased from around 200 publications annually during the first years to approximately 300 publications (50% increase), cf. Figure 1. In terms of publication points the increase is less strong due to an increasing number of authors per publication (lowest in 2005 with 135 points and highest in 2010 with 202 points) and there has been a decline during the recent years.

Figure 1. Number of publications and publication points, marine sciences, UiB, 2004-2013



Marine sciences account for almost 10 per cent of UiB's total publication output (based on publication points). In other words, the analysis documents that UiB has a strong marine profile. During the period 2004-2013 the annual proportion has, nevertheless, declined slightly (to 7.9% in 2013, Figure 2). This means that the growth in publication numbers in other areas has been stronger than in marine sciences. As will be shown below, the large majority of the publications are from the Faculty of Mathematics and Natural Sciences. When limiting the calculation to this faculty, the proportion would be much higher.

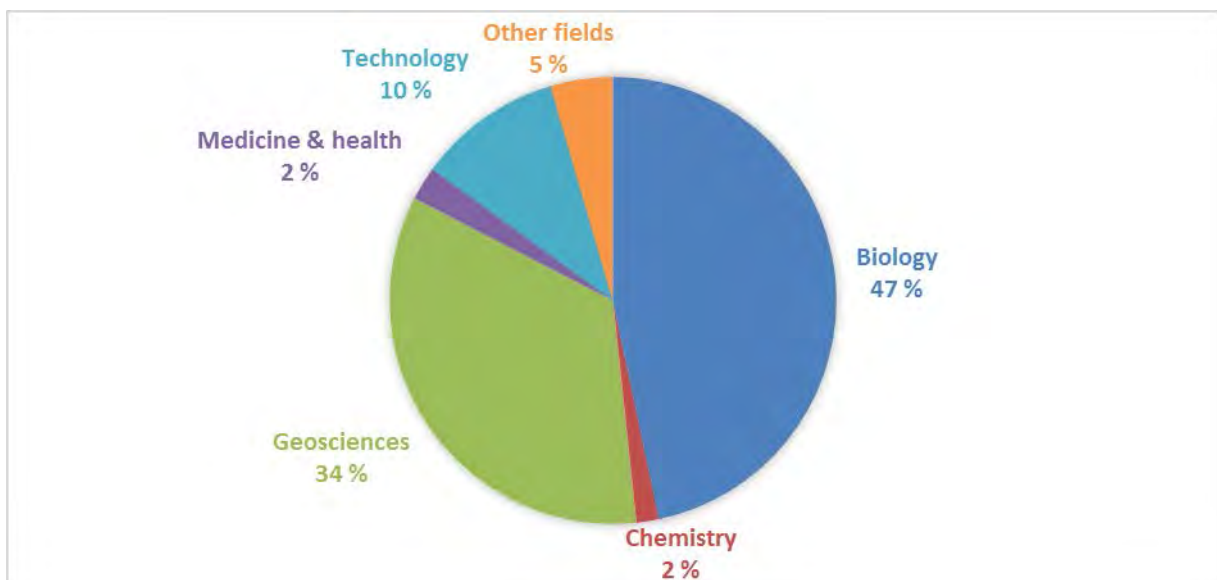
Figure 2. Marine sciences' share of of UiB's total publication output,* 2004-2013



* Based on publication points.

As would be expected, biology and geosciences account for the large majority of the marine publications (Figure 3). The proportion is particularly high for biology, 47 per cent, while geosciences has a proportion of 34 per cent. Technology, where petroleum related research is included, has a proportion of 10 per cent.

Figure 3. The scientific profile of marine sciences, proportion of publications* by discipline, total 2004-13.

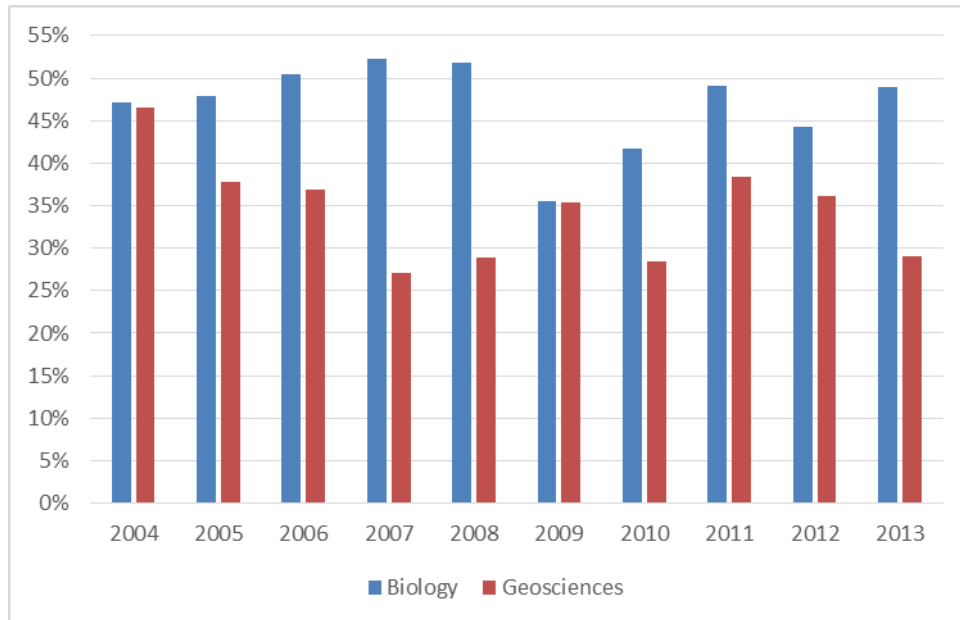


* Based on publication points.

The proportions have also been calculated on an annual basis for biology and geosciences (Figure 4). This figure shows quite large annual variations and no systematic tendency in

terms of increase or decline can be identified. Biology has accounted for a proportion of marine sciences varying from 36 to 52 per cent, and geosciences from 27 to 47 per cent.

Figure 4. Proportion of publications* within marine biology and geosciences, UiB, 2004-2013

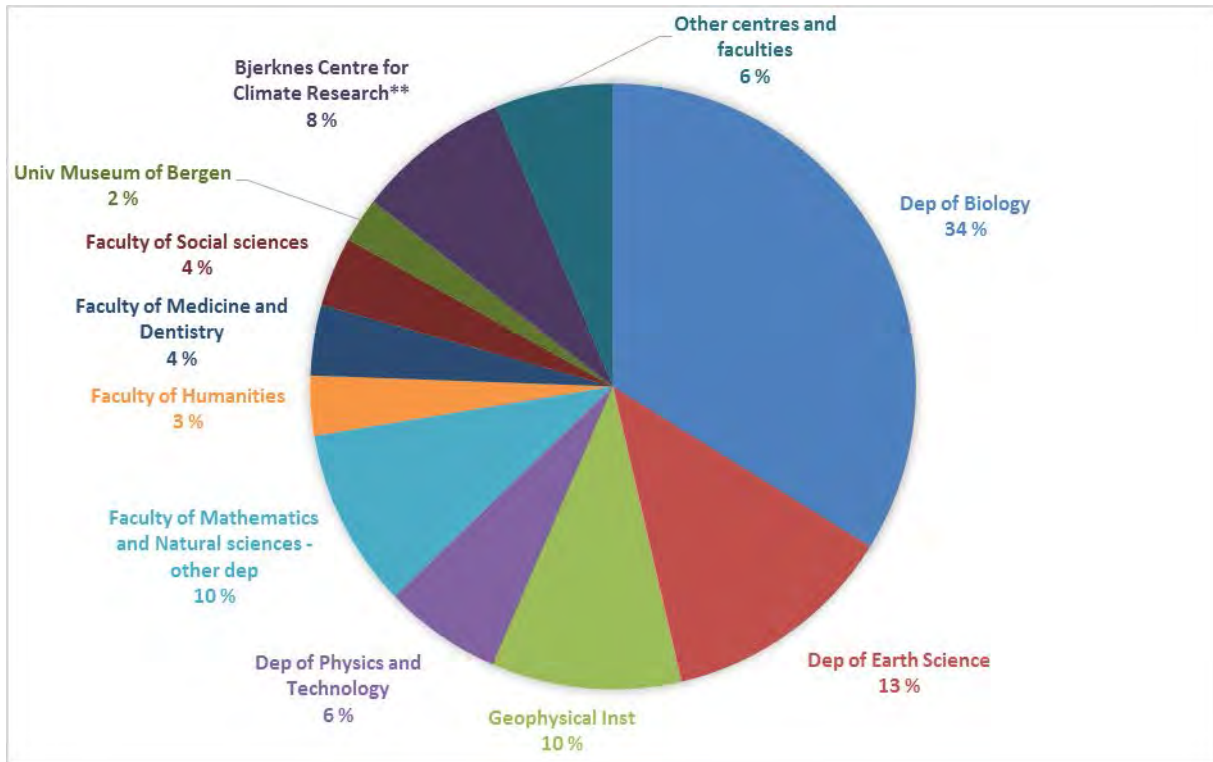


* Based on publication points.

The present report describes the marine sciences by quantitative indicators. Such an approach provides little direct information on the actual content of the research carried out at UiB. This has to be analysed by other methods. Some indications of the content of the research can be obtained by analysing the title of the publications quantitatively based on word frequencies of title words. The results for the marine science publications from 2009-2013 are presented as clouds of words in Figures 5-7 (separate figures for biology, geosciences and technology). In the figure the size of a word is proportional to the number of times the word appears in the titles (common words like *and*, *of*, *a*, *the*, etc. have been deleted).

Figure 6 shows the word cloud for biology. The figure clearly suggests that Atlantic salmon (*Salmo salar*) and Atlantic cod (*Gadus morhua*) have been the major species in the scientific profile of UiB's marine biology.

Figure 8. Contribution to marine research by departments and faculties. Proportion of publications 2009-13.*



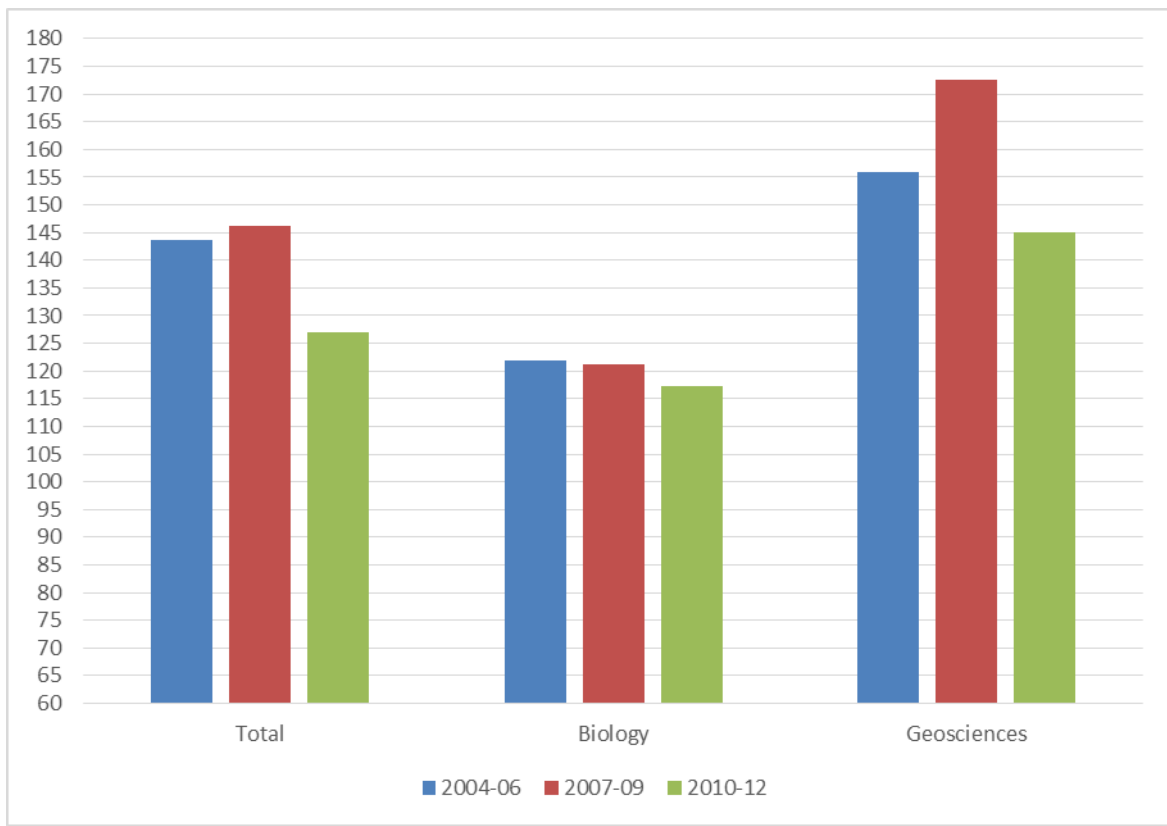
* Based on publication points. Only the largest departments in terms of publication output are shown separately in the figure.

** Only publication shares from the UiB part of the Bjerknes Centre included.

We have calculated citation indicators for the publications from three three-years periods: 2004-06, 2007-09 and 2010-12. In figure 9, the relative citation index is shown for marine sciences in total and for the two largest fields, biology and geosciences. Overall, the marine science publications have been cited significantly higher than the field normalised world-average, particularly during the two first periods. The publications from the 2007-09 period have been cited 46 per cent more than the world average (citation index 146). In 2010-12 the citation index declined to 127. In comparison, the citation index for Norwegian science in total is 130 (2009-12 average) and for UiB in total 126 (2010-11 average).

The figure shows that the publications within geosciences on average have been cited significantly higher than the biology publications. Geosciences have obtained a citation index varying from 145 to 173, and biology from 117 to 122. In both fields, the citation index is lowest in the most recent period (2010-12).

Figure 9. Relative citation index in marine sciences 2004-2012.* Total, biology and geosciences.

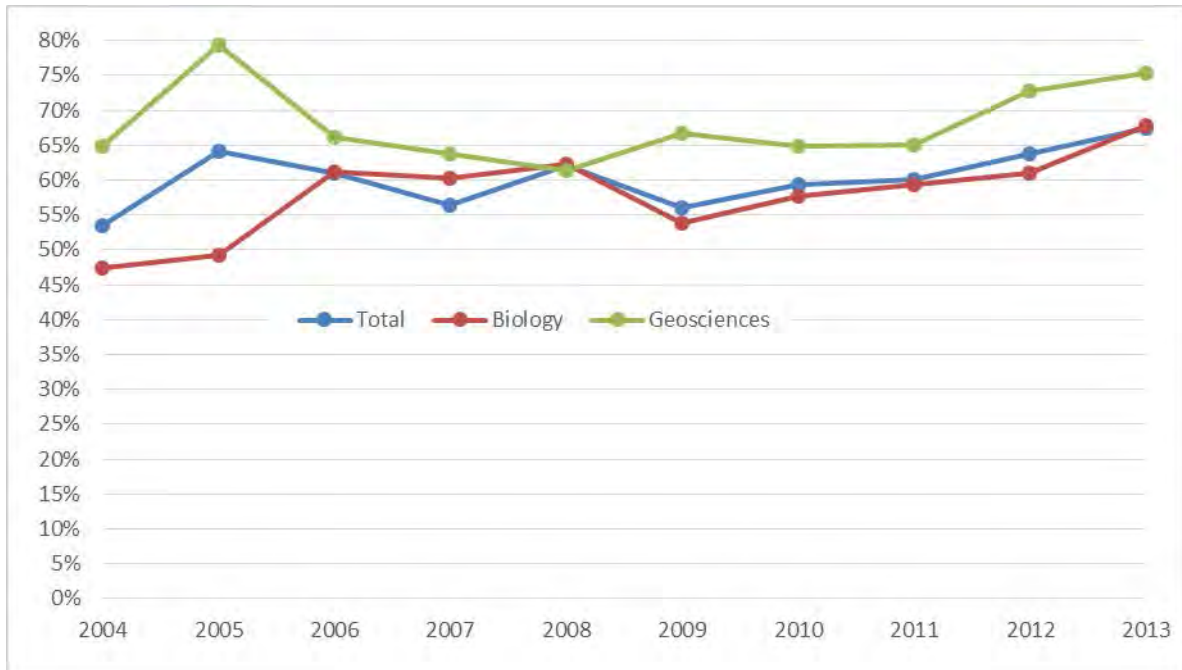


* Based on the publications from the period 2004-2012 and accumulated citations to these publications through 2013. World-average = 100. Only articles indexed in Web of Science are included in the calculations.

Co-authorship is a commonly used indicator of research collaboration. When researchers from different institutions together author a publication, this indicates that the research has involved collaboration. On this basis co-authorship can be used as indicator of national and international collaboration. Increasing collaboration in publications is an international phenomenon and is one of the most important changes in publication behaviour among scientists during the last decades, particularly within the natural sciences.

The collaboration profile of UiB's marine research has been studied based on data on international co-authorship (i.e. publications with author addresses both from UiB and other institutions). Of all the marine publications (2004-2013), 60 per cent had co-authors from other countries. Thus, the extent of international collaboration is wide, apparently involving the majority of the marine research. The proportion of international collaboration has varied from 54 per cent to 67 per cent during the 10 year period, with an increasing trend (Figure 10). In 2013 the proportion was 67 per cent. The proportion has been somewhat higher in geosciences than in biology. In geosciences, 75 per cent of the publication had foreign co-authors in 2013, compared with 68 per cent in biology.

Figure 10. Proportion of articles with international collaboration,* marine sciences, 2004-2013. Total, biology and geosciences.



* Only articles indexed in Web of Science are included in the calculations.

Which countries are the most important collaboration countries for UiB? To answer this, the distribution of co-authorship by country has been studied. Table 1 shows the frequencies of co-authorship for the nations that comprise UiB's main collaboration partners from 2009 to 2013 in marine biology and geosciences. In both fields, the USA is the most important collaboration nation. Almost one quarter (24% or 107 articles) of the UiB articles in geosciences had co-authors from the USA.

Table 1. Collaboration by country 2009–2013. Number and proportion of the article production with co-authors from the respective countries.* Marine Science, selected fields (biology and geosciences*)

BIOLOGY			GEOSCIENCES		
Country	No articles	Proportion	Country	No articles	Proportion
USA	86	13%	USA	107	24%
UK	66	10%	UK	100	22%
Germany	59	9%	Germany	97	22%
Iceland	49	7%	France	60	13%
Sweden	48	7%	Canada	27	6%
Denmark	44	7%	Sweden	25	6%
France	43	6%	Denmark	24	5%
Spain	42	6%	Netherlands	22	5%
Netherlands	31	5%	Switzerland	18	4%
Canada	30	5%	Spain	18	4%
Austria	30	5%	China	16	4%
Italy	21	3%	Australia	15	3%
Japan	20	3%	Japan	13	3%
Australia	20	3%	Russia	13	3%

* Only articles indexed in Web of Science are included in the calculations.

** Only countries with more than 19 and 12 collaborative articles, respectively, are shown in the table.

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Evaluation of the strategic priority area
global and development-related research
and education at the University of Bergen

Preface

Global and development-related research and education has been a strategic priority area at the University of Bergen (UiB) since 1988. The current report presents the results of an evaluation of the strategic priority area with an emphasis on the period 2004-2013. The evaluation was commissioned by UiB, and carried out by a Panel of international experts in the period June 2014 to January 2015. The Nordic Institute for Studies in Innovation, Research and Education (NIFU) provided the scientific secretariat to the evaluation, with researcher Siri Aanstad serving as scientific secretary.

In its work, the Evaluation Panel has drawn on written documentation from UiB, as well as interviews with administrative and scientific staff during a site visit at the University in October 2014. The Panel is grateful to UiB for their input and hospitality, and would especially like to thank the departments/centres that prepared self-assessment reports and contributed with valuable information and stimulating discussions during the site visit. The Panel acknowledges the dedication and enormous effort put into organisation of the evaluation and report preparation by Siri Aanstad. The work has been a fascinating insight into the complexities of maintaining a strategic focus across a wide variety of disciplines that have differing traditions of conducting and disseminating research. The Panel hopes the evaluation report will be useful to UiB for furthering global and development-related research and education as a strategic priority area.

15 January 2015



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Chair of the Evaluation Panel



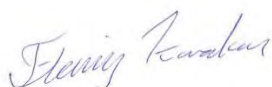
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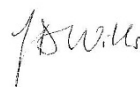
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Summary

Global and development-related research and education has been a strategic priority area at the University of Bergen (UiB) since 1988. The field of study has a long history at the University, dating from the 1960s and receiving a major impetus in the 1980s with the publication of the Brundtland Commission Report and the organisation of development research at UiB in four cross-faculty centres. The priority area has been supported by dedicated strategic funding, and a strategic committee for global and development-related research has been in place since the late 1980s.

In the summer of 2014, UiB appointed an international Panel of experts commissioned to evaluate the strategic priority of global and development-related research and education, with a main focus on the last ten-year period (2004-2013). The central objective of the evaluation was to have a systematic review and assessment of the strategic priority area. According to the term of reference, the Panel should evaluate published scientific output; postgraduate educational programmes; the added value of additional resources invested; cooperation with local academic communities; international activities, including impact and capacity building; dissemination and promotion of research results; the role played by cross-disciplinarity in developing and strengthening the priority area; the value and function of the strategic committee; and the administrative resources and support available.

The evaluation has been based on written documentation from UiB, including self-assessment reports covering 22 departments/centres across all six faculties at the University; a site visit by the Panel to UiB in the period 13-15 October 2014; and a bibliometric analysis of global and development-related research at UiB.

Global and development-related research and education is represented throughout the University to a greater or lesser degree, with some units such as the Centre for International Health and the departments of Social anthropology, Geography, and Biology having very significant interests in the area. A cross-faculty unit within the area, currently represented by UiB Global, has been through a complex series of reorganisations over the last ten years. The Panel's evaluation is at the level of the University as a whole and does not evaluate the individual research units.

The Evaluation Panel's observations and assessments are summarised in nine points:

1. The quality and relevance of the scientific output within global and development-related research in the last ten years is evaluated by the Panel as being of excellent international standard. The assessment is based on two sources of information, a bibliometric analysis and lists of publications provided in the self-assessment reports. The bibliometric analysis is based on the publicly accessible databases CRISTin and the Web of Science. It covers medicine and health, social sciences and humanities. It does not include natural sciences due to the initial criteria set for the bibliometric

analysis. Moreover, UiB Global (previously the Centre for Development Studies and Unifob Global) is poorly covered by the analysis, because the publications from the period the unit was organised as a department in Unifob Ltd. (2007-2010) are not covered by CRISStin. The results show that almost 1000 research publications within the field have been published by UiB employees during the period 2004-2013. The number has increased significantly, from less than 100 publications annually during the first years to approximately 170 publications in 2013. In terms of publication points, the increase is also strong (lowest in 2004 with 37 points and highest in 2013 with 130 points). Global and development-related research accounts for 6.4 per cent of UiB's total publication output in 2013 (based on publication points). This demonstrates UiB's distinct profile within the strategic priority area. During the period 2004-2013, the annual proportion has increased significantly (from 2.5 % in 2004), showing that relative growth in publication points in global and development-related research has been much stronger than in other areas at the University. The extent of international collaboration as indicated by co-authorship is high, involving the large majority of the global and development-related research at UiB. Different disciplines have different traditions for publishing, so it is not easy to directly compare metrics or lists of publications. Based on the relevant areas of the Panel's international expertise, the academic scientific output presented in the self-assessment reports is evaluated overall to be excellent, with the output of some units, such as the Department of Social Anthropology, being very high by international standards. Similarly, natural science publications listed by the Department of Biology, which are not included in the bibliometric analysis, also represent international excellence with many publications in high ranking journals with significant citations. UiB Global presented an extensive list of publications demonstrating an excellent and comprehensive coverage of global and development-related research. Research excellence within the strategic priority area is recognised in major prestigious awards, for example the Centre of Excellence at the Centre for International Health and the ERC Advanced Grant in the Department of Social Anthropology.

2. The Panel considers that UiB has had a strong programme of postgraduate Master's and PhD education within the strategic priority area during the period under review, though full data was not available on numbers of students and completion rates. Over the years, several international study programmes have been established with the explicit purpose of recruiting students with funding from Norwegian development schemes, and the Quota Scheme has been a significant source of postgraduate students in the priority area. The Faculty of Medicine and Dentistry has for example received many quota students. The Master's Programme in Gender and Development offered by the Department of Health Promotion and Development at the Faculty of Psychology has been the international programme at UiB with the highest number of quota applicants for several years. UiB has also had a large portfolio of projects within the Norad-funded NUFU programme, and many of the projects have allocated funds to PhD fellowships for candidates from the South. This has included fellowships for doctoral studies at UiB, as well as at institutions in the partner countries. UiB has moreover participated in Norad's Programme for Master Studies (NOMA). For example, the Department of Geography was partner in to the NOMA project Regional Master's Programme in Biodiversity and Environmental Management at Tribhuvan University, Nepal, and the Department of Comparative Politics in the project Master of Arts in Political Science at the University of Malawi. The Bergen Summer Research School is an important cross-disciplinary education programme within the strategic priority area. During the period 2008-2014 the summer school provided 39 doctoral courses, each of two weeks duration, with a total of 580 PhD students of 87 different nationalities, arriving from educational institutions in 74 countries worldwide. PhD candidates from UiB in the priority area have strong career trajectories, with many going on to influential academic and policy careers.

3. As a strategic priority area at the University of Bergen, global and development-related research has received additional resources in order to facilitate and enhance activity. The Panel has not been able to make a definite assessment of the effect of additional resources as there was a lack of data on the size and recipients of strategic funding. It is also not possible to make a precise evaluation of the leverage gained by these resources because it is hard to assess the counterfactual of benefits that would have occurred in the absence of additional resources. Benefits may also be gained tangentially to areas of focal activity as the existence of the priority area may attract funds or stimulate research

even though groups concerned are not receiving direct support. Moreover, staff appointments and replacements are likely to be retained in a subject area that aligns with the strategic priority. Large groups with a tradition of working in global and development-related research, such as at the Department of Social Anthropology, may not require additional resources to continue their interests as they will have strategically appointed staff aligned with their research tradition. However, some units, such as the Department of Sociology and the Faculty of Law, with few staff in the priority area, do benefit from a centrally organised resource. Some units report that the strategic priority of global and development-related research has had little or no significance for their activities in the field. In contrast, other units state that the strategic priority has been important, in terms of “labelling” development-related research as a priority which has helped attract both internal and external funding; facilitating the development of new educational programmes; increasing the number of quota students; and generating projects through agreements with the South. UiB Global has been important for the spread of information about relevant activities across faculties, and together with the Bergen Resource Centre for International Development, has provided access to valuable resources in the form of office space, seminar rooms, library, and meeting places.

4. Global and development-related research and education at UiB take place in cooperation with several other higher education and research institutions in Bergen. The Chr. Michelsen Institute (CMI) is a key collaborative partner, and there is also cooperation with the Rokkan Centre; the Bjerknes Centre for Climate Research; NHH Norwegian School of Economics; Bergen University College; Helse Bergen/ Haukeland Hospital; and others. Many of the units evaluated have collaborated with local academic institutions in developing and implementing research projects over a wide range of topics. For example, the Department of Comparative Politics and CMI have collaborated on research related to institutional development in Africa since 2000. In the period 2004-2013, approximately ten research projects with external funding from the Research Council of Norway, Norad, the Ministry of Foreign Affairs, the Meltzer Research Fund, and the Norwegian Centre for International Cooperation in Education (SIU) have included researchers from the two institutions. The Bergen Resource Centre for International Development is important for research communication. The Centre is jointly owned by UiB and CMI, and opened in 2009 as an initiative to facilitate closer cooperation between the two partners and outreach to students and the public.

5. Global and development-related research and education at UiB is built on long traditions for academic cooperation with developing countries. This tradition is reflected in a high level of international activities and capacity building. The University has bilateral collaborative agreements with a large number of institutions mainly in Africa and Asia, but also in Eastern Europe. The most comprehensive institutional collaboration within global and development-related research and education is with the Makerere University in Uganda, which goes back to 1988, and covers research cooperation, competence building, exchange of students and staff, and institutional development. A cross-disciplinary long-term international programme is that on the Nile Basin, which was initiated by researchers at UiB, and has received 44.7 million Norwegian kroner in support from the Ministry of Foreign Affairs in the period up to 2010. Between 2007 and 2009, six research groups with a total of 54 guest researchers from the Nile Basin Countries have visited UiB. The Bergen Pacific Studies Research Group at the Department of Social Anthropology has developed a research consortium to advise the European Commission on its Pacific engagements funded through the EU FP7 (ECOPAS, 2012-2016). Researchers within global and development-related research at UiB are moreover involved in several international research networks. The Centre for International Health has an impressive list of partners in Asia and Africa, including long-term partnerships with institutions in particular in Sudan, Ethiopia, Tanzania and Uganda.

6. Dissemination is a fundamental part of research. In addition to scientific publications and presentations at academic conferences, the groups evaluated use a large number of different dissemination channels as important avenues for networking and expanding collaboration. Television is perhaps the most effective route for disseminating research results to a wide audience. The Department of Archaeology, History, Cultural Studies and Religion contributed to the Lost Kingdoms of

Africa (BBC) programme. An exceptional series of television programmes are those on the History of Water and the Nile Quest, both developed by Terje Tvedt, Professor at the Department of Geography. The Bergen Resource Centre for International Development is an important outlet for dissemination by organising conferences, lectures, panel debates, etc. The Centre organises around 100 events per year, and increasingly produces webcasts of the events making them available internationally. The Centre for International Health has a consistent focus on communication and outreach, including engagement with policy makers, programmers, the public at large in the South and international organisations. Traditional communication of research results through scientific conferences and publications is complemented by blogs, media reporting and popular articles. Many of the research units engage with policy makers and implementing agencies as an integral part of their research activities, thereby ensuring uptake of research outputs. Much of the research has a high social impact. Examples include the contribution of the Department of Archaeology, History, Cultural Studies and Religion to UN attempts at conflict resolution in Darfur, and the Department of Health Promotion and Development's engagement over nearly twenty years in initiating community-based projects and directly working to improve the quality of life of adults and children affected by HIV/AIDS in Africa.

7. Cross-disciplinary and interdisciplinary research is required to face modern global challenges, and these challenges are particularly acute in developing countries. This does not diminish the need for high quality in-depth mono-disciplinary work, but it does place a responsibility on individual researchers and departments to position their research within a wider context. Major funding opportunities, such as many of those presented by Horizon 2020, require an interdisciplinary approach. Several of the units involved in global and development-related research at UiB are intrinsically cross-disciplinary, for example the Department of Foreign Languages, which incorporates perspectives from studies of language, literature, linguistics, culture and history. Many of the projects within the strategic priority area are cross-disciplinary involving several departments. Two examples at the Department of Biology are the Matrix project on the Ugandan rain forest, which is conducted in collaboration with the Faculty of Law, and the HimaLines project on legal frameworks for conservation of biodiversity and ecosystem services in the Himalaya, which involves both the Faculty Law Faculty and the Department of Geography. Individual researchers also approach their work in a fundamentally cross-disciplinary way. For example, in the Department of Sociology the research activity of the staff member working in the priority area is profoundly interdisciplinary, involving collaboration and active dialogue with anthropologists, human geographers, political scientists and historians. Organisation of research in cross-disciplinary units is important for enabling this type of research to take place. Some departments and centres are large and diverse enough to be inherently interdisciplinary in their approach. For departments where this critical mass does not exist, UiB Global plays a central role in facilitating collaboration and partnerships and thereby strengthening and developing activities in the strategic priority area.

8. The strategic committee for the priority area global and development-related research has been reorganised several times since the late 1980s, and experiences with the committee vary between units and over time. According to some units, the strategic committee has played an important role in internationalisation activities, including the establishment of the Master's Programme in Gender and Development and the Bergen Summer Research School, and facilitated information sharing and networks across faculties. However, several units - within the humanities, natural sciences and medicine - report that they have had limited or no contact with the strategic committee in the period of evaluation.

9. Administrative resources available to the academic communities for activities in the priority area are from a number of sources. At the central level, the Division of Research Management offers general support for project development and internationalisation of research. The Division is responsible for facilitating participation in international programmes and networks. The Division of Student Affairs is responsible for administering international student mobility, including UiB's participation in the Quota Scheme and Norad-funded education programmes. UiB Global also supports internationalisation programmes and projects. The unit runs the Bergen Resource Centre for International Development in

collaboration with the Chr. Michelsen Institute, and facilitates project development, dissemination and education through the Bergen Summer Research School. In the self-assessments, the units were asked to report on the adequacy of administrative resources and support functions available to them. The 11 units that report on this topic are overall satisfied with the general support provided by their department and/or faculty. Many units also stressed the importance of UiB Global for support.

Based on these observations and assessments, the Evaluation Panel recommends that the University of Bergen should:

- retain global and development-related research and education as a strategic priority area and ensure that all research and education in the priority area is represented in the University's publicity and policy.
- proactively identify groups and individuals conducting exciting innovative research across the spectrum of activity in the strategic priority area and promote two to four of them annually to form competitive "centres of excellence" that will enable them to obtain funding at national, European and international levels.
- reorganise university-wide time-allocation systems so that inter-departmental and cross-faculty teaching and student supervision is recognised and appropriately accounted for.
- review the options for organisational delivery with university-wide consultation. For example: a central model directly under the university leadership; a matrix model with established centres in faculties; an ad hoc model of emerging research groups; a hub topic model across departments with clusters around topics. A practical solution for UiB may involve a combination of these models, though it must have clarity of purpose.
- enhance information exchange on interdisciplinary educational opportunities across the University, and create new forums if necessary.
- encourage students to participate through credit-rating for interdisciplinary courses in Master's programmes and competitions for PhD student presentations.
- continue support to the Bergen Summer Research School and Bergen Resource Centre for International Development.
- enhance the role played by UiB Global in developing partnerships with local academic partner institutions and facilitate dialogue between the partners and research units who do not currently engage with them.
- strategically maintain partnerships with long-term research and education partners in the South through support to a unit, such as UiB Global, tasked with developing research and education projects with the partners
- maintain and enhance alumni networks, engaging them in continuing research and educational activities at UiB.
- from the outset, design projects with social impact and communication strategies and have expertise available to advise on how to best do this.
- ensure that the Division of Research Management, as well as the faculty and department administrations, are actively informing researchers working in the priority area of global and development-related research of suitable funding opportunities and assisting with partner searches and preparation of applications.

Sammendrag

Global og utviklingsrelatert forskning og utdanning har vært et strategisk satsingsområde ved Universitetet i Bergen (UiB) siden 1988. Forskningsfeltet har en lang historie ved universitetet; det vokste for alvor frem i 1960-årene, og fikk en oppsving på 1980-tallet med fremleggelsen av rapporten til Brundtlandkommisjonen og organiseringen av utviklingsforskningen ved UiB i fire tverrfaglige sentre. Satsingsområdet har blitt støttet gjennom strategisk finansiering, og universitetet har hatt et strategisk utvalg for utviklingsrelatert forskning siden slutten av 1980-tallet.

Sommeren 2014 oppnevnte UiB et internasjonalt panel av eksperter som ble gitt i oppdrag å evaluere den strategiske satsingen på global og utviklingsrelatert forskning og utvikling, med vekt på de siste ti årene (2004-2013). Hovedformålet med evalueringen var å få en systematisk gjennomgang og vurdering av satsingsområdet. I følge mandatet, skulle panelet evaluere den vitenskapelige produksjonen, utdanningstilbudet på master- og doktorgradsnivå, merverdien av de ekstra ressursene som har blitt investert i satsingsområdet, samarbeid med relevante fagmiljøer i UiBs randsone, internasjonal virksomhet, inkludert kompetanseoppbygging ute ("impact"), formidling og synliggjøring av forskningsresultater, betydningen tverrfaglighet har hatt for utvikling og styrking av feltet, nytteverdien og funksjonen til det strategiske utvalget, og tilgjengelige administrative ressurser og støttefunksjoner.

Evalueringen har bygget på skriftlig dokumentasjon fra UiB, inkludert egenvurderingsrapporter som dekker 22 institutter/sentre fordelt på alle de seks fakultetene ved universitetet, et institusjonsbesøk panelet gjennomførte ved UiB i perioden 13.-15. oktober 2014, og en bibliometrisk analyse av global og utviklingsrelatert forskning ved UiB.

Global og utviklingsrelatert forskning og utdanning finner sted ved hele universitetet, men i varierende grad og med spesiell tyngde ved enheter som Senter for Internasjonal Helse, Institutt for Sosialantropologi, Institutt for Geografi og Institutt for Biologi. UiB Global er en tverrfakultær enhet innenfor feltet som har vært gjennom komplekse reorganiseringer de siste ti årene. Panelets evaluering gjelder for universitetet samlet sett og det gis ikke evalueringer av de enkelte enhetene.

Evalueringspanelets sentrale observasjoner og vurderinger er oppsummert i ni punkter:

1. Kvaliteten og relevansen på den vitenskapelige produksjonen innenfor global og utviklingsrelatert forskning de siste ti årene holder ifølge panelets vurdering fremragende internasjonal standard. Vurderingen er basert på to kilder - en bibliometrisk analyse og publikasjonslister i egenvurderingsrapportene. Den bibliometriske analysen bygger på de offentlig tilgjengelige publikasjonsdatabasene CRISTin og Web of Science. Analysen omfatter

fagområdene medisin og helse, samfunnsvitenskap og humaniora. Gitt de opprinnelige avgrenskingskriteriene for den bibliometriske analysen, dekker den ikke naturvitenskap. Videre er publikasjonene til UiB Global (tidligere Senter for utviklingsstudier og Unifob Global) dårlig dekket, siden publikasjonene fra perioden enheten var organisert som en avdeling i Unifob (2007-2010) ikke er registrert i CRISStin. Resultatene viser at forskere ved UiB har publisert nesten 1000 publikasjoner på området i perioden 2004-2013. Det har vært en betydelig økning i antall publikasjoner, fra under 100 per år i de første årene til rundt 170 i 2013. Det har også vært en sterk økning i publikasjonspoeng (med 37 poeng i 2004 som det laveste antallet og 130 poeng i 2013 som det høyest). Global og utviklingsrelatert forskning står for 6,4 prosent av UiBs samlede vitenskapelige publisering i 2013 (basert på publikasjonspoeng). Dette demonstrerer universitetets klare profil innenfor det strategiske satsingsområdet. Andelen har økt betydelig i perioden 2004-2012 (fra 2,5 prosent i 2004), hvilket betyr at veksten i publikasjonspoeng innenfor global og utviklingsrelatert forskning har vært relativt sterkere enn innenfor andre områder ved universitetet. Omfanget av internasjonalt samarbeid målt i sampublikasjoner er stort innenfor det meste av den utviklingsrelaterte forskningen ved UiB. Fordi ulike fagområder har ulike publiseringstradisjoner, er det vanskelig å gjøre direkte sammenligner ved hjelp av publikasjonsskår eller publikasjonslister. Ut fra panelets relevante internasjonale ekspertise, vurderes den vitenskapelige produksjonen som er presentert i egenevalueringene generelt som fremragende, og produksjonen ved enkelte enheter, som Institutt for sosialantropologi, som svært høy etter internasjonale standarder. Institutt for biologi, som ikke er inkludert i den bibliometriske analysen, har også internasjonalt fremragende forskning med mange publikasjoner i anerkjente tidsskrifter og betydelig sitering. UiB Global presenterte en omfattende liste over publikasjoner med fremragende og bred dekning av global og utviklingsrelatert forskning. Fremragende forskning innenfor det strategiske satsingsområdet er anerkjent gjennom store prestisjefylte tildelinger, som et Senter for Fremragende Forskning ved Senter for internasjonal helse og en ERC Advanced Grant ved Institutt for sosialantropologi.

2. Det er panelets vurdering at UiB har hatt et sterkt master- og PhD-utdanningstilbud innenfor det strategiske satsingsområdet i evalueringsperioden, selv om komplette data for antall studenter og gjennomføringsgrad ikke har vært tilgjengelig. UiB har opprettet flere internasjonale studieprogrammer med tanke på å rekruttere studenter med finansiering fra norske utviklingsprogrammer, og Kvoteordningen har vært en betydelig kilde til høyeregradsstudenter innenfor det strategiske satsingsområdet. For eksempel har Det medisinsk-odontologiske fakultet hatt mange kvotestudenter. HEMIL-senterets Master of Philosophy i Gender and Development, ved Det psykologiske fakultet, har i mange år vært det internasjonale studieprogrammet ved UiB med flest kvotestudentsøknader. UiB har også hatt en stor prosjektportefølje innenfor det Norad-finansierte NUFU-programmet, og mange av prosjektene har avsatt midler til PhD-stipend for kandidater fra land i Sør. Det har omfattet stipender for doktorgradsstudier ved UiB, så vel som ved institusjoner i Sør. UiB har videre deltatt i Norads program for masterstudier (NOMA). For eksempel har Institutt for geografi vært partner i NOMA-prosjektet Regional Master's Programme in Biodiversity and Environmental Management ved Tribhuvan University, Nepal, og Institutt for sammenliknende Politikk i prosjektet Master of Arts in Political Science ved the University of Malawi. Bergen sommer-forskerskole (Bergen Summer Research School) gir viktig tverrfaglig utdanning innenfor det strategiske satsingsområdet. I perioden 2008-2014, har sommerskolen avholdt 39 doktorgradskurs av to ukers varighet, for til sammen 580 PhD studenter med 87 ulike nasjonaliteter fra utdanningsinstitusjoner i 74 land verden over. Mange PhD kandidater innenfor satsingsområdet har fremgangsrike karrierer innenfor akademia og politikk.
3. Som et strategisk satsingsområde ved Universitetet i Bergen, har global og utviklingsrelatert forskning fått tilført ekstra ressurser ment for å tilrettelegge og styrke aktivitet. Panelet har ikke kunnet gjøre en endelig vurdering av effekten av de ekstra ressursene, siden det mangler data for størrelsen på og mottagerne av strategisk finansiering. Det er heller ikke mulig å gjøre en presis evaluering av hvordan disse ressursene har bidratt til å styrke området fordi det er vanskelig å gjøre kontrafaktiske vurderinger av hvordan utviklingen hadde vært uten tilførsel

av ekstra ressurser. Aktiviteten innenfor et strategisk satsingsområde kan også bli styrket uten at det gis direkte strategisk støtte, for eksempel ved at satsingen bidrar til økt tilfang på ekstern finansiering. I tillegg er det sannsynlig at stillinger videreføres innenfor områder som er del av en strategisk satsing. Store miljøer med tradisjoner innenfor global og utviklingsrelatert forskning, som ved Institutt for sosialantropologi, trenger ikke nødvendigvis ekstra ressurser for å opprettholde aktiviteten ettersom de vil ha en vitenskapelig stab som gjenspeiler forskningstradisjonen. Mindre miljøer, som ved Sosiologisk institutt og Det juridiske fakultet, drar imidlertid nytte av sentralt organiserte ressurser. Noen enheter rapporterer at den strategiske satsingen på global og utviklingsrelatert forskning har hatt liten eller ingen betydning for virksomheten deres innenfor dette området. Andre gir uttrykk for at satsingen har vært viktig med hensyn til å fremheve utviklingsrelatert forskning som et prioritert område og dermed bidra til tilgang på intern og ekstern finansiering, til å legge til rette for utviklingen av nye utdanningsprogrammer, til å øke antallet kvotestudenter, og til å generere prosjekter gjennom avtaler med land i Sør. UiB Global har vært viktig for spredningen av informasjon om relevante aktiviteter på tvers av fakulteter, og sammen med Bergen Resource Centre for International Development, har enheten gitt tilgang til verdifulle ressurser i form av kontorer, seminarrom, bibliotek og møteplasser.

4. Global og utviklingsrelatert forskning og utdanning ved UiB skjer i samarbeid med flere andre høyere utdannings- og forskningsinstitusjoner i Bergen. Chr. Michelsens Institutt (CMI) er en sentral samarbeidspartner, og det er også samarbeid med Rokkansenteret, Bjerknessenteret for klimaforskning, Norge Handelshøyskole (NHH), Høgskolen i Bergen, Helse Bergen/Haukeland universitetssykehus og andre. Mange av evalueringsenhetene har samarbeidet med lokale akademiske institusjoner om å utvikle og gjennomføre forskningsprosjekter innenfor et bredt spekter av temaer. For eksempel har Institutt for sammenlignende politikk og CMI samarbeidet om forskning knyttet til institusjonell utvikling i Afrika siden 2000. I perioden 2004-2013, har forskere fra de to institusjonene samarbeidet i rundt ti prosjekter med ekstern finansiering fra Norges forskningsråd, Norad, Utenriksdepartementet, Meltzerfondet og Senter for Internasjonalisering av Utdanning (SIU). Bergen Resource Centre for International Development er viktig for forskningskommunikasjon. Senteret eies i fellesskap av UiB og CMI, og åpnet i 2009 som et initiativ for å legge til rette for nærmere samarbeid mellom de to institusjonene og utadrettet virksomhet mot studenter og offentligheten.
5. Global og utviklingsrelatert forskning og utdanning ved UiB bygger på lange tradisjoner for akademisk samarbeid med utviklingsland. Denne tradisjonen gjenspeiles i et høyt nivå av internasjonal aktivitet og kapasitetsbygging. Universitetet har bilaterale samarbeidsavtaler med et stort antall institusjoner, i hovedsak i Afrika og Asia, men også i Øst-Europa. Det mest omfattende institusjonelle samarbeidet innenfor global og utviklingsrelatert forskning er med Makerere University i Uganda. Samarbeidet har eksistert siden 1988, og omfatter forskning, kompetansebygging, utveksling av studenter og ansatte, og institusjonsutvikling. Nil-programmet er et tverrfaglig internasjonalt program som ble initiert av forskere ved UiB og har mottatt 44,7 millioner kroner i støtte fra Utenriksdepartementet i perioden opp til 2010. Mellom 2007 og 2009, har seks forskningsgrupper med tilsammen 54 gjesteforskere fra landene langs Nilen hatt opphold ved UiB. Forskergruppen Bergen Pacific Studies ved Institutt for sosialantropologi har utviklet et konsortium med støtte fra EUs 7. Rammeprogram (ECOPAS, 2012-2016) som gir Europakommisjonen råd om europeisk engasjement i Stillehavsregionen. Forskere innenfor global og utviklingsrelatert forskning ved UiB er videre involvert i flere internasjonale forskningsnettverk. Senter for internasjonal helse har et imponerende antall partnere i Asia og Afrika, inkludert langsiktige partnerskap med institusjoner særlig i Sudan, Etiopia, Tanzania og Uganda.
6. Formidling er en grunnleggende del av forskningsvirksomhet. I tillegg til vitenskapelige publikasjoner og akademiske konferanser, benytter evalueringsenhetene seg av et stor antall ulike formidlingskanaler for å bygge nettverk og utvide samarbeid. TV er kanskje den mest effektive kanalen for å formidle forskningsresultater til et bredt publikum. Institutt for arkeologi,

historie, kultur- og religionsvitenskap bidro til programmet *Lost Kingdoms of Africa* (BBC). Dokumentarene *The History of Water* og *The Nile Quest*, er to eksepsjonelle TV-serier utviklet av Terje Tvedt, professor ved Institutt for geografi. Bergen Resource Centre for International Development utgjør en viktig formidlingskanal gjennom å arrangere konferanser, foredrag, paneldebatter, osv. Senteret har rundt 100 arrangementer i året, og benytter seg i økende grad av webcasts som gjør arrangementene internasjonalt tilgjengelige. Senter for internasjonal helse har vedvarende oppmerksomhet på kommunikasjon og utadrettet virksomhet, inkludert samspill med aktører innen politikk- og programutforming, befolkningen i land i Sør og internasjonale organisasjoner. Tradisjonell kommunikasjon av forskningsresultater gjennom vitenskapelige konferanser og publikasjoner suppleres av blogger, mediebidrag og populærvitenskapelige artikler. Anvendelse av forskningsresultater sikres ved at kontakt med politikktutformere og bistandsorganisasjoner er en integrert del av forskningsaktiviteten til mange av enhetene. Mye av forskningen har stor samfunnsmessig betydning («impact»). Eksempler er bidraget fra Institutt for arkeologi, historie, kultur- og religionsstudier til FNs forsøk på konfliktløsning i Darfur, og HEMIL-senterets nesten tyve-årige engasjement i prosjekter og arbeid for å bedre livskvaliteten til voksne og barn rammet av HIV/AIDS i Afrika.

7. Tverrfaglig og interdisiplinær forskning er nødvendig for å møte dagens globale utfordringer, og disse utfordringene er særlig påtrengende i utviklingsland. Det reduserer ikke behovet for dyptpløyende arbeid av høy kvalitet innenfor fagdisiplinene, men pålegger enkeltforskere og institutter et ansvar for å plassere forskningen sin i en større kontekst. Store finansieringsmuligheter, som mange av utlysningene innenfor Horisont 2020, krever tverrfaglige tilnærminger. Flere av enhetene som er involvert i global og utviklingsrelatert forskning ved UiB er grunnleggende tverrfaglige, som for eksempel, Institutt for fremmedspråk, som bruker perspektiver fra studier av språk, litteratur, lingvistikk, kultur og historie. Mange av prosjektene innenfor det strategiske satsingsområdet er tverrfaglige. To eksempler ved Institutt for biologi er Matrix-prosjektet om regnskog i Uganda, som gjennomføres i samarbeid med Det juridiske fakultet, og HimaLines-prosjektet om juridiske rammeverk for konservering av biodiversitet og økosystemer i Himalaya, som involverer både Det juridiske fakultet og Institutt for geografi. Enkeltforskere har også grunnleggende tverrfaglige tilnærminger til arbeidet sitt. Dette gjelder eksempelvis arbeidet innenfor feltet ved Sosiologisk institutt, som omfatter samarbeid og aktiv dialog med antropologer, samfunnsgeografer, statsvitere og historikere. Organiseringen av forskning i tverrfaglige enheter er viktig for å muliggjøre slik forskning. Noen institutter og sentre er store og mangfoldige nok til å ha en egen interdisiplinær tilnærming. For institutter som mangler slik kritisk masse, spiller UiB Global en viktig rolle i å legge til rette for samarbeid og partnerskap og dermed i å styrke og utvikle virksomhet innenfor det strategiske satsingsområdet.
8. Det strategiske utvalget for satsingsområdet global og utviklingsrelatert forskning har blitt reorganisert flere ganger siden slutten av 1980-tallet, og erfaringer med utvalget varierer over tid og mellom enhetene. Utvalget har ifølge noen enheter spilt en viktig rolle i internasjonaliseringsaktiviteter, inkludert etableringen av Master programmet Gender and Development og Bergen sommer-forskerskole, og lagt til rette for deling av informasjon og nettverk på tvers av fakulteter. Det er imidlertid flere enheter – innenfor humaniora, naturvitenskap og medisin – som rapporterer at de har hatt lite eller ingen kontakt med det strategiske utvalget i evalueringsperioden.
9. Fagmiljøene innenfor satsingsområdet har tilgang på administrative ressurser fra flere kilder. På sentralt nivå, tilbyr Forskningsadministrativ avdeling generell støtte til prosjektutvikling og internasjonalisering av forskning. Avdelingen har ansvar for å legge til rette for deltagelse i internasjonale programmer og nettverk. Studieadministrativ avdeling er ansvarlig for å administrere internasjonal studentmobilitet, inkludert UiBs deltagelse i Kvoteordningen og Norad-finansierte utdanningsprogrammer. UiB Global gir også støtte til internasjonaliseringsprogrammer og prosjekter. Enheten driver Bergen Resource Centre for International Development i samarbeid med Chr. Michelsen Institutt, og fremmer

prosjektutvikling, formidling og utdanning gjennom Bergen sommer-forskerskole. I egenreviseringene ble enhetene bedt om å rapportere om de har tilgang på tilstrekkelige administrative ressurser og støttefunksjoner. De elleve enhetene som rapporterte på dette området, er overveiende fornøyd med den generelle støtten de får fra instituttet og/eller fakultetet. Mange enheter la også vekt på betydningen av støtte fra UiB Global.

Basert på disse observasjonene og vurderingene, anbefaler evalueringspanelet at UiB

- opprettholder global og utviklingsrelatert forskning og utdanning som et strategisk satsingsområde, og sikrer at all forskning og utdanning innenfor satsingsområdet er representert i universitetets profilering og strategi.
- proaktivt identifiserer grupper og enkeltforskere som utfører spennende innovativ forskning på tvers av satsingsområdet, og gir støtte til to til fire grupper/enkeltforskere hvert år for etablering av konkurransedyktige "Centres of Excellence" som vil gjøre dem i stand til å generere finansiering på nasjonalt, europeisk og internasjonalt nivå.
- endrer universitets tidsregnskap slik at undervisning og veiledning av studenter på tvers av institutter og fakulteter anerkjennes og dokumenteres på en adekvat måte.
- vurderer organisatoriske løsninger for samarbeid på tvers av institutter og fakulteter. For eksempel: en sentral modell direkte under universitetsledelsen, en matrise-modell med etablerte sentre innenfor fakultetene, en ad hoc-modell med forskningsgrupper på vei opp; en tematisk "hub"-modell med tematiske klynger på tvers av institutter. En praktisk løsning for UiB kan innebære en kombinasjon av disse modellene, men det er en forutsetning at den valgte løsningen har klare målsettinger.
- øker utvekslingen av informasjon om interdisiplinære utdanningstilbud på tvers av universitetet, og etablerer nye fora hvis det er nødvendig.
- oppmuntrer studenter til å delta i interdisiplinære aktiviteter gjennom ulike tiltak.
- viderefører støtten til Bergen sommer-forskerskole og Bergen Resource Centre for International Development.
- styrker rollen UiB Global spiller i utviklingen av partnerskap med lokale akademiske partnerinstitusjoner, og legger til rette for dialog mellom partnerinstitusjonene og enhetene ved universitetet som per i dag ikke er engasjert i lokalt samarbeid.
- sørger for strategisk opprettholdelse av partnerskap med langvarige forsknings- og utdanningspartnere i Sør gjennom støtte til en enhet, som UiB Global, med ansvar for å utvikle forsknings- og utdanningsprosjekter i samarbeid med partnerne.
- opprettholder og styrker alumni-nettverk, og involverer dem i de kontinuerlige forsknings- og utdanningsaktivitetene ved UiB.
- sørger for at prosjekter har planer for kommunikasjon og samfunnsnytte ("impact"), og for tilgjengelig ekspertise for dette.
- sørger for at Forskningsadministrativ avdeling, så vel som det administrative støtteapparatet på institutt- og fakultetsnivå, aktivt informerer forskere innenfor satsingsområdet global og utviklingsrelatert forskning om passende finansieringsmuligheter og bistår i partnersøk og søknadsarbeid.

1 Introduction

Global and development-related studies has been a strategic priority area at the University of Bergen (UiB) since the late 1980s. The current report is prepared by an international Panel of experts commissioned by UiB to evaluate the strategic priority of global and development-related research and education, with a main focus on the last ten-year period (2004-2013).

The Panel discussed the strategic priority with a large number of people from a wide range of disciplines during a visit to UiB 13-15 October 2014, and also drew on information from self-assessment reports provided by the research units. In interpreting the findings of the Panel it is important to bear in mind that the evaluation is at the level of the University as a whole and does not evaluate the individual research units.

The strategic priority area has a long history, which includes many actors and complex organisational changes. While the main organisational developments are outlined in the report, the Evaluation Panel has not delved into the historical details, but focused primarily on the current situation and the opportunities for the future.

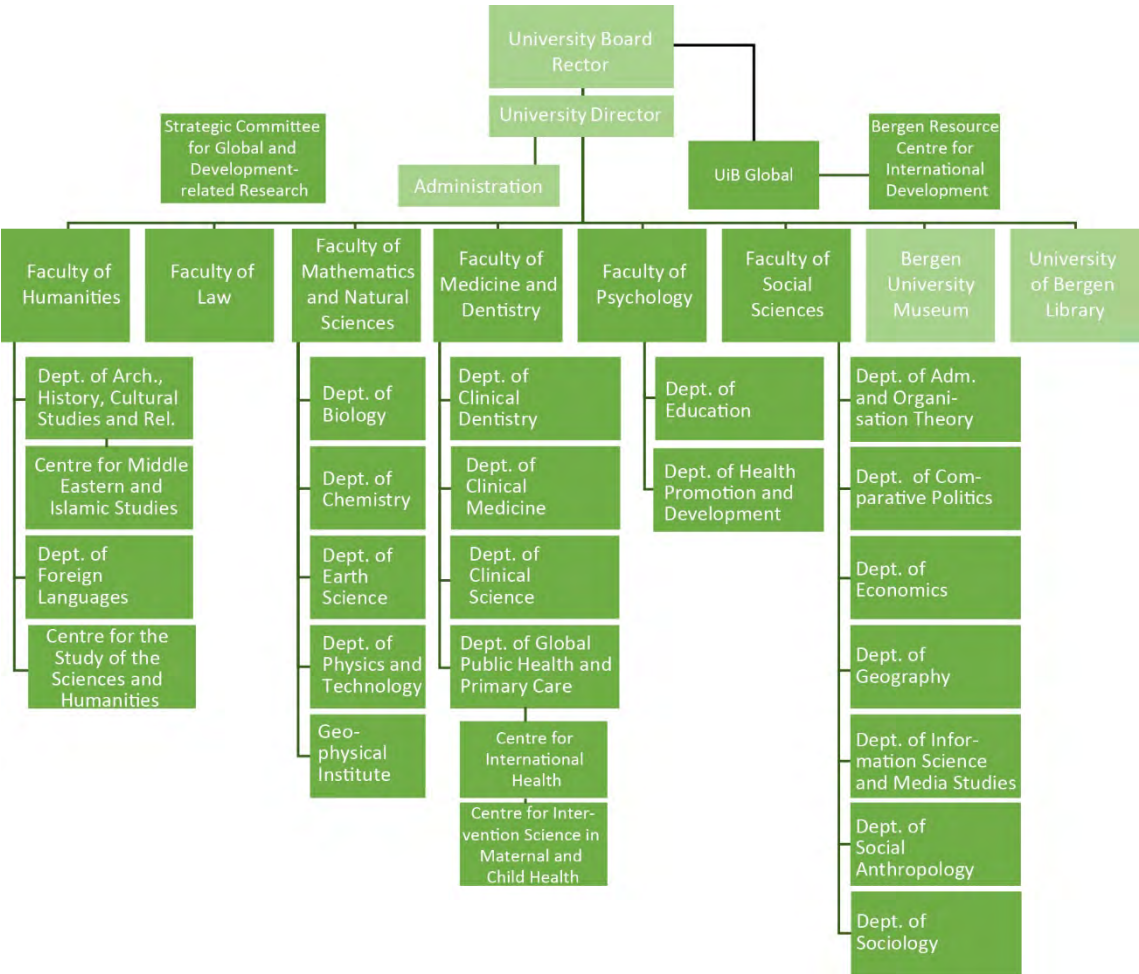
1.1 The organisation of global and development-related research and education at the University of Bergen

Global and development-related research and education at the University of Bergen is a broad field of study that goes beyond the traditional, social science-dominated area of development studies. UiB defines global and development-related research as “research that is relevant for dealing with the great challenges of the 21st century, and that is particularly relevant for understanding the background, inter-linkages and processes of change at global, regional and local level.”¹

Studies within the field take place at all six faculties and a high number of departments and centres at the university, cf. figure 1.1 below.

¹ Definition provided in the presentation of the strategic priority area global and development-related research at the webpages of UiB (in Norwegian: «forskning som er aktuell for å håndtere de store utfordringene i det 21. århundre og som er særlig relevant for å forstå bakgrunn, sammenhenger og endringsprosesser på globalt, regionalt og lokalt nivå.»), URL: <http://www.uib.no/forskning/75360/utviklingsrelatert-forskning>

Figure 1.1 The organisation of global and development-related research and education at UiB



Source: NIFU

Key actors within the field are found at the faculties of Social Sciences, Humanities, Medicine and Dentistry, Psychology, and Mathematics and Natural Sciences (see Section 2.1).

At the Faculty of Social Sciences, most global and development-related studies take place in the departments of Social Anthropology, Comparative Politics and Geography (according to the number of staff engaged in the research), but with important contributions from other departments. The Department of Economics in particular conducts collaborative work with institutes such as Chr. Michelsen Institute, and the Department of Sociology has conducted research on social movements in India. There are two main lines of research at the Faculty: regionally focused and globally comparative studies of society and political processes; and studies of global challenges and local adjustments with a particular emphasis on the relations between resources, poverty, health and power.

Cultural studies of global and development-related issues at the Faculty of Humanities are carried out especially by the Department of Archaeology, History, Cultural Studies and Religion which hosts the Centre for Middle Eastern and Islamic Studies (*Senter for Midtøsten- og islamske studier*, SMI). SMI is a cross-faculty unit responsible for co-ordinating and promoting research on the Middle East within the humanities and social sciences.

The Centre for International Health (CIH) is a cross-faculty unit specialising in research, education and leadership development aimed at improving health in low- and middle-income countries. The Centre is part of the Department of Global Public Health and Primary Care at the Faculty of Medicine and

Dentistry, but research and education take place in close collaboration with other departments and faculties at UiB. In 2013, CIH was awarded a Centre of Excellence (CoE) from the Research Council of Norway - the Centre for Intervention Science in Maternal and Child Health (CISMAC). The CoE scheme provides funding for time-limited research centres (2x5 years) selected on the basis of international peer review/scientific quality, with the aim to promote Norwegian research of high international standard.

The Department of Health Promotion and Development (HEMIL) at the Faculty of Psychology has development-related studies in diverse cultural settings as a main area of research. The research is for a large part organised in the research group "Multicultural venues in health, gender and social justice" which also includes some researchers from the Department of Education.

At the Faculty of Mathematics and Natural Sciences, the Department of Biology is the main actor within global and development-related research. The department has a long tradition of environmental and resource studies with global relevance, including relevance for development in the South. There are some important development interventions with technology transfer and capacity building in the Department of Physics and Technology, particularly on optics and ultraviolet radiation; and the Department of Earth Science conducts global research of earthquake and tsunami hazards.

UiB Global is a cross-faculty unit responsible for initiating and co-ordinating multi- and cross-disciplinary activities within the field of global and development-related studies at the University. In addition to supporting activities across departments and faculties, UiB Global runs its own portfolio of research programmes and research related activities. The unit has an academic leadership and its own administrative staff, and reports to the central University leadership.

UiB Global is co-located with Chr. Michelsen Institute (CMI), an independent development research institute with close collaborative linkages to the University of Bergen. Together, UiB Global and CMI run the Bergen Resource Centre for International Development. The Resource Centre holds a large collection of literature on development-related issues and organises lectures, seminars and other activities that facilitate the dissemination and discussion of knowledge on international development and global challenges.

The Strategic Committee for Global and Development-related Research is an advisory body for global and development-related research at UiB. The Committee has representatives from all faculties, and reports to the central University leadership.

1.2 The strategic priority of global and development-related studies

Background

The University of Bergen has a long tradition for development-related research. It goes back to the work carried out by missionaries at the Bergen Museum, which was the main academic institution in Bergen before establishment of the University in 1946. In the 1960s, the anthropology department built up under the leadership of the prominent social anthropologist Fredrik Barth played an important role in establishing the field as a strong area of research at UiB, and the University has over the years developed extensive academic collaboration with partners in the Global South.

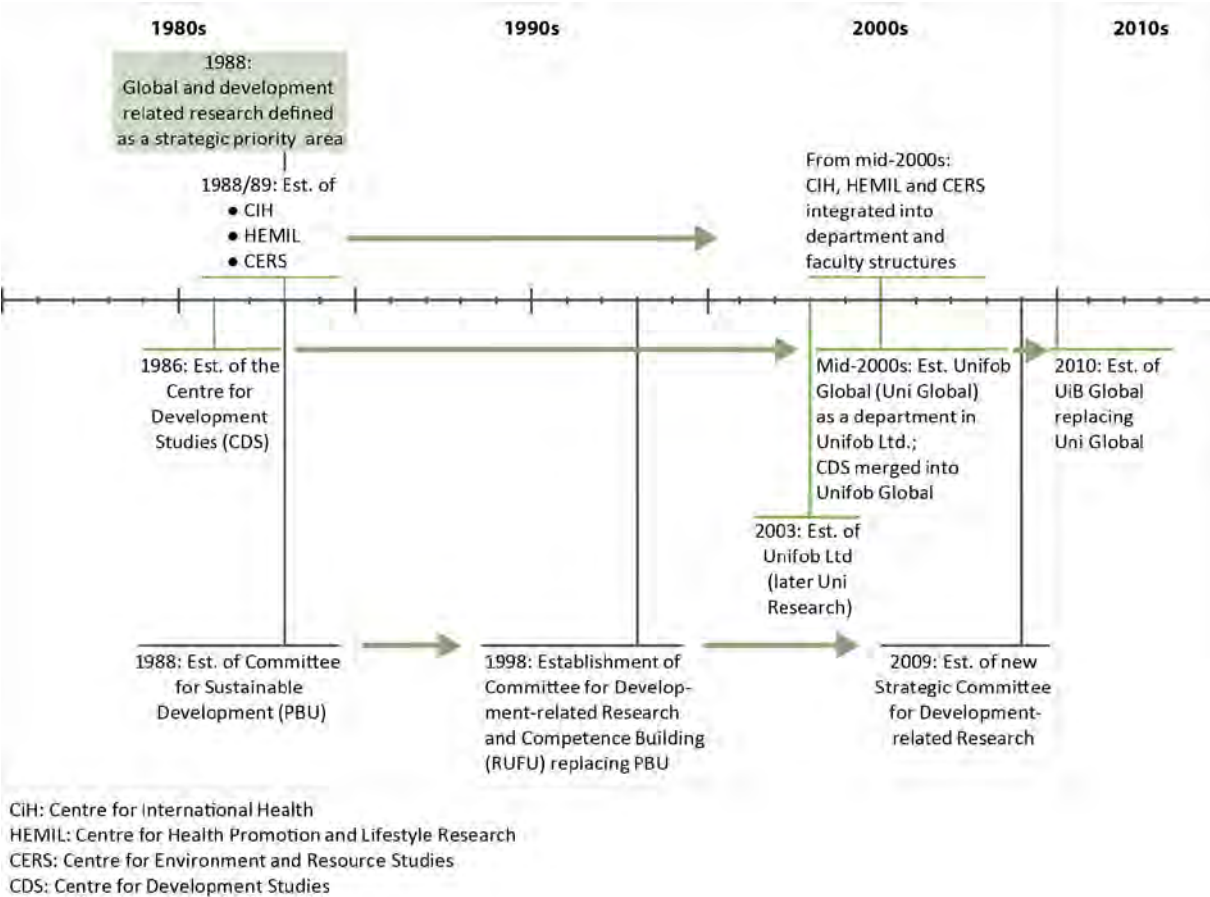
In 1988, UiB defined development research as one of two strategic priority areas, the other being marine research. The priority areas reflected the traditions and competitive advantages of the university, and emerged as particularly relevant given the background of the publication of the Brundtland Commission report in 1987 with its emphasis on sustainable development. Development-related research now takes place across the university in a wide variety of forms in many different disciplines.

The strategic priority of what is today referred to as global and development-related research and education at UiB, is well aligned with national research political priorities. The current emphasis on addressing global challenges and the traditional focus on supporting research and education as central elements in Norwegian development policies, mean that the strategic priority area at UiB is highly relevant from a national perspective and in a good position to attract external funding.

Organisational developments since the late 1980s

The organisation of global and development-related research at UiB has been subject to recurring discussions since the late 1980s, and there has been a series of reorganisations over the past 25 years. The key organisational changes are shown in the timeline below.

Figure 1.2 Key developments in the organisation of global and development-related research at UiB since 1988



Source: NIFU

Cross-faculty centres

When development research was defined as a strategic priority area in the late 1980s, a key initiative was to organise the research area in cross-faculty centres under the University Board. By the turn of the decade, four centres were in place: the Centre for Development Studies (CDS, est. in 1986); the Centre for Health Promotion and Lifestyle Research (HEMIL, est. in 1988); the Centre for International Health (CIH, est. in 1988); and the Centre for Environmental and Resource Studies (CERS, established in 1989).

The centres operated as units under the University Board until the mid-2000s, when HEMIL, CIH and CERS were integrated into the faculties of Psychology, Medicine, and Mathematics and Natural Sciences respectively. HEMIL became part of the Department of Education and Health Promotion at the Faculty of Psychology in 2004. In 2010, when the Faculty introduced a new department structure,

HEMIL was organised as a separate department - the Department of Health Promotion and Development. CIH was organised as a cross-faculty department at the Faculty of Medicine² in 2005, and subsequently became part of the new Department of Global Public Health and Primary Care at the Faculty of Medicine and Dentistry in 2010. CERS was merged into the Department of Biology in 2006, and no longer exists as a distinct unit.

The Centre for Development Studies, which had been responsible for stimulating, initiating and co-ordinating development-related research and education across departments and faculties, was integrated into a new co-ordinating unit – Unifob Global, which is described in further detail below.³

Co-ordinating units: Unifob Global and UiB Global

Unifob Global was formally established in 2007. The new unit was organised as a department in UiB's research company Unifob Ltd.,⁴ which had been established in 2003 to administer externally funded research at the University.

The background was a process that had been started up in 2002, with the aim to strengthen the organisation of development-related research at UiB. Based on an internal review and hearing, the University Board made the decision to establish a separate department for development-related research at Unifob in 2005. A key argument was the need for an integrated organisation of the externally funded project portfolio within the field, reflecting, among other things, that the research activities were increasingly organised in large, cross-disciplinary projects. It was at the same time stressed that the research should be based in the basic university units.⁵

Unifob Global was to be a tool for the basic units involved in global and development-related studies at UiB, and given the role as a:

- service centre for ongoing projects;
- promoter of, and participant in, cross-disciplinary and cross-faculty project applications; and
- promoter of, and participant in, the strategic-administrative development of the field at the University.⁶

The unit had a Council with representatives of all the faculties at UiB, and was headed by an Academic Director. In addition to an administrative staff, it employed researchers mainly on a temporary basis as well as scientific staff at UiB in secondary positions.⁷

Unifob Global was established for a trial period of three years, and in 2009, the unit was evaluated by a committee with members from both UiB and external institutions. In addition to assessing experiences with the current organisation and what results had been achieved, the evaluation was to discuss alternatives for future organisation of the unit's activities.⁸

While the evaluation of Unifob Global was generally positive, a main conclusion was that UiB would benefit from reintegrating the unit's activities. The conclusion was based on several different considerations, including changes in the relations between UiB and Unifob which meant that Unifob

² The Faculty of Medicine merged with the Faculty of Dentistry in 2008.

³ «Utviklingsrelatert forskning ved UiB/Unifob AS. Økonomi og personal. Bergen, 14. oktober 2005»; «Utviklingsrelatert virksomhet. Oppfølging av vedtak i universitetsstyret av 9.6.05»

⁴ Unifob was renamed Uni Research in 2009, and Unifob Global was subsequently called Uni Global. This report consistently refers to the unit as Unifob Global.

⁵ «Utviklingsrelatert virksomhet. Oppfølging av vedtak i universitetsstyret av 9.6.05»; «Organisering av utviklingsrelatert og global forskning ved Universitetet i Bergen. En gjennomgang av situasjonen for Unifob Global, 2009»

⁶ *Evalueringsrapport Unifob Global*

⁷ *Evalueringsrapport Unifob Global*; «Universitetets utviklingsforskning ved Uni Global – tilbakeføring til universitetet», 2010

⁸ *Evalueringsrapport Unifob Global*

was developing into more of an independent research institution with research activities complementing those of UiB.⁹

The evaluation report presented two main alternatives for reintegrating Unifob Global into the university: 1. to reintegrate the unit as a centre or department; 2. to establish a cross-faculty unit combining the functions associated with a department/centre with a more strategic role in further developing the field of global and development-related research and education at UiB.¹⁰

Based on the evaluation and internal discussions at the University, the University Board decided that the UiB research activities that were organised through Unifob Global should be reintegrated into the University departments the involved researchers belonged to. To facilitate the initiation and co-ordination of cross-disciplinary cooperation within global and development-related research, UiB Global was established as an internal, cross-faculty unit in 2010, consisting mainly of administrative support staff and headed by an Academic Director. The unit was located in the previous offices of Unifob Global, and was to serve as a scientific meeting place offering guest offices and meeting rooms for visiting researchers as well as University staff. It was also to run research programmes and other research related activities that had sorted under Unifob Global.¹¹

It became clear to the Panel during the course of the evaluation that the decisions relating to Unifob Global were controversial and have caused strong differences of opinion. However, it is not the function of the present Panel to re-evaluate previous evaluations or revisit decisions concerning Unifob Global.

Strategic committees

UiB has had a strategic committee for global and development-related studies since the field became a strategic priority in 1988. It started out as the Committee for Sustainable Development (*Råd for program for bærekraftig utvikling*, PBU), made up of the leaders of four cross-faculty centres referred to above. The committee had close connections to the central university leadership, and engaged in the strategic development of research and competence building activities across faculties and disciplines as well as academic quality assurance of project applications and scientific reporting.

In 1998, PBU was replaced by the Committee for Development-related Research and Competence building (*Rådet for Utviklingsrelatert Forskning og Utdanning*, RUFU). The new committee consisted of representatives from all the faculties at UiB, and was given the mandate:

*to initiate and follow up on interdisciplinary and interfaculty collaborative initiatives within the field, and be an advisory body for the research communities, faculties and central units. The Committee is to provide quality assurance of project applications, contribute to project administration and strengthen the scientific reporting to the project funding organisations.*¹²

RUFU was established on the initiative of a group of PBU members and other actors involved in development-related activities at UiB, who saw a need for broader representation as well as a stronger strategic role for the committee in order to strengthen research and facilitate interdisciplinary and interfaculty activities in the field. The group's recommendation that the committee should have its own budget was not followed up.¹³

In 2008, the University Board decided to appoint similar strategic committees for the two strategic priority areas at UiB. As a result, a new Strategic Committee for Development-related Research was established in 2009 with representatives from all faculties and with the Academic Director of Unifob

⁹ *Evalueringsrapport Unifob Global*

¹⁰ *Evalueringsrapport Unifob Global*

¹¹ «Universitetets utviklingsforskning ved Uni Global – tilbakeføring til universitetet», 2009; University Board document, 01.12.2010; self-assessment of UiB Global

¹² «Råd for utviklingsrelatert forskning og utdanning. Mandat og retningslinjer», 1998

¹³ «Notat til RUFUs medlemmer for 1998-2001, i forbindelse med møte om oppsummering av erfaringer fra RUFUs første periode»

Global as Chair. The committee was to report to the central leadership, and given the following Terms of Reference:

- to develop a coherent strategy for research and doctoral education;
- to develop various strategic input on education and research; and
- to contribute to, and develop action plans for, strengthened collaboration between UiB and regional, national and international partner institutions, with an emphasis on institutions in the South.¹⁴

The committee was initially appointed for a period of three years, and in 2012, it was reappointed for an additional six month-period.¹⁵ It has functioned as an advisory body without any financial resources at its disposal.

Targeted research areas and strategic goals

The strategic priority area was initially referred to as development research, and understood as research on poverty and low-income countries/the Global South. Over the years, the thematic and geographical scope has become broader. UiB currently uses the term global and development-related research defined as:

*research that is relevant for dealing with the great challenges of the 21st century, and that is particularly relevant for understanding the background, inter-linkages and processes of change at global, regional and local level. This research includes studies of development as such and research for development.*¹⁶

The Strategic Committee for Development-related Research elaborates on the definition in a note prepared in 2010. It is stressed that development-related research goes beyond the study of developing countries as a geographical category, and covers research on global challenges and processes of change, e.g. related to poverty, human rights, health, climate, consumption, sustainable development and ethics. Cultural historical research and *longue durée* perspectives are also seen as highly relevant, and the committee underlines that it is a field of study that covers all faculties at the University.¹⁷

Cross-disciplinarity has been seen as key feature of the strategic priority area from the outset.

The definition makes the strategic priority extremely broad, covering many different disciplines and research areas, and in consequence the Panel found it impossible to apply consistent comparative evaluation criteria across the activities at UiB classified as being within the strategic priority area. As mentioned in the introduction, the Panel does not evaluate individual research units, but rather looks at the strategic priority as a whole across the University.

Goals for the strategic priority of global and development-related research and education have been set out in various documents over the past decade.¹⁸ Central strategic goals and measures have been to:

¹⁴ «Oppnevning av strategisk utvalg for utviklingsrelatert forskning», 2009

¹⁵ «Gjenoppnevning av strategisk utvalg for utviklingsrelatert forskning», 2012

¹⁶ Definition provided in the presentation of the strategic priority area global and development-related research at the webpages of UiB (in Norwegian: «forskning som er aktuell for å håndtere de store utfordringene i det 21. århundre og som er særlig relevant for å forstå bakgrunn, sammenhenger og endringsprosesser på globalt, regionalt og lokalt nivå.»), URL: <http://www.uib.no/forskning/75360/utviklingsrelatert-forskning>

¹⁷ *Evalueringsrapport Unifob Global*

¹⁸ The relevant documents the Evaluation Panel has been presented with are «Universitetet i Bergen – Et Forskningsuniversitet. Utkast til forskningsstrategi 2005-2010», UiB, 2004; «Innspill til strategisk handlingsplan for utviklingsrelatert forskning og utdanning ved Universitetet i Bergen», 2005; University Board documents, 2003-2011; and «Strategiske forskningssatsinger – status og utviklingstrekk: marin forskning og utviklingsrelatert forskning», 2008. While it has been part of the Terms of Reference for the Strategic Committee for Development-related Research to prepare a strategy for research and doctoral education as well as action plans for external collaboration, no such documents have been produced to the knowledge of the Evaluation Panel.

- develop thematic focus areas where cross-disciplinary research is concentrated in large, strategic projects;
- develop broad development-related research communities and cooperation within the social sciences and humanities;
- strengthen two to three research communities with the aim to establish Centres of Excellence;
- strengthen scientific leadership;
- increase the number of researcher positions;
- establish research schools within the areas of international studies and global health; and
- strengthen the cooperation between UiB and the Chr. Michelsen Institute.

UiB Global has presented its own strategic plan for the period 2012-2015. According to the plan, “[t]he University of Bergen’s research on global development challenges shall be a critical and internationally recognised research field”. Central priority areas include collaboration with transnational global institutions such as UNESCO, WHO and other UN bodies; concentration of cross-faculty thematic research on a few selected multidisciplinary research areas; collaboration with the Chr. Michelsen Research Institute on Bergen Resource Centre for International Development; and fundraising from internal and external sources.¹⁹

Strategic funding

The strategic priority of global and development-related research and education has over the years been supported by earmarked scientific positions at all faculties and central strategic funding. Central strategic funds have, in the period of evaluation, been used to support positions, projects, programmes and research communities with the potential to achieve Centre of Excellence status within the priority area, as well as cooperation with the Chr. Michelsen Institute, the Bergen Resource Centre for International Development, and, from 2010, UiB Global. UiB has not been able to provide reliable figures for overall strategic funding in the period.

1.3 About the evaluation

Background and objectives

The current evaluation has been commissioned by the central leadership at UiB. The strategic priority of global and development-related research and education has been supported by the central strategies of the University for 25 years, and the current strategy states that a scientific evaluation of the strategic priority will be carried out in the strategy period (2011-2015).²⁰

According to the guidelines from UiB, the main objective of the evaluation is “to have a systematic review and assessment of the focus area Global and development-related research at the University of Bergen, such that this is delimited in understanding with the University. The evaluation is intended to provide a portrayal of the quality of the research and the educational programmes within this area. The evaluation must contribute toward learning and development for the academic communities, and provide insight into strengths, weaknesses and challenges for the research and educational programmes. The evaluation will be an important basis for decisions on how the focus area is to be pursued in the work on developing a new strategy for the University.”

UiB has started the process of developing a new strategy, which will be implemented from 2016.

The Evaluation Panel

The evaluation has been carried out by a Panel of six international experts appointed by UiB, cf. table 1.1.

¹⁹ *Strategic plan for UiB Global 2012-2015*

²⁰ *Strategi 2011-2015. Universitetet i Bergen*

Table 1.1 The Members of the Evaluation Panel

Name	Institution	Subject area
Jon Lovett (Chair)	School of Geography, University of Leeds, England	Geography
Beth Maina Ahlberg	Department of Women's and Children's Health, Uppsala University, Sweden	International Health, Sociology
Mary Amuyunzu-Nyamongo	The African Institute for Health and Development, Kenya	Global Public Health and Primary Care
Jonathan Friedman	Department of Anthropology, University of California, San Diego, USA	Anthropology
Flemming Konradsen	Department of International Health, Immunology and Microbiology, University of Copenhagen, Denmark	Epidemiology
Jane Wills	Department of Primary and Social Care, London South Bank University, England	Health Promotion

The Nordic Institute for Studies in Innovation, Research and Education (NIFU) provided the scientific secretariat to the evaluation, with researcher Siri Aanstad serving as scientific secretary.

The Terms of Reference

The Evaluation Panel was given the following Terms of Reference (ToR):

On the basis of the communities' academic production, the communities' self-assessments, written documentation of the communities' activities and visits to the institution, the academic panel is asked to:

- 1. On the basis of international standards to assess the quality and relevance of the scientific production within global and development-related research based on the combined production of publications and theses, with emphasis on the last 10 years.*
- 2. Evaluate the quality and relevance, including the development of expertise and level of execution, of the area's combined educational programs at the master and doctorate level with emphasis on the last 10 years.*
- 3. With the additional resources that accompany being a main focus area in mind, give a combined assessment of the strategic added value/utility this has provided.*
- 4. Evaluate the associated academic communities' cooperation with relevant academic communities in UiB's periphery, including organization, participation in projects, ability to generate resources and networking.*
- 5. Evaluate the associated academic communities' international activities, including developing expertise abroad ("impact"), project cooperation, participation in conferences, presentations, marketing and networking.*
- 6. Evaluate the associated academic communities' dissemination and promotion of their research results domestically and internationally.*
- 7. Consider to which extent cross-disciplinarity and organization in cross-disciplinary centres has contributed to strengthening and developing activities in the focus area.*
- 8. Assess utility value/function of the strategic committee for this focus area.*

9. Assess the associated academic communities combined administrative resources and support functions.

The Evaluation Panel was not given the explicit task of making a thorough scientific evaluation of the individual units involved in global and development-related studies at UiB. Given the number of research units involved, and broad scope of disciplines, this would be a formidable undertaking. Instead, the Panel has made an overall evaluation of the strategic priority area, based on general assessments of the individual units, and has made recommendations concerning the processes by which cross-disciplinary research in the strategic area can be encouraged.

The strategic priority area has a long history, which includes many actors and complex organisational changes. While the Panel has taken into consideration the main organisational developments in the period of evaluation, it has not delved into historical and organisational details. The evaluation has focused on the development of the strategic priority area over the last ten years (2004-2013) and in the analysis is primarily concerned with applying this past experience to potential future opportunities.

During the evaluation process the broad remit of research being addressed led the Panel to discuss definitions relevant to interpreting the Terms of Reference. A variety of terms were used to represent different levels of research groupings. During the interviews it became clear that similar terms were used to describe different groupings of researchers. To an extent this reflects changes in University priorities over time, and groups may shift between different types of association whilst retaining the same terminology. The following terms are used in the report:

Faculties are aggregations of departments of similar disciplines.

Departments are the basic disciplinary administrative unit of the University and are cost centres within which academic staff are employed and teaching programmes delivered. The staff have both teaching and research functions and may also be part of inter-departmental research groups, units or centres. Departments may host multiple disciplines and interdisciplinary centres.

Centres are formal structures initiated by the University to work on a particular subject area that may involve more than one discipline. They could be funded as a centre of excellence, be part of a faculty to facilitate cross-disciplinary work between departments, or established by the University and be accountable to the University board for interdisciplinary research across faculties.

Research groups, networks and clusters are used in the report to describe groups of researchers and students who voluntarily associate on topics of common interest. They are informal groupings that can arise spontaneously and do not necessarily reflect a strategic decision to focus research in a particular area. They can be within a discipline or across disciplines. Their open nature also readily enables inclusion of researchers from external organisations, which may include institutes, business and government.

The basic structure of a University consists of Faculties and Departments, and these structures tend to be long lived and the foundation of the educational programme. Centres and research groups are formed to address specific research topic areas, and may only exist as long as funding is available for that particular topic (see Section 6.3 for examples from other universities). The transitory nature of centres and groups can result in termination of investigation in a particular field, and staff redeployment or redundancy. This inevitably causes concern and controversy amongst the staff involved.

The Terms of Reference (1) requests analysis of quality and relevance of scientific production within global and development-related research. From the outset of the analysis the Panel perceived that there was a conflation in the meanings being used, between internationalisation, development and global as research perspectives. These terms were being used interchangeably during the interviews and it is clear that different research groups have differing perspectives, all of which are valid and reflect the nature of the research being undertaken. For example, the definition used by UiB for global

and development-related research cited above (Section 1.2) refers primarily to research that is "relevant for dealing with the great challenges of the 21st century". The Centre for International Health at UiB uses a definition similar to the one used in the recent process to develop a Norwegian research and innovation strategy for health and care services, Health&Care 21: "Global Health is an area for policy, research and practices that promote lasting improvements in the global public health and equalisation of unreasonable inequalities between countries and between social groups in the world. Global health emphasises transnational health topics, determinants and solutions; involves many disciplines in health sciences and outside; based on interdisciplinary and intersectoral collaboration in public health including health promotion, preventive and curative approaches"²¹ and this definition shapes the choice of research directions within CIH.

Adoption of the particular definitions below is purely for practical reasons, and does not reflect a value judgment on different uses of the terms, in what is an active and contested academic debate. For practical clarity within this report we have chosen to make a distinction between three types of activity that are reflected in the global and development activities of the University of Bergen.

Internationalisation refers to the practical activity of establishing partnerships, summer schools, training foreign scholars, capacity building through engaging in joint research etc. This is an important aspect of the operations of a highly ranked international university, but under the definition adopted here it is not categorised as global research *per se*.

Development is used here to refer to research activities that develop, in other words promote growth in production, incomes, infrastructure etc. In this case it is used specifically for research in Bergen that is directed towards development in the South, such as for poverty alleviation, livelihood enhancement, health improvement, crop improvement, pollution reduction and so on. The research may involve adapting a research output to the conditions of developing countries, but the developing country context is not specifically necessary for creating the research output. For example, analytical chemistry or optical physics can be used to solve specific problems in developing countries, but the fundamental techniques that are transferred arise in a developed country. There is a social expectation and moral obligation for knowledge and technology transfer from wealthy countries to poorer countries as outlined by international conventions and Norway's policy for development assistance.

Global research is used to refer to studies of activities that require research and cooperation between different countries, such as migration, climate change, epidemics, etc. that are global in scale. Global research can have major impacts when disseminated and taken up into policy or implementation. Far reaching global research receives international acclaim and is often published in high-ranking academic journals.

The Terms of Reference (4) refers to cooperation with relevant academic communities in UiB's periphery. There is extensive engagement with academic and non-academic partners locally, and also nationally and internationally. This leads to a blurring of the boundaries between the traditional functions of a university and those of the external cooperating partners. For example if a research centre is operating outside of the traditional university structures, then its research outputs may not contribute the overall outputs of the university, even though the centre is working closely with the university. The Panel recognised the following key functions of a university, which may contrast with partners (such as the CMI, government, business or industry):

- High quality research;

²¹ Translation by CIH from Norwegian: "Global helse er et område for politikk, forskning og praksis som fremmer varige forbedringer i den globale folkehelsen og utjevning av urimelige helseforskjeller mellom land og mellom sosiale grupper i verden. Global helse vektlegger transnasjonale helsespørsmål, determinanter og løsninger; involverer mange disipliner innen helsefagene og utenfor; baserer seg på interdisiplinært og tverrsektorielt samarbeid i et folkehelseperspektiv som inkluderer helsefremmende, preventive og kurative tiltak.", *Globale helseutfordringer*, delrapport HelseOmsorg21, 2014

- Research-led teaching;
- Creating skilled graduates to meet national needs (as reflected in the teaching programme, e.g. teaching in law will be focused on Norwegian law);
- Provision of advice to government, business and industry;
- Disseminate research results, engage with the relevant stakeholder communities for uptake of research and ensure societal impact;
- Have an international profile through research and internationalisation activities.

The Terms of Reference (7) refers to cross-disciplinarity. The divisions between disciplinary, cross-disciplinary and interdisciplinary research are contested. Research into different disciplines reflects the need to have deep and extensive knowledge of a single subject in order to effectively contribute to new knowledge in a particular field, or to provide high-quality teaching and advice. Universities are the main employers of disciplinary specialists and in this respect they play an important societal function. Cross-disciplinary research is often needed to respond to developmental challenges, for example technology transfer not only needs technical specialists but also social scientists to research the conditions for uptake and the effects of technology integration. Academic advancement often occurs when disciplines are juxtapositioned, for example principles from ecology and evolution have been applied in economics and vice versa. The definitions used by the Panel in the evaluation are:

Disciplinary research refers to accepted academic disciplines, and these are organised in departments within a university. There is a classical division into social and natural or physical science, the so-called “two cultures”. The departments often reflect these traditional disciplinary boundaries, but some departments, such as Geography, have both social and natural scientists.

Cross-disciplinary research occurs when researchers from the disciplines work together on a single problem, but their contribution to the research relates specifically to their own disciplinary fields.

Interdisciplinary research brings together different disciplines in a single integrated approach. There are different levels of interdisciplinary research. For example, integrated research bringing together chemistry and physics may be regarded as interdisciplinary, though it can be argued that both disciplines use a common set of assumptions and so represent the parts of the same discipline. More commonly the term is applied when disciplines using different underpinning theory are brought together, for example interdisciplinary research between economics and biology has led to major research advances in both fields (for example economics influenced Darwin in developing the theory of evolution, and evolutionary economics is now an accepted part of the discipline of economics).

The issue of delimitation: definition of global and development-related research and selection of research units

Global and development-related research and education is a broad field of study at UiB, and the strategic priority area has not been delimited in terms of specific disciplines or organisational units. To delimit the units and activities to be included in the current evaluation, the central leadership at the university consulted the faculties. A letter was sent to all six faculties, inviting them to “define what thematic research areas and associated organisational units/centres/research groups/research milieus should be included in the evaluation”. The letter gave the following description of the strategic priority area:

Global and development-related research is research that is relevant for dealing with the great challenges of the 21st century, and particularly relevant for understanding the background, interlinkages and processes of change at global, regional and local level. This research includes studies of development as such and research for development. Global and development-related research takes place at all our Faculties, most departments and at several specialised Centres,

*often in cooperation with institutions outside of Norway. It includes both basic research and applied research, and is organised in research groups based in the relevant research units.*²²

A high number of research areas and units was reported back from the faculties and/or their respective departments/centres. The reporting was characterised by great variation, not least with regards to the nature and size of research units which ranged from departments/centres and research groups to projects and individual researchers. All in all the reporting covered units at 23 departments/centres and all six faculties.

These 23 departments/centres were asked to provide self-assessments of their global and development-related research and education activities. To make sure that the self-assessment template allowed for relevant reporting, the Evaluation Panel made an initial consultation with some of the departments. The feedback showed that the wide definition of the strategic priority area (presented above) made it difficult to delimit what research and education activities should be included. Thus, the Evaluation Panel asked UiB to provide an alternative definition that would give the evaluation units clearer guidance as to what activities to report on in the self-assessments. UiB presented the following definition, which was included in the self-assessment template and has formed the basis for the units' reporting:

The focus area embodies important global and local challenges for poor countries and the basic needs of humans, opportunities and processes for development related to these challenges, and human rights, resource issues and sustainable development.

A total of 20 units handed in self-assessment reports. Of the remaining three units, two were covered by the self-assessments of other units and one informed the Panel that it did not see it as relevant to be part of the evaluation.

Thus, the evaluation has covered 22 units, listed in table 1.2 below, and the delimitation rests on the departments' and research units' decisions to participate and their interpretations of what is included in the field of global and development-related studies.

²² Letter from the central leadership of UiB to the Faculties of Social Sciences; Mathematics and Natural Sciences; Medicine and Dentistry; Humanities; Law and Psychology, 30.05.2014

Table 1.2 Departments/centres included in the evaluation

Department/centre	Faculty
Centre for the Study of the Sciences and the Humanities	Humanities
Department of Archaeology, History, Cultural Studies and Religion	Humanities
Department of Foreign Languages	Humanities
-	Law
Department of Biology	Mathematics and Natural Sciences
Department of Chemistry	Mathematics and Natural Sciences
Department of Earth Science	Mathematics and Natural Sciences
Department of Physics and Technology	Mathematics and Natural Sciences
Centre for International Health, Department of Global Public Health and Primary Care	Medicine and Dentistry
Department of Clinical Dentistry	Medicine and Dentistry
Department of Clinical Medicine (K1)	Medicine and Dentistry
Department of Clinical Science (K2) ¹⁾	Medicine and Dentistry
Department of Education ²⁾	Psychology
Department of Health Promotion and Development	Psychology
Department of Administration and Organisation Theory	Social Sciences
Department of Comparative Politics	Social Sciences
Department of Economics	Social Sciences
Department of Geography	Social Sciences
Department of Information Science and Media Studies	Social Sciences
Department of Social Anthropology	Social Sciences
Department of Sociology	Social Sciences
UiB Global	-

Comments: ¹⁾ covered by the self-assessment of the Centre for International Health (CIH)

²⁾ covered by the self-assessment of the Department of Health Promotion and Development (HEMIL).

Data sources

The evaluation has been based on several different data sources, of which the main part is data provided by UiB centrally and self-assessment reports from the research units:

- documents and data on the strategic priority area, provided by UiB;
- self-assessment reports from the relevant research units;
- a bibliometric analysis from NIFU; and
- site visit and interviews at UiB.

UiB was asked to provide the Panel with relevant documentation of the strategic priority of global and development-related research and education, as well as information about education, research and cooperation within the field. The Panel received a significant amount of qualitative and quantitative data. Qualitative data included documents from meetings of the University Board; previous internal mappings and assessments of the strategic priority area; strategy documents; information about the strategic committee; information on educational programmes and research schools; lists of bilateral collaborative agreements; and information on international networks.

The quantitative data consisted of university budgetary figures; NUFU funding figures; and study programme statistics (students, graduates, credits, grades).

Self-assessment reports from the units have been a key source of information. Based on a self-assessment report template, the units have provided both quantitative and qualitative data reflecting the Terms of Reference for the evaluation (see Appendix 1 for the self-assessment report template). UiB Global appended several documents to their self-assessment, including reports/evaluations providing information about organisational issues and key activities within the strategic priority area.

The Evaluation Panel conducted a three-day site visit at the University of Bergen in October 2014. During the site visit, the Panel interviewed representatives of both the Central and Faculty leadership, as well as the departments/centres that are included in the evaluation (see Appendix 2 for the interview plan).

Data limitations

The broad definition of global and development-related research at UiB, and the broad, bottom-up delimitation of the field for the purpose of this evaluation has, together with varying quality in the material the Evaluation Panel has received from the University, put some restrictions on the depth and detail of the current report.

UiB lacks a general overview of the scope and development of the activities within the strategic priority area, and the Panel has not been able to acquire encompassing figures on personnel, funding, students, etc. The bottom-up delimitation of global and development-related research and education has furthermore posed challenges in terms of supplementing the data from UiB with other data sources, such as national statistics on research and education, and bibliometric databases.

The self-assessment reports submitted by the individual departments/centres were of a somewhat uneven quality, and there is a possibility of double counting in the reports. The Evaluation Panel acknowledges that the timing of the reporting was not ideal, and the interviews helped fill out the information that was missing in the reports.

Finally, the Evaluation Panel would like to underline the broad scope of the task, which precluded detailed scientific assessments of the individual research units beyond a recognition of overall quality.

2 Research units, thematic areas and resources

2.1 Research units and thematic areas

Global and development-related research is covered by a large number of departments/centres and research groups across the University. It is not easy to make direct comparisons between the different areas of research in terms of publication outputs, levels of funding or impact, as there are different publishing traditions and sources of funding available. This diversity is also reflected in the research topics. Some research can be regarded as transfer of technical knowledge to developing countries, whereas other research can only be undertaken in a global or developing country context. The volume and range of research prevents us from dividing the research into these different categories. This section briefly reviews the main areas of research covered by the departments/centres arranged by faculty. Global and development-related research at UiB has a long tradition and is represented throughout the University, not only in fields with concentrations of researchers such as health, social anthropology and biology, but also in disciplines such as law and sociology, where the smaller number of researchers are able to collaborate effectively with the larger groups. Cross disciplinary units, such as UiB Global, have played an important role in providing logistical and infrastructural support to enable individual researchers to participate effectively in the strategic priority area.

Humanities

The Faculty of Humanities includes two Departments and a Centre. These are the Department of Archaeology, History, Cultural Studies and Religion (AKHR); the Department of Foreign Languages; and the Centre for the Study of the Sciences and the Humanities. AKHR hosts the Centre for Middle Eastern and Islamic Studies (SMI, previously located under the Faculty of Social Sciences), which acts as a network and intellectual grouping for 25-30 staff across disciplines. SMI does not have independent teaching or external funding, nor does it receive central funding but is identifiable and visible internally and externally, has a library housed with CMI and a part-time secretary and a director. In its written submission, the department states that the SMI provides a focus for researchers on the Middle East and Islamic world in the social science and humanities faculties. Besides SMI, AKHR also has a research group on “Transnational history and encounters” and identifies six research themes for its current work:

- Middle Eastern and Islamic studies;
- Global trading networks and their effects;
- The development of transnational networks in the ancient Near East;
- Sudanese studies;

- Trade, migration and cultural change in the Indian Ocean;
- Religious studies in developing world.

The Department of Foreign Languages has a Caribbean research group and two research projects on the linguistic expression of poverty and equity and the implications of this for policy making. The POLAME project is funded by the Research Council of Norway's Latin America Programme. It is part of the CROP programme that promotes social science research that theorises and provides understanding of poverty in a global context (cf. Section 5.3). The department interviewees spoke about the importance and centrality of area studies that incorporate linguistics, history, culture, literature and language and how degree awards from the department in for example, Spanish may actually be primarily historical or cultural inquiries.

Examples of global and development-related research at UiB, case 1:

Linguistics and Climate Change

The Department of Foreign Languages has been working on multidisciplinary perspectives on climate change. In the period 2009-2012 this group collaborated with researchers at CMI and in South-Africa on the interdisciplinary project "Climate Change Discourse, Rights, and the Poor: Scientific Knowledge, International Political Discourse, and Local Voices" (financed by NORGLOBAL; the Research Council of Norway). One of these linguists, Kjersti Fløttum, developed ideas from this project into a new interdisciplinary project, LINGCLIM – "Linguistic representations of climate change discourse and their individual and collective interpretations", financed by the SAMKUL-programme, the Research Council of Norway, 2013-2016. Researchers from four faculties at UiB are involved, in addition to researchers from the Norwegian School of Economics, Uni Research, NTNU (Trondheim) and guest researchers from France, UK and USA. The research engages with the following disciplines: linguistics, psychology, political science, climate/earth science and computational science. The general research question focuses on the role of language and communication in the climate change debate at both national and international level.

The Centre for the Study of the Sciences and the Humanities was founded 25 years ago and has survived as a centre hosted by the Faculty, but accountable to the University Board, with 7 staff and 8 doctoral and postdoc students. Its director described it as a "service institution". It generates significant funding and has three current thematic areas:

- Aquaculture and ethics: it is part of EU research on sustainable trade in ethical aquaculture (SEAT) between Asia and Europe. The Centre's work is on developing transparent sustainability measures for food production systems;
- Climate change/adaptation: the TRACKS project (Transforming climate knowledge with and for society) works in Bangladesh to understand how communities vulnerable to climate change can communicate use their own knowledge and that of climate science;
- GM products (animals): this is an EU project (the Public perception of genetically modified animals - Science, utility and society PEAGUSUS project) that examines the development, implementation and commercialisation of genetically modified (GM) animals and derivative foods and pharmaceutical products.

Law

Thematic areas relevant to global and development-related research in the Faculty of Law include Migration to Norway: Flows and regulations; Protection of civilian refugee camp environment; Legal frameworks for conservation of biodiversity and ecosystems services in the Himalaya (including a PhD student); and Law of international watercourses. There is also an interest in oil exploitation in developing countries. There are relatively few staff in the faculty working on global and development topics, and much of the work is done in collaboration with other departments.

Mathematics and Natural Sciences

The Department of Physics and Technology conducts development research in the form of technology transfer principally in the field of optics and remote sensing. The Department of Earth Science has themes around seismology, risk analysis and tsunami in a number of developing areas in Africa and Asia. The main themes of the Department of Chemistry are all related to natural product chemistry.

The Department of Biology has more extensive global and development-related research. At present, research at the department has been divided into seven areas including Biotechnology and microbial diversity; Environmental ecology and management; Fisheries ecology and management; Terrestrial ecology and aquatic (or fresh water) ecology; Aquaculture and fish health; Marine biodiversity; and Coastal zone management. Eleven of the thirteen groups under the department have been involved in global and development-related research activities during the evaluation period. The department is a result of the merger of several departments and centres including the Centre for Environment and Resource Management, which maintained a dedicated focus on development-related research and training across several departments at UiB, effectively functioning as a hub for such activities.

Networks and expertise have, to some extent, been maintained after the merger, but now the focus is upon activities within the department and much less on cross departmental and cross faculty activities. A development-related research strength is the research on ecology, biology and management of natural resources as it relates to poverty, health, food, water, democracy, environment and climate. Projects related to development research and training are often undertaken in consortia with a group of international partners, or centred on bilateral partnerships between UiB and a partner institution in the global south. The geographical focus of research has included Angola, Armenia, Bangladesh, Ethiopia, Egypt, Gambia, India, Ghana, Namibia, Nepal, South Africa, Sri Lanka, Tajikistan, Tanzania, Tibet, Uganda, Uzbekistan and Vietnam, with funding from several government schemes in Norway and some international funding programmes.

Medicine and Dentistry

Topics of global and development-related research in the Department of Clinical Medicine include oral cancer, histopathological diagnosis, diagnosis of tuberculosis lymphadenitis and orthopaedic trauma. Activities are mainly in Uganda, Sudan, Tanzania and Kenya. Research remains relatively focused within the area of clinical specialisation, with limited cross-disciplinarity. There is a range of funding sources, though grants are primarily from national funding schemes, including the western Norwegian regional health trust, Norad and NUFU. A considerable number of scientists and PhD fellows are dedicated to international health activities, and there is some collaborative work with other departments/centres within the faculty, including the Centre for International Health.

CIH at the Department of Global Public Health and Primary Care is dedicated to, and covers, many of the key topic areas of relevance to international health in low and middle income countries (LMIC), including the major disease and programing areas such as child health, HIV, malaria, nutrition, immunisation, reproductive health etc. The centre has a great diversity of partners especially in sub-Saharan Africa, but also Asia. In 2013, CIH was awarded a Centre of Excellence, the Centre for Intervention Science in Maternal and Child Health, which focuses on intervention science in collaboration with research institutions in Ethiopia, India, Nepal, South Africa, Uganda and Zambia. The centres and department combined comprise significant strengths of staff fully dedicated to international health (focusing upon health in LMIC). There is some funding to CIH from UiB through salary support to positions, administration etc. but after the Centre became part of the Department of Global Public Health and Primary Care in 2010 (cf. section 1.2), the funds from UiB became less directly linked with international health activities. It is difficult to assess how overall funding allocations have been affected, though less of the overhead generated by CIH is maintained within CIH. The Centre attracts major grants from funding schemes in Norway and is also an active partner in international research consortia as well as educational networks. Funding for research is often

combined with capacity development activities. CIH started in 1988 and was established as an interdisciplinary interfaculty centre; open for different topics within international health. CIH has had a clear strategy over the years to focus upon mother and child health and intervention studies. This strong focus has led to the establishment of a Centre of Excellence. CIH now has 12 professors: 1 dentist, 7 medical doctors, 1 health economist, 1 global nutritionist, and 2 anthropologists. The largest research group within CIH is within Ethics, Economy and Culture. The Centre has also had studies within occupational health in LMIC focusing upon respiratory health in dusty industries for 15 years, including two large NUFU projects. This research topic was strengthened by adding a professor in pulmonary medicine in 2013 to CIH enhancing an active focus on non-communicable diseases.

The Department of Clinical Dentistry has a limited number of scientific staff members involved with international health and development-related projects, and their engagement is primarily through supervision of MSc and PhD thesis projects. Areas of study have included, in relation to oral health, dental fluorosis and fluoride concentrations in drinking water and in the air; oral health promotion; dietary intake, socio-economic status, behaviour and oral health; and oral health status and Type 2 diabetes mellitus. Supervised work has centred on Uganda and Tanzania. The department also collaborates with CIH.

Psychology

Global and development related research at the Faculty of Psychology is mainly carried out at the Department of Health Promotion and Development, which also houses staff teaching on the Master's Programme in Gender and Development. One current staff member was previously employed at the Centre for Women's and Gender Research. Transfer of the Gender and Development Master's Programme to the Faculty of Psychology occurred in 2005, so for almost all of the period under scrutiny it has been at the Faculty of Psychology. Between 2005 and 2007/8 it was a separate section under the larger Department of Education and Health Promotion. Between 2007/8 and 2010, Gender and Development existed as a separate unit in terms of the teaching activities. Throughout the period GAD staff have been part of the Research group MC-venues. The Department of Health Promotion and Development was established in 2010 and offers educational programmes and research projects. It was previously a centre, known as the HEMIL centre established in 1988, with funding from the Norwegian Health Association (cf. section 1.2). The staff members involved in global and development related research at this Department, and the faculty at large, are by and large, gathered under the umbrella of the research group "Multicultural venues in health, gender and social justice". A few scholars from the Department of Education and the Department of Social Psychology are/have been affiliated to this research group. Inclusion of "Development" in the name of the Department of Health Promotion and Development is intended to indicate a view on global and development-related research that encompasses a "global perspective" on equality and equity, not specifically countries in the South. Most of the work has been centred on Africa but research has been/is also conducted in Latin America, Eastern Europe and Kurdistan.

There are seven main thematic areas within the research group that define existing work but which may not continue beyond the life of current projects:

- Perspectives on global and local responses to HIV/AIDS;
- Theory and method development;
- Social determinants of health in poor communities;
- Politics of development, gender and life worlds;
- Gender, generation and care;
- Policies to reduce health inequities; and a further theme that concluded in 2009, Political violence and participation.

The Department of Education is relatively recently established and groups its research into a theme of "Knowledge, Education and Democracy". Its focus is on the influence of global travel and migration on the education sector in Norway and Europe and so was not included in the report.

Social Sciences

The departments of Social Anthropology and Sociology conduct global and development-related research on migration, development issues, social movements, poverty and conditions of equality, cultural identity and tradition cultural transformations with respect to religion, ethnicity and class relations.

The Department of Sociology has Migration, environment and development as the thematic research area in global and development-related research. The major research project is entitled “Everyday state-society relations and social movements in Adivasi Communities, Western Madhya Pradesh, India”, funded as a postdoctoral project by the Research Council of Norway, 2009-2013.

The Department of Comparative Politics has a broad range of relevant topics and projects in the strategic priority area. The theme Democratisation, political institutions, political parties, elections, democracy promotion has had four major research projects in the period of evaluation: 1) Democratic consolidation in Malawi (NUFU, 2007-2011); 2) NOMAPRO (2007-2013, development of Masters at Chancellor College, Malawi); 3) Elections in Hybrid regimes (the Meltzer Research Fund); and 4) an internationalisation grant from the Bergen Research Foundation. In the theme Law and social transformation there have been two major research projects: 1) India's federal system (RCN, 2012-2015); and 2) PluriCourts (a Centre of Excellence hosted by the University of Oslo (UiO), RCN, 2013-), while in the theme Global welfare policies there have been three major projects: 1) Towards a new Chinese Welfare State: Chinese perceptions and distributive justice (2013-2017); 2) Sino-Nordic Welfare research Network (SNoW) (2011-2015); and 3) Norway-South Africa: Developing normative framework for effective and efficient social security provisioning: An institutional perspective (2001-2005). Relevant projects within other themes are: 1) Multicultural or indigenous representation (postdoc, RCN); and 2) Climate crossroads (with the Department of Media Science and Communications, RCN). In reflection the department notes that it is hard to categorise its global and development-related themes as a separate field. Such reflection is indeed important considering the critical need to view the global impact or challenges on development everywhere as indicated in the broad thematic areas and research projects in different continents. The department has been successful in attracting funding.

In the Department of Administration and Organisation Theory, governance and policy studies is a major focus. Relevant topics include administrative reforms and cultures in developing countries, the role of professions in institution building, land politics, health and education systems, climate policies and security issues. Staff members have also been active in establishing SANORD, which is a partnership of higher education institutions from all the Nordic countries and southern Africa, currently covering 42 institutions. Some major projects include: 1) Governance matters: assessing, diagnosing and addressing challenges of governance in Nepal (2007-2011); 2) Master's programme in Public Policy and Governance (MPPG) (2008-2012); 3) Policy and Governance studies in South Asia: Regional Master's and PhD programmes (2013-2018); and 4) Transition to sustainable energy systems in emerging economies: A South-African focused comparative project (2014-2017).

The Department of Geography has ten major relevant research topics: 1) Land use, biodiversity, food security and climate change in the Himalaya; 2) Gender and work in developing economies; 3) Small-scale fisheries, poverty alleviation and rural development in Africa; 4) Globalisation and local development processes; 5) Foreign direct investment in Latin America; 6) Social movements in Latin America; 7) Salmon industry and community development in Chile; 8) Environmental change and food security in Africa and Asia; 9) Systems dynamics; and 10) The history of water. There have been over twenty major research projects under these thematic areas in the period of evaluation.

Relevant topics in the Department of Economics include Global health; Foreign aid; Poverty; Sovereign debt; Foreign direct investment; and the International Monetary Fund. Two major research projects, carried out within the themes of Global Health and Sovereign debt respectively, are MAP:

Health Worker Motivation, Availability, and Performance (RCN, 2005-2013) and Responsibility for Foreign Debt: Theory and Empirical investigations (RCN, 2006-2008).

The Department of Information Science and Media Studies conducts global and development-related research within one thematic area, namely Mobile technology for health and demographic data collection in developing countries. Two major research projects in the period 2004-2013 are Open mobile electronic vaccine trials (OMEVAC) and Open-source software for data collection (OpenXdata). The department collaborates with partners in Ethiopia, India, Pakistan, South Africa and Uganda.

All the thematic areas and specific research projects in the social science departments are clear evidence of the broad and innovative work undertaken in the Faculty of social sciences in global and development-related studies.

Examples of global and development-related research at UiB, case 2:

Egalitarianism: Forms, Processes, Comparisons (ERC Advanced Grant)

ERC Advanced Grants allow exceptional established research leaders of any nationality and any age to pursue ground-breaking, high-risk projects that open new directions in their respective research fields or other domains. The project “Egalitarianism: Forms, Processes, Comparisons”, funded through an ERC Advanced Grant, contributes in fundamental ways to new understandings of global inequalities. It paves the way for a critical assessment of what “development” is and how it can be understood. The project (2014-2019) critically investigates not only the multiple aspects of empirical instances of equality and inequality but also the historical and contemporary points of departure for such approaches. Led by Prof. Bruce Kapferer, Department of Social Anthropology the research probes the foundations of thinking about societal development and dimensions of hierarchy and egalitarianism shaping such trajectories – in the global North as well as the global South.

UiB Global

The self-assessment stated that the “objective of UiB Global (formerly the Centre for Development Studies, Unifob Global) has been to undertake research, publication and dissemination with respect to challenges preventing a decent human life of people in the South”. The history of UiB Global and its former incarnations is complex, and is covered in Section 1.2. Its current form dates from 2010. The activities of this interdisciplinary unit are aimed at enhancing global and development-related research. In the self-assessment report UiB Global lists the following topic areas, supported by an impressive selection of publications: Biodiversity, Culture and global development, Cultural heritage and identity, Gender and care, Global health, Human rights and law, Latin America, Migration, Poverty, Religion, the Middle East, Water, and Critical development research. Since being reorganised in 2010 (see section 1.2) there has been a dramatic reduction in the numbers of academics/researchers at the unit, with most research now being undertaken by affiliated researchers in departments.

The unit has administered the projects at the University of Bergen funded by the Norwegian Programme for Development, Research and Education (NUFU, 1991-2012), and UiB had the largest portfolio of NUFU projects of all academic institutions in Norway (cf. section 2.3). With respect to the new Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED), the University of Bergen still has the most significant portfolio, currently 13 different projects, but the majority of these are now administered by the cooperating institutions in the South. However, the unit still functions as a focal contact point for the cooperation between UiB and the partner institutions. UiB Global also submitted a separate evaluation document for the Comparative Research Programme on Poverty (CROP), which is a cooperation between the International Social Science Council (ISSC) and the University of Bergen. CROP was established with a secretariat in Bergen in 1993 to promote social science research leading to an understanding of poverty in a global context. In 2009 the ISSC signed an agreement with UiB incorporating CROP into

the university's academic and administrative environment. CROP is discussed further in sections 2.4 and 5.3.

2.2 Personnel

Table 2.1 below shows the development in academic personnel within global and development-related studies over the past ten year-period based on the units' own reporting. Of the 20 departments/centres the Evaluation Panel has received self-assessments from,²³ 15 have provided figures for the total number of staff involved in research and/or teaching in the field, and 14 figures for the number of staff involved in the field more than 50 per cent of their time. Hence, data are far from complete, but may still give an indication of the general development in UiB staff involved in global and development-related studies.

The overall figures indicate a notable increase in the number of staff members involved in the field. In 2004, the units report that they had 70 staff members involved in the field more than 50 per cent of their time, whereas in 2013 this figure had increased to 101 staff members. Also including staff members involved in global and development-related studies smaller parts of their time, UiB had 166 staff members in the field in 2013. Most of the increase came in the first years, from 2004 to 2008, whereas after 2008 there have been smaller fluctuations in the staff numbers (between 100 and 107 involved in the field more than 50 per cent of their time).

Most of the staff involved in the field are professors or PhD fellows. Measured in full time equivalents, there were 28 PhD fellows (FTEs) in the field in 2004, increased to 40 in 2013. The number of professors increased from 54 to 76 FTEs in this period. There was also a notable increase in postdoc fellows, from 8 in 2004 to 20 in 2013 (see table below).

Table 2.1 Academic personnel in global and development-related studies (research and/or teaching), 2004-2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Info ¹⁾
Total number of staff involved	100.5	110.5	131.5	144.5	156.5	161	161.5	157	167.5	166.5	16
Number of staff involved in the field more than 50% of their time	70	74	82	93	100	106	103.5	105	107.5	101.5	14
Full time equivalents (FTEs) in the field:											
Professors (<i>professor/førsteamanuensis/andre førstestillinger</i>)	54.3	57.8	64.8	64.8	67.3	69.35	71.95	72.7	73	75.5	16
Other permanent academic staff	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	4
Postdoc fellows	8	7	9.1	6.8	8.3	8.3	11.1	12.1	20.25	20.05	12
PhD fellows ²⁾	28	31	32.3	43.7	42.1	44.7	39.6	43.5	50	40.3	14

Source: Self-assessment reports

¹⁾ Number of units which provided information.

²⁾ The table includes the positions specified in the self-assessments. This may to varying degree include externally funded PhD fellows. E.g. CIH only included PhD fellows funded by UiB, and added a note that if including all PhD students regardless of funding, the figure would be much higher (48 vs 3 at CIH in 2013).

From the reported figures, four units stand out as the largest environments in terms of staff members in global and development-related studies (see Appendix 3 for a full overview of reported staff by units and years):

- Centre for International Health (with 31 involved staff members and 18 involved more than 50 per cent in 2013);
- Department of Health Promotion and Development (23 involved staff members and 14 involved more than 50 per cent in 2013);
- Department of Social Anthropology (21 involved staff members and 12 involved more than 50 per cent in 2013);
- Department of Archaeology, History, Cultural Studies and Religion (20 involved staff members and 17 involved more than 50 per cent in 2013).

²³ The 20 self-assessments cover 22 units, cf. section 1.3.

Moreover, the departments of Clinical Medicine (K1), Comparative Politics and Geography²⁴ all had more than 10 staff members involved more than 50 per cent of their time in the field in 2013. The other units which have reported number of staff members, appear to be smaller environments for global and development-related studies, with 5 people or fewer who were involved more than 50 percent of their time in the field in 2013. The largest of these was the Department of Biology, with 12 staff members involved some of their time and five staff members involved more than 50 per cent of their time (see tables in Appendix 3).

UiB Global has had a larger group of staff only in the middle of the period. The staff increased from 6 in 2004 to 23 in 2007 and dropped from 17 in 2010 to 6 in 2011. However, in terms of FTE professors and PhD and postdoc fellows, the UiB Global figures have been more stable – with around 2 professors and 1-5 PhDs or postdocs throughout the period.

2.3 Funding

UiB and the Norwegian university funding system

Direct government funding plays a major role in the Norwegian higher education sector, and accounted for 76 per cent of total funding at the University of Bergen in 2013.²⁵

UiB receives annual direct funding from the Ministry of Education and Research, consisting of two parts: a basic grant, which accounts for approximately 70 per cent of their direct funding from the Ministry, and a grant based on achieved results. The result-based grant is determined by a set of indicators related to education (student completion and mobility) and research (scientific publications, Research Council and EU funding, and PhD graduates). Funding based on the research-related indicators accounts for a relatively small part of the direct funding (9% in 2014), whereas student completion is a more important determinant of funding levels at the University (21% of UiB's direct funding for 2014).

It should be noted that teaching and PhD supervision in the South is not covered by the indicators determining the result-based grant, and that a large part of UiB's portfolio of activities in the South thus is not rewarded in the Norwegian university funding system. This is a disincentive for focus on the strategic priority area unless other external funds are generated by research activities in the South.

Like most of the Norwegian universities, UiB has introduced a local variant of the government funding model. This means that the internal allocation of funding at the institutions is partly based on the results of the individual faculties and their departments.

Funding for global and development-related research at UiB

Due to data limitations, it is not possible to calculate overall funding figures for global and development-related research at UiB. In the self-assessments, the units were asked to report their annual funding of research activities in the period 2004-2013. Only 8 of the 20 departments/centres provided figures for total funding, and many of these commented that it was challenging to generate the data and that figures were approximate. Six units provided no funding figures, whereas the remaining provided partial data. Concerning the institutional core funding spent on global and development-related research, several units commented that this would correspond with the number of academic staff involved the field (i.e. correspond with salary expenses/permanent staff), and they either entered number of staff members in the funding table or left it empty. In sum, overall data on

²⁴ This Department did not report their total number of staff members involved more than 50 per cent of their time, but reported 14 staff involved and in total 14 FTEs, and are therefore included here.

²⁵ *Facts & Figures 2013. University of Bergen*

funding for global and development-related research at UiB are not available, and the best indicator we have for the scope of the activity is the staff overview given in the previous section.

It is worth noticing that only two units, the Department of Health Promotion and Development (HEMIL) and the Department of Clinical Medicine (K1), provide figures for funding received from UiB's strategic priority of global and development-related research. HEMIL received 300,000 Norwegian kroner (NOK) in 2008, and K1 100,000 NOK both in 2012 and 2013. K1 reports that their funding was seed money from UiB's Strategic Programme for International Research and Education (SPIRE). It is, however, clear from the qualitative reporting in the self-assessments that other units have received strategic funding as well, mainly in the form of academic positions.

Central external funding sources for global and development-related research at UiB in the period of evaluation include the Research Council of Norway (RCN); the Norwegian Programme for Development, Research and Education (NUFU) funded by the Norwegian Agency for Development Cooperation (Norad); other Norad programmes; and initiatives of the Norwegian Ministry of Foreign Affairs (aid schemes and stipends).

In their self-assessments, 15 units reported that they had received some funding for global and development-related research from RCN the last ten years. For 11 of these, RCN was the largest external funding source for research in the field. We lack recent figures for overall RCN funding for global and development-related research at UiB, but the annual average was approximately 27 MNOK in the beginning of the evaluation period (2005-2007). This accounted for approximately 6 per cent of total RCN funding at UiB. In comparison, the other strategic priority area, marine research, accounted for close to 40 per cent of total RCN funding in the period.²⁶

Thirteen units reported in their self-assessments that they had received funding from other public Norwegian sources, such as the Ministry of Foreign Affairs and Norad. Generally, the NUFU programme has been an important funding source at UiB. The programme, which ended recently, supported partnership-based academic cooperation between Norway and developing countries with a focus on research, education, capacity building and institutional development. NUFU has been replaced by a new Norad initiative, the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED).

Ever since NUFU started up in 1991, UiB has been the institution receiving most funding from the programme.²⁷ In the final programme period, 2007-2012, the University had a total of 33 projects with an overall budget of more than 104 MNOK, cf. the full list of projects included in Appendix 3. The total budget frame for the programme in this period was around 400 MNOK.²⁸ It should be noted, however, that the 33 projects at UiB were not fully-funded by NUFU. The Centre for International Health was the unit with the largest NUFU-project budget in the period (c. 33.8 MNOK), followed by the Department of Biology (c. 24.4 MNOK) and Unifob Global/UiB Global (c. 20.5 MNOK).

Private domestic sources (industry or NGOs) and funding from abroad appear to be of less importance for funding of global and development-related research at UiB. In their self-assessments, eight units reported some funding from abroad the last ten years, and three²⁹ units reported some private funding. For both sources the amounts received are relatively small.

We lack current figures for EU funding of global and development-related research at UiB, but the relatively small amounts of funding from foreign sources reported in the self-assessments indicate that the levels are quite low. Available data for UiB's participation in the EU 6th framework programme

²⁶ «Strategiske forskningsatsinger – status og utviklingstrekk: marin forskning og utviklingsrelatert forskning»

²⁷ «Strategiske forskningsatsinger – status og utviklingstrekk: marin forskning og utviklingsrelatert forskning»

²⁸ Web pages of the NUFU-programme, URL: [http://siu.no/eng/Front-Page/Programme-information/Development-cooperation/NUFU/\(view\)/3531](http://siu.no/eng/Front-Page/Programme-information/Development-cooperation/NUFU/(view)/3531)

²⁹ These were the Centre for International Health, the Department of Health Promotion and Development, and the Department of Earth Science.

(2002-2006) shows that funding for global and development-related research amounted to 7.2 MNOK, or 6 per cent of total UiB funding.³⁰

Both the Research Council and EU funding is rewarded in the Norwegian model for result-based university funding, and the Ministry of Education and Research has a strong focus on mobilising Norwegian research institutions to take part in Horizon 2020. The ambition is to attract two per cent of total competitive funding, which will require a significant increase in Norwegian participation – of as much as 60 per cent – compared with FP7.³¹

2.4 Administrative resources and support functions

The main responsibility for providing administrative resources and support functions for global and development-related research and education at UiB is placed at the level of the individual faculties and departments. They give general support, however, and do not necessarily have specialised administrative competence within development-related studies.

At the central level, the Division of Research Management in the same way offers general support for project development and internationalisation of research. The Division is responsible for facilitating participation in international programmes and networks, and for managing relationships with UiB's international collaborative partners. The Division of Student Affairs is responsible for administering international student mobility, including UiB's participation in the Quota Scheme which supports students from developing countries in the South and selected other countries who want to study for a degree in Norway. The Division has also administered UiB's participation in Norad's Programme for Master's Studies (NOMA), a programme aimed at promoting development in the South based on the establishment of Master's Programmes. NOMA will be ended as a separate programme after 2014, and integrated into the new NORHED programme (cf. section 2.3).

The Division of Research Management has served as secretariat to the Strategic Committee for Development-related Research.

UiB Global is, as described in Section 1.1, a cross-faculty unit responsible for facilitating multi- and trans-disciplinary cooperation within the strategic priority area global and development-related studies. It supports activities across departments and faculties involved in the field at UiB, and offers, among other things, office space for guest researchers, seminar room facilities, etc. The unit moreover runs the Bergen Resource Centre for International Development in collaboration with the Chr. Michelsen Institute. It also runs several research programmes and research related activities, and there are dedicated administrative positions linked to the Comparative Research Programme on Poverty (CROP), the Nile Basin Research Programme (NBRP) and Bergen Summer Research School (BSRS).

While UiB Global was established in 2010 as a replacement for Unifob Global, it has not had the same role as its predecessor. A key function of Unifob Global was to be an administrative tool for externally funded research projects within global and development-related research at UiB, but when the unit was closed down, this function was decentralised and transferred to the university departments.

In the self-assessments, the units were asked to report on the adequacy of administrative resources and support functions available to them. The 11 units that report on this topic are overall satisfied with the general support provided by their department and/or faculty. Still, it is pointed out that the administration of research and education within global and development-related studies requires specialised skills and competence, related e.g. to participation in collaborative projects with institutions in the South and receiving visiting students and researchers from all over the world. Such specialised administrative competence is said to have existed at Unifob Global and its predecessor, the Centre for

³⁰ «Strategiske forsknings-satsinger – status og utviklingstrekk: marin forskning og utviklingsrelatert forskning»

³¹ *Strategi for forsknings- og innovasjonssamarbeidet med EU. Horisont 2020 og ERA*

Development Studies, but to have “dissipated and disappeared” when the unit was closed down and the administrative functions decentralised to the department level.

3 Scientific production

3.1 Bibliometric analysis

A bibliometric analysis has been carried out as a background study for the evaluation. The main purpose of the study has been to provide a macro view on the development of global and development-related research at UiB. Main issues analysed include: publication output, discipline profile, institutional contribution, citation rates, and international collaboration. In this chapter, we provide a summary of the full analysis that can be found in Appendix 4.

The study is based on two main data sources, the publicly accessible database CRISTin and the Web of Science by Thomson Reuters.

It should be noted that the bibliometric analysis is carried out as a separate study, independent of the other parts of the evaluation. This means that there are some differences in the way global and development-related research have been delimited. For example, the natural sciences have not been included in the bibliometric analysis (cf. text box below). Moreover, UiB Global is poorly covered by the analysis, due to missing data registered in CRISTin. These factors are important to take into consideration when interpreting the results. The bias in coverage is illustrative of the difficulty in assessing such a broad range of disciplines as it is not possible to make direct quantitative comparisons.

All publications were classified according to scientific areas, using the following broad categories: Medicine & health (covering research within human life sciences spanning from molecular biology to public health and psychology), social sciences and humanities.

Natural scientific global and development-related research

The bibliometric analysis is a separate survey, completely independent of the work done by the Panel. The publication analysis was conducted prior to work of the Panel and the delineation of the field was not discussed. In the bibliometric analysis, global and development-related research was interpreted as natural sciences would not fall into the definition underlying the evaluation. Therefore, the natural sciences were not included. Nevertheless, several departments at the Faculty of Mathematics and Natural Sciences have reported conducting global and development-related research.

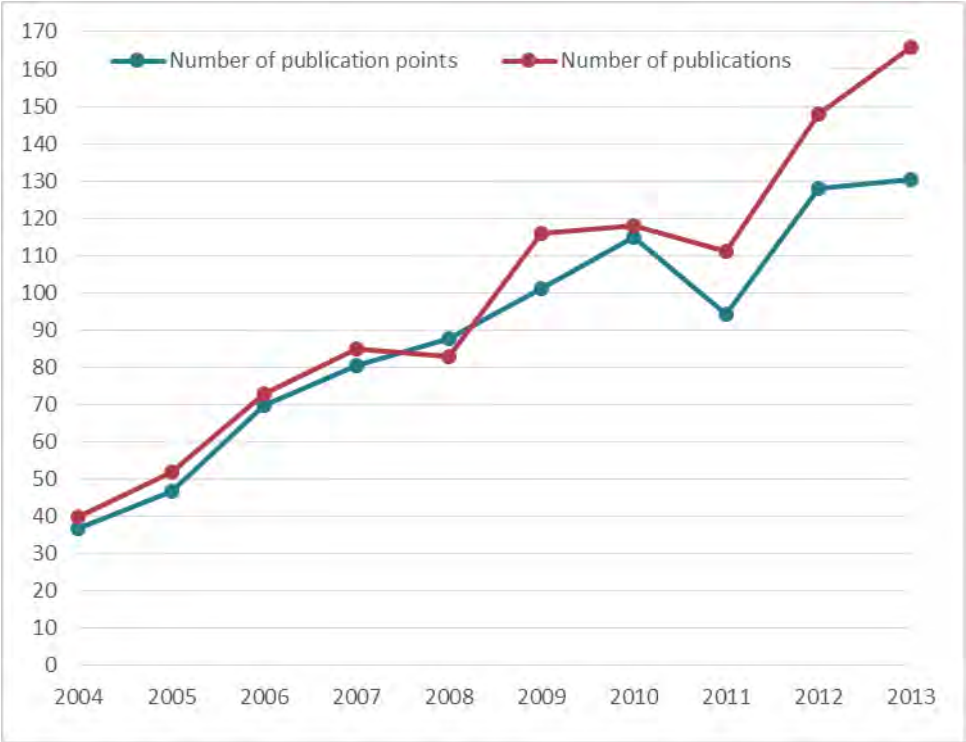
In order to assess the publication volume of the natural scientific research, which has not been included in the analysis, a minor additional survey was carried out. Based on the publication lists submitted for the evaluation, we identified central scientific and geographical terms and used these as terms in a literature search. This analysis identified approximately 210 articles published during the period 2004-2013. This means that the total publication output presented in the report would have increased by one fifth if the natural scientific research had been included. The Department of Biology accounts for the largest share of these publications, but we also find a considerable number of articles from the Department of Earth Science. There are several departments with a smaller number of articles, such as Geophysical Institute, Bjerknes Centre for Climate Research, Department of Chemistry and Department of Physics and Technology.

Results

The results shows that in total almost 1000 research publications within the field have been published by UiB employees during the 10 year period 2004-2013. The number has increased significantly, from less than 100 publications annually during the first years to approximately 170 publications in 2013, cf. *) Publications within the natural sciences have not been included in the study.

. In terms of publication points, the increase is also strong (lowest in 2004 with 37 points and highest in 2013 with 130 points).

Figure 3.1 Number of publications and publication points, global and development-related research, UiB, 2004-2013.

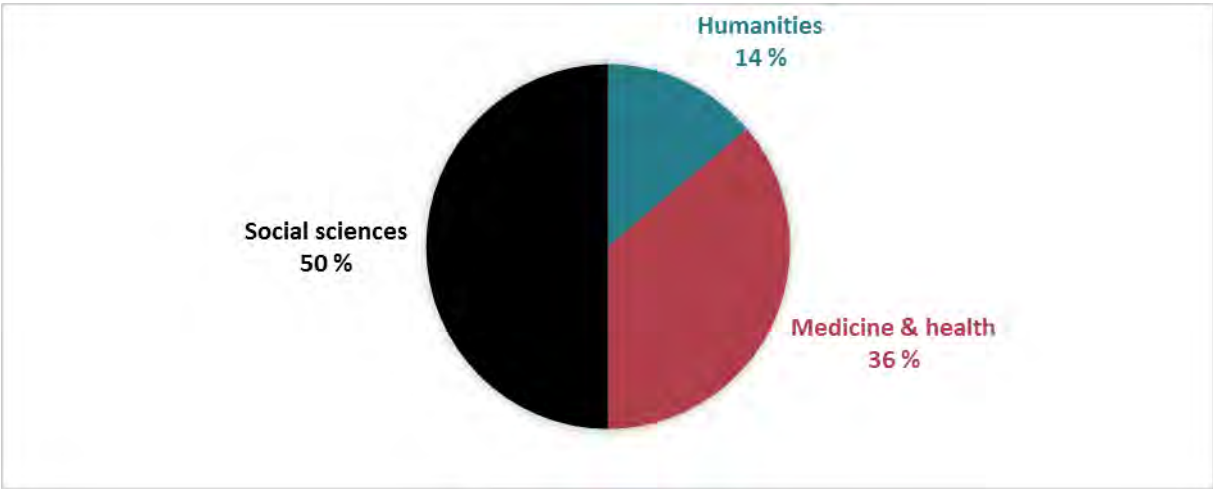


*) Publications within the natural sciences have not been included in the study.

Global and development-related research accounts for 6.4 per cent of UiB’s total publication output in 2013 (based on publication points). In other words, the analysis documents that UiB has a distinct profile towards global and development-related research. During the period 2004-2013 the annual proportion has increased significantly (from 2.5 % in 2004). This means that the relative growth in publication numbers in global and development-related research has been much stronger than in other areas.

The social sciences account for half of the global and development-related research output (Figure 3.2, total for 2004-13). Medicine and health has a proportion of 36 per cent while the figure is 14 per cent for the humanities.

Figure 3.2 The scientific profile of global and development-related research, proportion of publications* by discipline, total 2004-13.

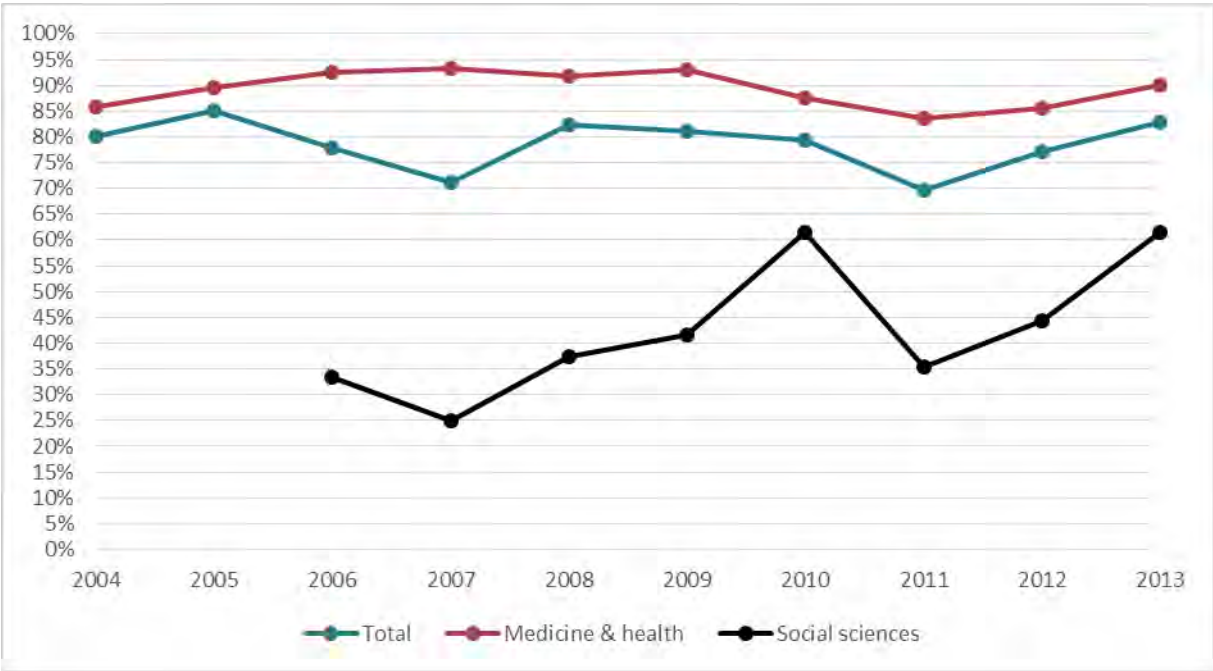


*) Based on publication points. Publications within the natural sciences have not been included in the study.

International cooperation

The collaboration profile of UiB’s global and development-related research has been studied based on data on international co-authorship (i.e. publications with author addresses both from UiB and other institutions). Of all the global and development-related research publications (2004-2013), 78 per cent had co-authors from other countries. Thus, the extent of international collaboration is wide, apparently involving the large majority of the global and development-related research. The proportion of international collaboration has varied from 70 per cent to 85 per cent during the 10-year period (Figure 3.3).

Figure 3.3 Proportion of articles with international collaboration,* global and development-related research, 2004-2013. Total, medicine & health and social sciences.



*) Only articles indexed in Web of Science are included in the calculations. Publications within the natural sciences have not been included in the study.

Table 3.1 shows the frequencies of co-authorship for the nations that comprise UiB's main collaboration partners from 2009 to 2013 in global and development-related research, medicine & health and social sciences, respectively. In medicine & health, almost one quarter of the publications had co-authors from Tanzania, followed by South Africa and Uganda with 14 and 12 per cent, respectively. These figures clearly illustrates that a significant part of the UiB-research is carried out in close collaboration with colleges from development countries. In the social sciences, the figures are significantly lower. With the exception of the USA, which is the largest collaborating country, there are only a few publications included from each country.

Table 3.1 Collaboration by country 2009–2013. Number and proportion of the article production with co-authors from the respective countries.* Global and development-related research, selected fields (medicine & health and social sciences*)

Medicine & health			Social sciences		
Country	No articles	Proportion	Country	No articles	Proportion
Tanzania	70	23%	USA	12	16%
South Africa	43	14%	South Africa	4	5%
Uganda	36	12%	Nepal	3	4%
USA	31	10%	Chile	3	4%
Ethiopia	28	9%	China	3	4%
UK	27	9%	UK	3	4%
Sweden	21	7%			
Denmark	18	6%			
Zambia	18	6%			
India	17	6%			
China	10	3%			
France	9	3%			
Kenya	9	3%			

*) Only articles indexed in Web of Science are included in the calculations. Publications within the natural sciences have not been included in the study.

**) Only countries with more than 8 and 2 collaborative articles, respectively, are shown in the table.

3.2 The quality and relevance of scientific production

Metrics for the quality of scientific production are not comparable across the wide range of research disciplines represented by the departments evaluated as different subjects have widely different publishing traditions in terms of numbers of co-authors, length, citation rates and so on. Development research also brings its own peculiarities, for example some of the groups working on medicine in developing countries preferred to publish their research in local journals, thereby making it locally accessible, rather than highly cited international journals. The departments evaluated are grouped together by faculties. In the self-assessment report, the evaluation units were asked to list 5-10 publications per major research topic/research group. Not all the departments included publication information in their reports, and so are not discussed in this section. There is no doubt that global and development-related research at UiB is of a high standard across the departments/centres and research groups evaluated as assessed by the number of publications in peer reviewed journals, international reputation, impact and uptake of the research, and co-authorship with partners in the south demonstrating the level of collaboration, capacity building and relevance to the prioritised area of research.

Humanities

The Department of Archaeology, History, Cultural Studies and Religion has about 20 per cent of staff (17-20) active in development-related research. The output from the department is impressive with staff authoring chapters in major encyclopaedic texts in Islamic studies, book chapters and articles. It

is clear that there is significant expertise. Other themes, such as Sudanese studies or global trading networks include one author.

Law

The Faculty of Law lists thematic areas and publications by the researcher responsible for the theme and it is not clear to what extent the work is jointly produced. Two of those listed are PhD students, and some publications are in Norwegian, perhaps because a good deal of their work focuses on global migration and inflow of migrants into Norway and EU countries and the laws on migration.

Mathematics and Natural Sciences

The Department of Physics and Technology has a high standard of publication output associated with its technology transfer and development work on optics in Tibet. The Department of Earth Science has a strong publication record related to the study of earthquakes and related hazards, including seismology and tsunami research. In the Department of Chemistry there are relatively few researchers in a large department involved in global and development-related research, but they have produced a substantial number of publications on the chemistry of natural products and the department has been evaluated by the EU in very positive terms. The Department of Biology has a high production of outputs ranging from technical publications, articles in specialised journals to highly ranked peer reviewed scientific journals. The publications include national articles in languages other than English but with English abstracts. Articles range from topics at the microbial level to large scale natural resource management frameworks. Moreover the department has published on methods development, proposed management concepts and conceptual and policy contributions on the management of natural resources.

Medicine and Dentistry

The departments specific to health, dentistry and medical sciences maintain a high proportion of overall output related to global and development-related research at UiB. It is likely to be higher than for most comparable sized universities in Europe. The number of publications produced has increased steadily over the ten-year period under review. The Department of Clinical Medicine has long term collaborations, especially with Sudan and Kenya, and has made important contributions to the understanding of the adverse oral cancer effects of khat and toombak that have formed the basis for interventional studies on oral cancer in these countries. Research has also documented good results and fewer infections after orthopedic trauma surgery in low resource settings than previously believed. Significant individual training activities, and a few at the institutional level, in the fields of immunohistochemistry, pathology diagnosis and training of surgeons, have been undertaken with partners in a number of countries including India, Kenya, Malawi, Sudan and Nepal. Contributions have also been made to development and teaching at MSc global health and MSc oral science programmes. The main channels of scientific publication are in good and well-established specialist peer reviewed journals.

The Centre for International Health and partners have conducted several large intervention trials, and have an impressive publication track record, including in high-impact journals. The research has made important contributions to international standard development, policies and programmes including in the fields of Neonatal and Childhood Illness and Mother and Child Health generally. There is consistent and high productivity of publications in good and well established specialised international peer reviewed journals related to e.g. breastfeeding, micro nutrition, HIV, malaria, occupational health and health services. There is a smaller focus on health problems emerging following epidemiological transition (e.g. diabetes, mental health) or related co-morbidity between infectious and non-infectious diseases. Significantly, the research corresponds with national priorities of southern LMIC partners. CIH has an impressive and long standing research and training partnership with a significant number of African partners leading to an impressive output in terms of individuals trained especially at the PhD level. The Department of Clinical Dentistry is not so strongly focused on development research (or

international health in this case). The publications seem rather driven by the interests of the supervised PhD or MSc students reflecting a diverse set of topics and the site-specific nature of the research, and have been published in relevant specialised peer reviewed journals. The addition of clinical dentistry is important in the fact that it broadens the research and training base at UiB in the field of international health.

Psychology

The Department of Health Promotion and Development is productive in the area of global and development-related research. Publication output is steady across all the active themes. Some themes are dependent on the work of PhD students (in Kurdistan) or individual professors (child malnutrition) rather than groups, and so these themes may not be sustainable in the long term. The definition of global and development related-research is clearly open to different interpretations. Although there is a range of publications from all staff, it is difficult to see a body of work under some of the themes that would provide an external reputation. This may be due to staff only including here work directly related to global and development-related research and the Panel was told that the selected publications may appear “random”. By contrast some of the publications included in the Policies to reduce health inequities theme do not focus on poor countries although it does focus on issues of welfare and thereby the “basic needs of humans, opportunities and processes for development” (cf. definition in section 1.3).

Conventionally, quality would be assessed through citation rates and international collaboration, an approach that is often criticised as it funnels research into narrow subject boundaries for publication in long-standing high-ranking journals. A strategic decision has been made to publish in African country-specific journals or open access. For example, the theme on HIV/AIDS primarily publishes in the African Journal of AIDS Research which has a low impact factor of 0.608 or BMC Public Health. The latter has a higher impact factor (of 2.32) but is open access and requires its authors to pay for publication (approx. 1675 Euros). Whilst the BMC journals are accepted as authoritative and reputable outlets and achievable outlets for research publications, this the payment requirements do have resource implications. Another outlet is the Scandinavian Journal of Public Health with an impact factor of 3.125 and ranked 10 out of 136 in the field of Public, Environmental & Occupational Health (Social Sciences Citation Index). None of this work is published in the higher impact international AIDS journals. As might be expected, work from the broad themes Social determinants of health in poor communities, Policies to reduce health inequities, and Gender, generation and care is published in a range of outlets, some of which have a high impact factor and some of which also use the BMC family of journals. A random selection of one paper from each theme with authorship by a professor found citations ranging from 1 to 27. Co-authorship is common and international collaboration with lower income countries is evident. One issue of note is that, contrary to other European and Australian universities whose publication output is monitored, there are no reviews published.

Social Sciences

The research quality and relevance of the work of the Department of Social Anthropology is very high by any international standards. The work on migration, on development issues, on social movements, on poverty and conditions of equality, on cultural identity and tradition in the contemporary world, are important contributions to research that is well regarded in the field. There is also much research dealing with cultural transformations in the contemporary world, with respect to religion, ethnicity and class relations. The department has also been successful in attracting research funding. There is a substantial knowledge resource base in the department and in its research networks.

The relevance and quality of scientific production is evidently clear also in the other five departments in the Faculty of Social Sciences. The Department of Sociology lists two monographs, five articles and three chapters clearly indicating their relevance to the priority area.

The Department of Comparative Politics has many publications in international peer reviewed journals as well as books on the various research themes with co-authorship with researchers from institutions in both the North and the South indicating a good deal of collaboration. Under the research theme Global welfare politics, there is an attempt to compare the experiences of welfare institutions in the Global North and South which may be necessary in not only mirroring and understanding global contexts, but indeed addressing the global challenges to welfare. In addition, a good number of books have been produced by all the research groups in the department. Besides these books, two text books - Politics in the Developing World, and Politics and Government in Malawi - have been produced in the period of evaluation. Relevance and quality is high, and efforts have been made to facilitate availability of research-based information in local libraries and integration of scholars, for example in the cases of Uganda, Zambia, and Malawi, into international political science networks.

The Department of Administration and Organization Theory has listed only books and book chapters, but co-authorship is evident in the material provided.

The Department of Geography has a very long list of co-authored publications mainly in international peer reviewed journals but also as book chapters in all the thematic areas. The relevance is high especially in raising awareness of the changing realities in climate, vegetation, ecology, mining and fishing. The coverage is extremely wide in terms of both geographical areas and disciplines represented, reflecting a vibrant and diverse culture of research within the department. Much of the work is strongly interdisciplinary in nature. Significant research areas that have produced a substantial quantity of high quality publications include: Land use, biodiversity, food security and climate change in the Himalayas; Gender and work in developing economies; Small-scale fisheries, poverty alleviation and rural development in Africa; Foreign direct investment in Latin America; Social Movements in Latin America; Salmon industry and community development in Chile; Environmental change and food security in Africa and Asia; System Dynamics; and History of water.

The research theme Global health at the Department of Economics has generated many publications in peer reviewed journals, while other thematic areas including Foreign aid, Poverty, Sovereign debt and the International Monetary Fund have listed two publications each, some of which are in manuscript form, working papers, or a book chapter. During the period of evaluation, the department has had a high level of publication activity within the priority area.

The Department of Information Science and Media Studies has listed four articles, three of which have been presented in international conferences, and a book on the research topic given in the self-assessment within the priority area. All the articles have a large number of co-authors.

UiB Global

The self-assessment report from UiB Global included an appended list of publications running to 101 pages. The enormous publication list reflects the unit's function, and former functions in previous configurations, as the central hub for interdisciplinary research on global and development-related research at the University of Bergen. The self-assessment report gives selected publications under the different research themes (see Section 2.1) and states that it was difficult to choose the most significant publications from the long list of published outputs, because of the overall high quality and relevance. The publications listed represent a wide variety of different types, with a high proportion of papers in well recognised peer reviewed international journals, in addition to other forms of scientific production including book chapters, monographs, conference proceedings and so on. Many of the publications given in the appended list are from the period of Unifob Global and thus not covered by CRIStin. Some of the publications will also be listed by the departments to which the researchers returned when Unifob Global was closed down.

4 Education at Master's and doctoral level

Global and development-related education at UiB includes training of students from developing countries as well as education in global and development-related issues. This chapter starts with a short introduction to the framework conditions for international students in Norway, followed by a presentation of the support schemes for the education of students from developing countries UiB makes use of (Section 4.1). It then provides an overview of Master's and doctoral level educational programmes and research schools in global and development-related studies at UiB (Sections 4.2 and 4.3), discusses the career trajectories of PhD candidates (Section 4.4), and assesses the quality and relevance of the education.

4.1 Education of students from developing countries

The Norwegian higher education system has so far been favourable to international students in the sense that there are no tuition fees for education in public universities and university colleges. This is true for both undergraduate studies, and education at Master's and doctoral level. However, reflecting developments in other Scandinavian countries, the current Government recently proposed to open up for the introduction of tuition fees for students outside the European Economic Area and Switzerland. The proposal was withdrawn as part of the budgetary negotiations between the Government and its supporting parties in the autumn of 2014, but it may still suggest future changes in Norwegian policy in this area.

Norway has several public development schemes supporting the education of students from the South, and UiB makes active use of these schemes to recruit students to Bergen as well as to contribute to education in developing countries. The University has over the years established several international study programmes with the explicit purpose of recruiting students with funding from Norwegian development schemes. Of the key support schemes presented below, the Norwegian Government's Quota Scheme provides funding for degree studies in Norway, whereas others are based on the so-called "sandwich-model" which means that students enrolled at an institution in the South come to Norway to study for a period before returning home to graduate.

The Quota Scheme provides financial support to students from developing countries in the South and selected countries in the East who want to study for a degree in Norway. The main objective is to contribute to competence building abroad, but the scheme is also intended to be used strategically by Norwegian higher education institutions to strengthen their international collaboration. Quota students are recruited through collaborative agreements between Norwegian institutions and institutions in the targeted countries, and UiB currently has agreements with a high number of institutions in Africa, Asia, South-America and Eastern Europe.

It can be mentioned that the Ministry of Education and Research commissioned an evaluation of the Quota Scheme in 2014. The evaluation report concluded that the scheme has limited effects on the internationalisation efforts of Norwegian higher education institutions, and that the institutions use the scheme only to a limited degree as an instrument to achieve their goals for international collaboration. The evaluation report was subject to public hearing in the autumn of 2014, and is currently under consideration by the Ministry. Any changes in the Quota Scheme as a result of the evaluation will be implemented in 2016.³²

Doctoral education has been a key component in the Norad-funded NUFU programme, which has supported education and research cooperation between higher education institutions in Norway and the South. UiB has had, as pointed out earlier, a large portfolio of NUFU projects in the period of evaluation, and many of the projects have allocated funds to PhD fellowships for candidates from the South. This has included fellowships for doctoral studies at UiB, as well as at institutions in the partner countries.

UiB has also participated in Norad's Programme for Master's Studies (NOMA) and the predecessor, the Norad Fellowship Programme. With the establishment of NOMA in 2007, the focus shifted from providing fellowships in Norway to students from developing countries, to contributing to the development and running of Master's programmes in the South.

NUFU and NOMA has recently been merged into the new Norad programme NORHED, that will continue the efforts to develop education and research capacity in the South by focusing on strengthening the higher education institutions.

4.2 Master's programmes

The documentation of the strategic priority area the Evaluation Panel received from UiB centrally included data on a total of eight Master's programmes within global and development-related studies. Five of the programmes belong to the Faculty of Social Sciences, and three to the Faculty of Medicine and Dentistry.

The programmes belonging to the Faculty of Social Sciences are:

- the Master's Programme in Public Administration, offered by the Department of Administration and Organization Theory;
- the Master's Programme in Development Geography, offered by the Department of Geography;
- the Master's Programme in System Dynamics, offered by the Department of Geography;
- the European Master's Programme in System Dynamics, offered by the Department of Geography; and
- the Master's Programme in Anthropology of Development, offered by the Department of Social Anthropology.

The four local Master's programmes have been offered annually, or biannually (Anthropology of Development), throughout the period 2004-2013. All programmes are taught in English and open to both international and Norwegian students. The majority of students are either students funded through the Quota Scheme (quota students) or international students with other funding.

The European Master's Programme in System Dynamics is a joint Master's delivered by UiB in cooperation with universities in Portugal, Italy and the Netherlands, with funding from the EU Erasmus Mundus programme.

The three programmes offered by the Faculty of Medicine and Dentistry are:

³² The web pages of the Ministry of Education and Research, URL: <http://www.regjeringen.no/nb/dep/kd/dok/hoeringer/hoeringsdok/2014/Horing---Evaluering-av-kvotordningen.html?id=765134>

- the Master's Programme in International Health;
- the Master's Programme in Oral Sciences; and
- the European Master of Science Programme in International Health.

The Master's Programme in International Health, established around 1992 and coordinated by the Centre for International Health, is explicitly aimed at contributing to competence building in low income countries. The Master's Programme in Oral Sciences includes an introduction to international health, and has a strong focus on oral health in low resource settings. Quota students are a key target group for both programmes, but other, self-financing students may also apply.

The European Master of Science Programme in International Health is offered through membership in the tropEd Network for Education in International Health.

From the self-assessments of the evaluation units, it is evident that global and development-related studies take place within a much broader range of Master's programmes at UiB. A large number of departments across most faculties provides information on Master's level education within the field. However, due to great variation in how the units report on their educational activities, it is difficult to give an exact overview of relevant Master's programmes. Table 4.1 below is based on the information in the self-assessments, but since the reporting of several units is open to interpretation, the table only gives an indication of the size and composition of UiB's portfolio of Master's programmes covering global and development-related studies.

Table 4.1 Master's programmes covering global and development-related studies at UiB

Programme	Department	Faculty
Master's Programme in History	Archaeology, History, Cultural Studies and Religion	Humanities
Master's Programme in the Study of Religion	Archaeology, History, Cultural Studies and Religion	Humanities
Interdisciplinary Study Programme Master of Water Studies ¹⁾	Biology	Mathematics and Natural Sciences
Master's Programme in Aquaculture Biology ²⁾	Biology	Mathematics and Natural Sciences
Master's Programme in Biology, specialisation in Biodiversity, Evolution and Ecology	Biology	Mathematics and Natural Sciences
Master's Programme in Fisheries Biology and Management ²⁾	Biology	Mathematics and Natural Sciences
Master's Programme in Advanced Spectroscopy in Chemistry	Chemistry	Mathematics and Natural Sciences
Joint Master's Programme in Advanced Spectroscopy in Chemistry (Erasmus Mundus)	Chemistry	
Master's Programme in Chemistry	Chemistry	Mathematics and Natural Sciences
Master's Programme in Nanoscience	Chemistry	Mathematics and Natural Sciences
Master's Programme in Quality in Analytical Laboratories	Chemistry	Mathematics and Natural Sciences
Master's Programme in Seismology	Earth Science	Mathematics and Natural Sciences
Master's Programme in Physics, specialisation in Optics	Physics and Technology	Mathematics and Natural Sciences
Master's Programme in International Health	-	Medicine and Dentistry
European Master of Science Programme in International Health	-	Medicine and Dentistry
Master's Programme in Oral Sciences	-	Medicine and Dentistry
Master's Programme in Gender and Development	Health Promotion and Development	Psychology
Master's Programme in Health Promotion	Health Promotion and Development	Psychology
Master's Programme in Public Administration	Administration and Organization Theory	Social Sciences
Master's Programme in Comparative Politics	Comparative Politics	Social Sciences
Master's Programme in Economics	Economics	Social Sciences
Master's Programme in Development Geography	Geography	Social Sciences
Master's Programme in Geography, specialisation in Development Geography	Geography	Social Sciences
Master's Programme in System Dynamics	Geography	Social Sciences
Joint European Master's Programme in System Dynamics (EMSD)	Geography	Social Sciences
Master's Programme in Social Anthropology	Social Anthropology	Social Sciences
Master's Programme in Sociology	Sociology	Social Sciences

Comment: ¹⁾ Discontinued in 2008.

²⁾ Discontinued as a separate Master's programme from the autumn of 2014, but continued as an area of specialisation within the Master's Programme in Biology.

Source: Self-assessment reports

The distributed nature of Master's level education within the strategic priority area means that it is difficult to collect quantitative data on developments in student numbers and completion. UiB has provided the Evaluation Panel with student, graduate and credit (ECTS) figures for the eight Master's programmes at the faculties of Social Sciences and Medicine and Dentistry described at the beginning of this section. The figures cover the period 2004-2013, and are included in Appendix 5. However, as table 4.1 clearly shows, these figures are not representative for the combined Master's level education within the strategic priority area. While the share of students within global and development-related studies is likely to vary between the programmes in the table, the programmes offered by the Department of Biology and the Department of Health Promotion and Development (HEMIL) clearly play a central role both in educating students in global and development-related topics and in training Master's students from the South. The two Master's programmes at HEMIL – in Health Promotion and in Gender and Development – are both international programmes targeting quota students, and the

latter has for several years been the international programme at UiB with the highest number of quota applicants.³³

Unfortunately, the information provided in the self-assessments does not allow for the compilation of overall student and graduate numbers. To indicate how the numbers of students and graduates have developed in the period of evaluation, the available figures for the eight Master's programmes at the Faculties of Social Sciences and Medicine and Dentistry are presented below. Yet, it needs to be stressed that these programmes only constitute part of UiB's combined Master's level education within the field, and there is furthermore reason to question the robustness of the figures.³⁴ What this suggests, is that a central task for the University should be to develop routines for the systematic collection of data on the educational activities that are taking place within the strategic priority area.

Table 4.2 Students, Master's programmes in global and development-related studies at the Faculties of Social Sciences and Medicine and Dentistry, 2004-2013

	Public Admin.	System Dynam.	System Dynam. (Eur.)	Anthr. of Dev.	Dev. Geogr.	Int. Health	Int. Health (Eur.)	Oral Sc.	Total
2004	37	24	0	11	0	23	0	0	95
2005	42	32	0	8	4	36	0	4	126
2006	26	26	0	19	6	36	6	11	130
2007	30	25	0	9	8	30	5	12	119
2008	24	35	0	19	10	24	0	7	119
2009	23	39	0	6	12	32	0	5	117
2010	21	39	24	21	12	30	0	10	157
2011	23	39	20	16	11	33	6	9	157
2012	17	32	20	21	12	25	2	9	138
2013	18	41	24	19	16	25	2	6	151
Total	261	332	88	149	91	294	21	73	1309

Source: UiB

The figures for the eight Master's programmes show that there has been an overall growth in annual student numbers in these programmes between 2004 and 2013, from 95 to 151.

System Dynamics has been the largest Master's programme with a total of 332 students over the period of evaluation, followed by International Health (294), Public Administration (261), and Anthropology of Development (149). The total number of students in the two European Masters, in Systems Dynamics and International Health, has been 88 and 21 respectively.

The largest programme, Systems Dynamics, has together with the Master's programme in Development Geography, experienced an increase in student numbers since 2004. For both programmes, the increase was strongest in the years up to 2009. For other programmes student numbers have either been relatively stable (International Health) or fluctuating (Anthropology of Development and Oral Sciences), or – in the case of Public Administration – decreased, from 37 in 2004 to 18 in 2013.

Table 4.3 shows the development in graduates within the eight Master's programmes at the faculties of Social Sciences and Medicine and Dentistry.

³³ Self-assessment report of the Department of Health Promotion and Development (HEMIL)

³⁴ The evaluation units were given the opportunity to check the factual information in the report, and the Department of Social Anthropology corrected the number of graduates from the Master's programme in Anthropology of Development in 2005 from 0 to 15.

Table 4.3 Graduates, Master’s programmes in global and development-related studies at the Faculties of Social Sciences and Medicine and Dentistry, 2004-2013

	Public Admin.	System Dynam.	System Dynam. (Eur)	Anthrop. of Dev.	Dev. Geogr.	Int. Health	Int. Health (Eur)	Oral Sc.	Total
2004	9	10	0	0	0	10	0	0	29
2005	12	2	0	0	0	8	0	0	22
2006	8	6	0	4	0	13	0	0	31
2007	8	8	0	6	2	14	0	1	39
2008	12	11	0	4	6	11	0	1	45
2009	10	4	0	4	2	8	4	0	32
2010	10	18	0	10	7	7	0	0	52
2011	10	15	0	0	5	8	1	1	40
2012	15	11	19	15	6	13	0	4	83
2013	6	7	22	0	5	7	2		49
Total	100	92	41	43	33	99	7	7	422

Source: UiB

The annual number of graduates has increased in the period of evaluation, from 29 in 2004 to 83 in 2012. The numbers have fluctuated, however, and from 2012 to 2013, there was a drop to 49. For the period as a whole, the Master’s programme in Public Administration had the largest number of graduates (100), followed by International Health (99) and System Dynamics (92).

The production of credits within the eight Master’s programmes at the faculties of Social Sciences and Medicine and Dentistry has increased from 4188 in 2004 to 6270 in 2013 (cf. table C3 in Appendix 5). This is an increase of 50 per cent over the period. Total student numbers have increased by around 59 per cent (from 95 to 151). The Evaluation Panel has not received data on study progression at the individual student level, and preliminary estimates based on annual numbers of students and credits seem to show that the figures are not sufficiently robust for any conclusions on developments in study progression to be made.

Again, it is important to bear in mind that these eight programmes only represent part of the Master’s level education in global and development-related studies at UiB. To illustrate the role other faculties and programmes play, it can be mentioned that the two international Master’s programmes at HEMIL – in Health Promotion and Gender and Development – together had a total of 31 students in 2013, according to official student statistics.³⁵ Graduate figures provided by the Department show that 144 students have graduated from the programmes in the period of evaluation – 84 from Health Promotion, and 60 from Gender and Development.

4.3 PhD programmes and research schools

UiB has one institutional PhD degree, and offers the possibility of both disciplinary and cross-disciplinary doctoral studies. There are PhD programmes at all six faculties, and the self-assessments show that global and development-related doctoral studies take place within most programmes.

UiB has not been able to provide overall figures for PhD students or candidates within the strategic priority area in the period of evaluation. According to a previous mapping, 58 doctoral degrees awarded by the University in the period 2005-2007 were within global and development-related research, accounting for approximately 11 per cent of the total. The Faculty of Medicine and Dentistry

³⁵ The figures are from the Database for Statistics on Higher Education (DBH).

was responsible for close to 50 per cent of the doctoral degrees in the field, the Faculty of Social Sciences for 19 per cent, and the Faculty of Humanities for 16 per cent.³⁶

There are currently four research schools offering education within global and development-related topics at the University: Bergen Summer Research School, the Research School for International Health, the Research School in Public Health and Primary Care, and the Graduate School of Human Interaction and Growth.

The Bergen Summer Research School (BSRS) offers disciplinary and interdisciplinary research-based education addressing global challenges. It is organised as an annual summer school with parallel PhD level courses and joint lectures, and targets doctoral students and junior researchers from all over the world.

BSRS was started up in 2008 as a four-year collaborative project under the leadership of UiB and with three other higher education and research institutions in Bergen as partners: NHH - Norwegian School of Economics, Bergen University College and the Chr. Michelsen Institute. Later, Uni Research joined in. The project was initiated by UiB with clear reference to the strategic priority of both global and development-related research and marine research at the University.³⁷

Today, BSRS is administered by UiB Global. Many departments and faculties at UiB are involved in the summer school and contribute with courses on global and development-related issues. Since 2008, BSRS has offered a total of 39 two-week PhD courses to 580 PhD students from more than 70 countries.³⁸

The Research School for International Health at the Centre for International Health (the CIH Research School) offers a variety of courses on topics such as global health problems, the HIV pandemic, global nutrition, etc. The CIH Research School is open for all PhD students at the Faculty of Medicine and Dentistry, and includes courses and seminars for Master's students at CIH. There are currently 49 PhD students affiliated to CIH, and the Centre has produced around 65 PhD candidates in the period of evaluation (2004-2013).³⁹

Courses on global and development-related issues are to some extent also offered by the Graduate School of Human Interaction and Growth (GHIG) at the Department of Health Promotion and Development, and the Research School in Public Health and Primary Health Care at the Department of Global Public Health and Primary Care.

Medical students at UiB have been offered a course in global health since 2010, which includes both lectures on global health issues and an eight-week field visit in India or Africa. The Global Health Course is taught by staff at CIH, and has received education awards at UiB for its academic quality and contribution to highlighting global aspects of medicine.

4.4 The quality and relevance of the education

Traditionally, PhD students have focused on their research and received relatively little formal training. There is a worldwide trend to increase the level of taught courses in PhD programmes, particularly on research methods and transferable skills. The reason for this change in emphasis is a shift in the function of a PhD being more purely about the research itself, into a PhD being a qualification that signifies the ability of the PhD holder to create, conduct and supervise research programmes in general. This makes the qualification much more relevant to a range of career trajectories other than just continuing within academia. This is particularly relevant for students from LMIC, who may be returning to government or non-governmental posts with a policy or administrative role for research,

³⁶ «Strategiske forskningsatsinger – status og utviklingstrekk: marin forskning og utviklingsrelatert forskning»

³⁷ *Bergen Summer Research School – Global Development Challenges. BSRS 2008-2011*, report prepared by Kjersti Fløttum, BSRS, 2011

³⁸ Self-assessment report of UiB Global

³⁹ Self-assessment report of the Centre for International Health

rather than being a researcher themselves. Internationalisation of education is a central part of the operation of a globally highly ranked university, and new innovations such as use and integration of e-learning does not seem to have been a priority of the various educational programmes at UiB. Likewise, the scope of summer school activities seems modest. A potential source of vulnerability is over-reliance of some departments on student funding from the Quota Scheme. A change in policy with regard to funded studentships and fee payments could make some postgraduate education programmes unsustainable unless they are able to compete in the global market for students. Barriers to interdisciplinarity also detract from the relevance of education. Departments and research groups do not appear to be taking advantage of international training opportunities in the EU under Horizon 2020, such as Marie Skłodowska-Curie training networks. The current emphasis by major funding and administrative organisations on large interdisciplinary projects and policy means that students need to acquire skills at placing their research into an interdisciplinary context even if it is an in depth analysis within a single discipline.

Humanities

The Department of Archaeology, History, Cultural Studies and Religion offers relevant courses within the Master's programmes in History and Religion, and one PhD seminar in Middle Eastern Studies. Sixteen quota students from developing countries have completed a Master's programme at the department in the last decade, mainly in History and Archaeology, two of whom continued to PhD studies. A previous undergraduate programme in Middle Eastern Studies also fed students into the global (Middle Eastern) Master's studies. There are currently twelve doctoral students whose training programme is on methods and around the individual research project.

Law

During interviews the faculty explained that a new curriculum is currently under discussion, with the aim of incorporating international studies.

Mathematics and Natural Sciences

The Department of Physics and Technology has educational programmes clearly oriented to producing results and building capacity. The Department of Earth Science is focused primarily on internationalisation and the development impact on countries involved. There is training of researchers in those countries and the production of knowledge relevant to their conditions of existence, not least with respect to hazards. In the Department of Chemistry the relevance is of two types, internationalisation via training and cooperation and real impact. The Department has no specific programmes within global and development-related studies, but offers relevant education at Master's and PhD level for both Norwegian and foreign students. The Department participates in an EU wide training programme at the MA level in spectroscopy (awarded under the Euromaster label of the Bologna process).

The Department of Biology has, over the evaluation period, contributed or been responsible for four different relevant educational programmes: the Interdisciplinary Study Programme Master of Water Studies (discontinued in 2008); a Master of Science in Fisheries Biology Management; a Master of Science in Biology with specialisation in Biodiversity, Evolution and Ecology; and a Master of Science in Aquaculture. The department has also offered supervision of Master's and PhD students attracted through e.g. the Quota Scheme, country or university specific collaborative agreements (with the University of Makerere, Uganda; the University of Dhaka, Bangladesh; Tribhuvan University, Nepal; and the Armenia-Norway collaboration), or through Norad funded schemes. The department has contributed towards summer schools.

Medicine and Dentistry

Most of the departments at the Faculty of Medicine and Dentistry seem to rely on the Quota Scheme and students involved with educational activities through other forms of government grants. There

appears to be a limited number of students attracted from self-financed sources. The Department of Clinical Medicine offers specific input to the curricular of the Master's programme in International Health (MIH), Medicine, etc. This contribution is highly relevant and may represent a distinct difference compared with many of the other MIHs offered by European universities, presenting an interesting opportunity to specialise in the field. The Centre for International Health has a well-developed MIH programme that is a core activity providing links with educational partners in Europe and a wider international network. Although the total number of graduates on the MIH programme for the period 2004-2013 seems quite low (99), this is natural, as the Master's and PhD programmes at CIH are integrated. CIH has a number of scholarships every year, and the number of scholarships is reduced when a Master's student continues into the PhD programme (as PhDs take more years than a Master's). A high number of PhD graduates consequently means a low number of MIH graduates. The number of PhD graduates completing the research programme is thus impressively high. Organising PhD students into active research groups is clearly a sound strategy. The PhD research programme is under reform, aiming to move towards a more structured programme with fixed reporting structures and fixed courses. The fact that PhD students are offered Master's level courses may present a problem unless they are being offered the option of following more specialised courses at other departments. The international courses developed for the Medical programme seem highly relevant, but could be regarded an element of "internationalisation" of UiB more than more specifically development related training.

The Department of Clinical Dentistry staff provides inputs to the MIH programme, the Master's Programme in Oral Sciences and PhD supervision, and has offered relevant and novel topics of importance to international health. The aspect of fluorosis is clearly important and could form a really interesting case for interdisciplinary efforts. The inclusion of type II diabetes to the agenda will be of global importance and increasingly of relevance in the global South.

For the oral and international health related Master's programmes offered it seem less apparent that they contribute to the wider student body at UiB and in this way add towards "internationalisation" at the University. A review of the different Master's programmes offered by various departments under the Faculty of Medicine and Dentistry would be useful in order to consider a closer coordination aimed at maximising the use of resources. The existing international Master's programmes are vulnerable to changing policies within Norway that may reduce the number of government-sponsored international students, or in case the government decides to introduce a payment for non EU/EEA students. During the interviews, representatives from CIH did question the long-term sustainability and rationale of running international Master's programmes where students are based in Norway. The departments have not focused upon increasing the employability of graduates through systematic linkages with national or international stakeholders. This may well be because there is not an expressed need for such engagement, but may still be something that should be considered in preparation for the future, particularly if changes in arrangements for student funding means that the departments will be competing in the global market for students. Limited efforts have been made to provide support for internships. This may be due to lack of expressed interest by the students, but could be considered as an opportunity particularly if the number of Norwegian students or international students from the global north is increased.

Psychology

The Department of Health Promotion and Development offers two international Master's programmes: in Health Promotion and in Gender and Development, the former having started in 1994. Both programmes are stable in recruitment with 20 students, including 10 quota students (primarily from the global south for Health Promotion) and slightly smaller numbers for Gender and Development. There appeared to be no risk management strategy should there be future changes in quota funding, although non-quota applications were said to be 50-100 for each (biannual) intake of students. These Master's programmes have been used to recruit doctoral students who can transfer at the end of the first year. The Department staff has over the period of evaluation taught and supervised a number of

PhD students in the doctoral programme at the Faculty of Psychology with funding from the Quota Scheme, NUFU, the Research Council of Norway, the EU and university scholarships. A member of the Department contributed to the setting up of a Master's degree programme in Applied Social Psychology in Tanzania funded by NUFU which educated 100 graduates. The Department staff has also contributed to the Bergen Research Summer School, and to Master's and PhD courses at the Centre for International Health and the Department of Geography.

Social Sciences

The educational programmes in the Departments of Social Anthropology and Sociology are impressive and have kept up to date with theoretical discussions as well as issues relevant to global and development issues. There is an excellent milieu, engaged faculty and excellent results as can be seen in the recent theses. Also worth noting is the high percentage of students from outside Europe and the United States.

The Department of Comparative Politics has Master's courses on five thematic areas and a PhD course on political transformation in Latin America.

The Department of Administration and Organization Theory indicated that the number of applicants to the Master's Programme in Public Administration has been high, although the phasing out of the Norad Fellowship Programme has negatively affected funding for the students. Between 2004 and 2009 the Department of Sociology offered the Master's level course Global Development: Histories, Meanings and Politics. In the autumn of 2014, it offered the Master's level course Migration, Environment and Development focusing on critical development research, but unfortunately the course was cancelled for lack of interest among students. The Department contributes to the Bergen Summer Research School where one staff member has participated as a course organiser in 2012 and 2014. The Department of Information Science and Media Studies has also contributed to the Bergen Research Summer School, and highlights the relevance of the Department's ICT education to the community level, as exemplified by the return of a PhD candidate to Makerere University.

The Master's Programme in Development Geography was established before 2004 by the Department of Geography under the title Resource Management and Environmental Effects in Developing Countries. Recruitment of students and completed degrees have increased during the last 10 years. The total number of Master's students who graduated from the Department of Geography in the period 2004-2013 was 228, and of these, 78 (c. 35 per cent) fall under the category of global and development research. The Department of Geography contributed to the NOMA-project Regional Master's Programme on Biodiversity and Environmental Management (2008-2014), which produced 36 Master's students who took their degree at Tribhuvan University, Nepal, including one Indian and four Chinese students. The Department of Geography and the University Museum of Bergen have also organised the doctoral course 'The Global Food System' for the 2013 Bergen Summer Research School.

UiB Global

In the period 2003-2007, the predecessors to UiB Global administered the Norad Fellowship Programme for 56 Master's students at six different departments at UiB. The more recent Bergen Summer Research School produced and disseminated research-based education to address key global challenges. BSRS aims to offer high quality disciplinary, interdisciplinary and problem oriented research-based education to doctoral students and junior researchers from all over the world, as well as to form an international platform for discussion and dissemination of new perspectives on key global challenges. It started as a pilot project in 2008 and is now a fully integrated part of UiB Global and in the overall strategic priorities of PhD education and internationalisation at the University of Bergen. The BSRS is a joint venture under the leadership of the University of Bergen with the Norwegian School of Economics and Business Administration, Bergen University College, Chr. Michelsen Institute and Uni Research. In the period 2008 – 2014, the BSRS has provided 39 doctoral

courses, each of two weeks duration, with a total of 580 PhD students from all over the world. The participants include students from 87 different nationalities, arriving from educational institutions in 74 countries worldwide. The largest group of international students came from cooperating institutions in Uganda (46 students); while students from Ethiopia (29), Sudan (25), USA (25), India (24), Nigeria (21) and Tanzania (19) also participated in a notable manner in the period 2008-2014. UiB Global and its predecessors provided administrative support to the many NUFU projects at UiB.

4.5 Career trajectories of PhD candidates

Education and training of postgraduate students is a fundamental part of the activities of an international research-led university. PhD students in particular are an integral component of research activities, particularly in global and development-related research where the students may be seconded from national governmental or non-governmental organisations and will be applying the research directly on completion of their studies. Postgraduate alumni are also a key part of the global network built up during a tradition of research and are pivotal for determining future research directions and facilitating long-term interactions.

Some departments did not appear to maintain records of the career trajectories of their students other than to emphasise that the foreign students return to their countries and hold important positions. This may be because PhD students tend to retain contact with their supervisors rather than the department, and the timing of the evaluation meant that wider consultation within departments was not possible. Alumni provides a platform for both future research activities and on-going capacity building through continuous professional development, so maintaining contact between alumni and departments is important.

Humanities

There was little information in the self-assessment reports on the career trajectories of the PhD students. The Department of Archaeology, History, Cultural Studies and Religion mentions quota students who have taken on leading positions academically and in public life in home countries, but without detail. There was no information from the departments of Foreign Languages or the Centre for the Study of the Sciences and the Humanities.

Law

There was limited elaboration, but it seems that PhD candidates are absorbed in the faculty even before completing and from interviews it was stressed they are mostly trained to practice as lawyers.

Mathematics and Natural Sciences

In the Department of Physics and Technology almost all candidates have found jobs in cooperating academic institutions, some attaining higher academic positions. There was no information from the Department of Earth Science. From the Department of Chemistry several PhD graduates from developing countries appear to have had successful careers in their home countries of Uganda, Mali, and South Africa.

The Department of Biology provided numerous examples of successful career trajectories of Master's and PhD graduates (specific examples in the Box below).

Examples of career trajectories of graduate students from the Department of Biology:

Khem (PhD from UiB) - now Joint Secretary at Ministry of Forests and Soil Conservation, Singh Durbar, Kathmandu

Dang Thuy Binh (PhD from UiB) currently vice-director for Institute for biotechnology and environment at Nha Trang University, Vietnam

Josephine Esaete who financed her education (Masters and PhD) at BIO through the Quota Programme and now holds a scientific position at Makerere as manager of the Matrix project. She fulfills a potential "ambassador" role for UiB, locally, which is important for long-term collaboration between partner countries and projects.

Medicine and Dentistry

A number of graduates from the Department of Clinical Medicine have successfully become active in both Norway and in the South as researchers, university lecturers, clinicians and programmers. However, from the information provided, it is difficult to assess in detail employment of alumni or the role of the university (UiB) in the career path of the individuals. The Centre for International Health has well-documented cases of graduates with successful career paths in research, programming and teaching, demonstrating a strong contribution to strengthening research, education and outreach capacity at core partner institutions in the global south. Most of the graduates supervised by the Department of Clinical Dentistry have returned to their respective home countries and several cases of successful continuation of research and teaching activities were given.

Psychology

The Department of Health Promotion and Development is extremely strong in recruiting and developing doctoral students. It has been able to recruit PhD students from its Master's programmes in Health Promotion and Gender and Development. Current PhD students are publishing and engaged in teaching. Many international alumni have returned to their country to positions of public health leadership in government or with NGOs, or to university positions and maintain active academic careers. Some of those in university posts are active in collaborations with UiB.

Social Sciences

At the Departments of Social Anthropology and Sociology about half of the PhDs continue into postdoctoral positions in the department, with others at peripheral institutions, researching health, gender, development, migration, ethnic relations, etc. Others continue in related institutions in Norway. Many foreign PhDs return to research positions, or even political positions, in their home countries.

PhD candidates from the Department of Comparative Politics have been offered research positions at the department as one career path. They are also absorbed into the Chr. Michelsen Institute, UN bodies or other bureaucratic positions. From the Department of Administration and Organisation Theory two examples were given of PhD candidates who have returned to their home countries and hold positions in education and research. Most PhD candidates from the Department of Geography are absorbed in research and teaching. The Department of Economics mentions former PhD candidates going into various relevant jobs such as senior advisors in Norwegian foreign aid institutions, senior analysts in Statoil, and researchers and lecturers within academia. The Department of Information Science and Media Studies gives an example of a PhD candidate now working as a lecturer at Makerere University, and who is also the CEO of a company that works with communities, NGOs and government agencies to deliver innovative, affordable and sustainable ICT solutions in business.

UiB Global

UiB Global and its predecessors have been involved in the supervision of a large number of PhD students over the period of evaluation, with the two most significant efforts of the unit being the Bergen Summer Research School and the NUFU projects with education of scholars mainly in the South. The two NUFU projects in Zimbabwe had a significant impact on the number of trained personnel in difficult times in Zimbabwe. Since 2004, 4 PhDs have qualified and are now full-time academic members. One more is a full-time member of the National Museums and Monuments of Zimbabwe. One is completing PhD studies and is currently a temporary full-time member. This represents significant growth in terms of qualified academic personnel. It helped the University of Zimbabwe and the NMMZ to keep up important work and to employ highly-qualified personnel when others left for abroad. The projects engaged both the University and the National Museums early on in dialogue about the future of the candidates and relevance of their theses. The NORAD funded project "Archaeological Research and Cultural heritage management in Mozambique" had from the beginning four Mozambican students attached to the project, two male and two female. They were the first students to take a BA in archaeology at the department of Archaeology and Anthropology History course at Universidade Eduardo Mondlane, Maputo. All four passed their BAs and continued to do MAs. Two are currently undertaking PhDs at the University of the Witwatersrand. All four hold permanent positions at Eduaredo Mondlane University as teaching staff. After the end of the project UiB Global continued to find ways of supporting the students and involving them in other projects. They are all now engaged in teaching BA archaeology and they have, with the unit's support, developed an MA course in archaeology that started in August 2014.

5 Interactions: cross-disciplinarity, local cooperation, international activities, dissemination and societal impact

5.1 Cross-disciplinarity

Cross-disciplinary and interdisciplinary research is required to face modern global challenges. This need does not diminish the requirement for high quality in-depth mono-disciplinary work, but it does place an emphasis on individual researchers and departments to position their programmes within a wider context. Major funding opportunities, such as those presented by Horizon 2020, require an interdisciplinary approach as a pre-requisite to most of their funding calls. The strategic need is for universities to provide mechanisms and incentive structures for interdisciplinary collaboration. This is for two reasons. One is the academic need for generating new knowledge and understanding to tackle the pressing needs of the 21st century. The other is for the more practical need to create pre-competitive areas of research that can successfully apply for major interdisciplinary funding opportunities, such as those in Horizon 2020. The lack of appropriate mechanisms and incentives within the UiB was consistently cited as a major barrier to cross- and interdisciplinary research. Without sufficient incentives, faculties defend their disciplinary boundaries strongly on both financial and academic grounds.

Humanities

As its title suggests, the Department of Archaeology, History, Cultural Studies and Religion incorporates several disciplines and sees itself as a cross-disciplinary department.

The Department of Foreign Languages considers itself as cross-disciplinary, incorporating language, literature, linguistics, culture and history perspectives, and not as a language school. Its potential to combine these disciplines in, for example, area studies is hampered by the structural barriers of funding flows which do not allow student credits to be shared across departments. Thus a Bachelor programme in Latin American studies within the Faculty of Social Sciences, which was very popular, with at least 35 students, was stopped following the strategic decision to strengthen departments. Although this particularly programme was stopped, the Bachelor programme in Spanish language and Latin-American studies continues as an cross-disciplinary programme within the Department of Foreign languages, combining Spanish language and Latin-American literature, history and culture. Cross-disciplinarity also arises from engagement with projects such as CROP through the analysis of linguistic phenomena.

The Centre for the Study of the Sciences and the Humanities conducts research on the application of science in everyday lives, and the current themes of ethical aquaculture, climate, and perception of genetically modified products are topics that are cross-disciplinary by their nature. The Centre sees itself as a platform for active researchers to meet and have regular ground level academic discourse where this is not provided by UiB Global. The interviewees saw a strength in interdisciplinarity that addresses relevant issues but which needs stability in order to grow these links and contacts.

To summarise, research in the faculty is often development-related but the technical restrictions placed by the departmental structure and funding flows precludes interdisciplinary area studies.

Law

The Faculty of Law has been involved in several multidisciplinary projects in the period of evaluation, and sees multidisciplinary cooperation – in law, social anthropology, biology/ecology, medicine, economy, etc. – as fruitful and necessary to analyse global and development-related issues.

Mathematics and Natural Sciences

The Department of Physics and Technology does not appear to have a significant role in cross-disciplinary projects. Similarly, in the Department of Earth Science interdisciplinary research does not appear to play a significant role at the moment, but in the interview it was emphasised that this would be an important achievement if possible. In the Department of Chemistry there is cooperation with medical anthropology and the medical sciences in some projects such as MUTHI, and this is a natural outcome of the nature of the research and its impact. Another project is also cross-disciplinary but primarily with other natural sciences and mathematics.

The Department of Biology, with its many units, hosts a diversity of disciplines and publishes in a diversity of fields. To what extent the different research projects include interdisciplinary elements is more difficult to assess. The department has a strong stand on cross-disciplinary efforts at UiB, which it considers to be declining. However, within the Department cross-disciplinarity continues to be important, as represented in research projects such as the Matrix project conducted by the Terrestrial ecology and aquatic (or fresh water) ecology group in collaboration with the Faculty of Law, and the HimaLines project involving the Faculty of Law as well as the Department of Geography. The department feels strongly that UiB has lost significant momentum and potential in the field of development research by discontinuing the Centre for Environment and Resource Management as a distinct unit. Many of the coordinating tasks and services previously performed by the Centre have not been taken over by the new department structure.

Medicine and Dentistry

The Department of Clinical Medicine has some elements of cross-disciplinarity and translational activities involving hospital units and natural sciences departments. However, overall the research methods applied and the topics seem relatively specific to the profession and staff within the department.

In the Centre for International Health the educational programmes have clearly been designed and based upon cross-disciplinarity with the involvement of a significant number of disciplines from medicine, public health and social sciences. CIH stresses that their history/organisation is relevant for maintaining cross-disciplinarity. As an interfaculty entity, it has been possible to establish multidisciplinary projects and multidisciplinary education for students. The research activities have clear elements of cross-disciplinarity and a translational focus, and a summer school has been dedicated to the global governance aspects. Involvement of, for example natural sciences, economics, and humanities may offer further potential. Linkages between research and areas of student supervision seem well developed and coherent and offer a great opportunity for high quality student driven projects.

The Department of Clinical Dentistry gave limited information on cross-disciplinarity. However, from the topics and titles of the studies supervised, aspects of social sciences do seem to have been included in addition to disciplines specific to dentistry.

For all departments (not just in health) the current internal system of funding for education and supervision seems to be a disincentive for work across departments.

Psychology

The Department of Health Promotion and Development is inherently cross-disciplinary, currently incorporating a Child welfare unit and a Gender and development unit. In addition, it includes a considerable body of work relating to health policy and health systems under Elisabeth Fosse that pertains to global research. Despite the necessity of providing evidence of interdisciplinary research for major fund-holders, the Panel were told of significant barriers to this in the university structures and in a general competition for resources. ECTS credits are attached to students located at specific UiB departments and this militates against staff teaching for other departments and contributing to collaborative activity such as the Bergen Summer School. It also militates against international activity and capacity building such as the supervision of PhD students in other countries, as such work is not rewarded or counted as part of the “normal” teaching portfolio at UiB.

Social Sciences

Cross-disciplinarity has not been an explicit agenda of the Department of Social Anthropology, although the field by its nature tends to be far ranging in terms of other disciplines, such as work on ecosystemic relations in several regions. The Centre for Development Studies, later Unifob Global, was mentioned as an interaction zone for the social sciences and some natural sciences. The cross-disciplinary aspect of the research carried out by the department is not just a matter of division of intellectual labour, but with the aim of achieving syntheses and opening new avenues of research. In our interviews it was made clear that a bottom-up approach was assumed to play a crucial role, but it was also stressed that there needs to be some kind of a centre, a venue where researchers can meet to develop, discuss and debate their perspectives and differences and where new syntheses can be achieved. It was suggested that something like UiB Global would be a good idea, but not in the form that it exists today. In the Department of Sociology the research activity by one staff member Dr. Nilsen is described as profoundly interdisciplinary, involving collaboration and active dialogue with anthropologists, human geographers, political scientists and historians.

In the Department of Comparative Politics there are attempts for cross-disciplinary research through collaboration with the Faculty of Law, the Department of Information Science and Media Sciences and the Faculty of Humanities in a number of courses. However, resource allocation does not accommodate cross-disciplinarity. The best example of cross-disciplinary teaching was said to be the Bergen Research Summer School for both the teaching staff and the PhD students. However even here, concern was expressed about the administrative burdens and red tape. The Department of Administration and Organisation Theory did not outline any cross-disciplinary collaboration.

The Department of Geography describes itself as multidisciplinary, employing staff with PhDs in biology, geology and anthropology in teaching as well as in research. The small-scale fisheries programme in Africa was reported to have a strong multidisciplinary team. The Department of Economics mentions the project MAP: Health Worker Motivation, Availability, and Performance, where researchers from several disciplines, including economists, anthropologists, historians and health service researchers, are involved, resulting in extensive exchange of knowledge and findings that have provided valuable input across the sub-projects. Also mentioned was cooperation with the University of Bangladesh involving public administration (governance) and economics in teaching and supervision of Master’s students. The Department of Information Science and Media Studies mentions work on mobile technology for health as highly interdisciplinary combining information science and development research.

Examples of global and development-related research at UiB, case 3:

Sexual & Reproductive Rights Lawfare – Global battles over sexual and reproductive rights, driving forces and impacts

Across the globe, we see an increasing polarisation and judicialisation of sexual and reproductive rights (SRR). Abortion and homosexuality is high politics, important for political alliance building and voter mobilisation. In Latin America battles over abortion rights are particularly heated. Some countries and provinces have seen a liberalisation, but in more cases, conservative forces have succeeded in introducing total bans or severely restricting abortion rights – or in practice making it impossible to access safe abortions, even where the life of the woman is at risk. In Africa criminalisation of and severe punishments for homosexual relations has become a main political rallying point, with international donors seeking to counter the trend through aid conditionality. Also in Europe these issues have gained renewed political force as illustrated by contestations over homosexual propaganda in Russia, same sex marriage in France and conscientious objection in Norway. Actors on different sides increasingly bring cases before domestic and international courts as part of their strategy to advance their political goals (*lawfare*) and this project investigates the international and domestic dynamics that bring these cases to court and shapes the way the courts decide them, as well as the broader political, social and attitudinal effects of these legal-political struggles. The Sexual & Reproductive Rights Lawfare project is funded by a NRC (Fripro) grant and headed by Professor Siri Gloppen, Department of Comparative Politics, Faculty of Social Sciences, UiB. The international research team comprises members from all regions and a range of disciplines (law, political science, sociology, anthropology, psychology, medicine, economics).

UiB Global

One of UiB Global commitments, according to the unit's strategic plan for 2012-2015, is to "organise cross-disciplinary/cross-faculty research seminar series on globalisation, starting in the academic year 2012/13".⁴⁰ The aim of these seminars would be to "critically explore concepts, understanding and definitions of the content of global and development related challenges, with the aim of strengthening theory, conceptual frameworks and analytical tools." It is notable that UiB Global recognises cross-disciplinarity as a major gap. The current model of organising teaching and resource allocation does not accommodate cross-disciplinarity. The fact that members of UiB Global teach and supervise students in other faculties, and do not receive the credit for it, was mentioned as a key demotivating factor. The university credit system was considered a barrier to cross-disciplinarity. "Administrative burdens and red tape" was also identified as a key barrier. The example cited of a successful cross-disciplinary collaboration is the Bergen Summer Research School, which brings most faculties together.

⁴⁰ *Strategic plan for UiB Global 2012-2015*

5.2 Cooperation with local academic communities

Global and development-related research and education at UiB take place in cooperation with several other higher education and research institutions in Bergen, cf. table 5.1 below.

Table 5.1 Local academic partner institutions

Name of institution	Type of institution
Chr. Michelsen Institute (CMI)	independent research institute
NHH - Norwegian School of Economics	higher education institution
Bergen University College (HiB)	higher education institution
Unifob/Uni Research Ltd. (Unifob Global, the Rokkan Centre and Uni Climate)	research company owned 85% by UiB
Bjerknes Centre for Climate Research (BCCR)	research centre affiliated to UiB
Helse Bergen/Haukeland University Hospital	health trust/university hospital
Institute of Marine Research (IMR)	government-owned research institute
The Norwegian Institute for Water Research (NIVA)	government-owned research institute
National Institute of Nutrition and Seafood Research (NIFES)	government-owned research institute

Source: UiB

CMI is an institute for development research, and a major collaborative partner for UiB. Strengthening collaboration with CMI has been a central goal within UiB's strategic priority of global and development-related research, and collaborative initiatives have been supported by strategic funding (cf. section 1.2). In 2009, CMI moved into the new Law Building at UiB, where the institute has been co-located with UiB Global since the unit was established in 2010.

Together, UiB Global and CMI run the Bergen Resource Centre for International Development (cf. section 1.1). The Resource Centre hosts development researchers from UiB and CMI, and facilitates research and project cooperation between the two institutions. It furthermore functions as a national resource and documentation centre collecting and disseminating information and research results on international development and global challenges, and as a meeting place for researchers, students, industrial actors and others with an interest in the field. In addition to offering access to a large collection of literature, the Centre is very active in organising lectures, seminars and other events disseminating research on development-related issues.⁴¹

CMI is also partner in Bergen Summer Research School (cf. section 4.3), and there is extensive project-based research cooperation between the institute and several departments at UiB, as well as cooperation with regard to students.

Bergen Summer Research School is, as pointed out before, a joint venture between UiB, CMI and three other partners: NHH - Norwegian School of Economic, Bergen University College and Uni Research. These are also central partners in externally funded research projects within global and development-related research. At Uni Research (previously Unifob), Unifob Global was a key actor until the department was closed down in 2010 (cf. section 1.2). Currently, the Rokkan Centre is the main partner, and there is also collaboration with Uni Climate. The Bjerknes Centre is another collaborative partner within climate research. Helse Bergen/Haukeland University Hospital is a central partner within global and development-related studies of issues relating to medicine and health, and the Department of Biology has relevant collaboration with the Institute of Marine Research, the Norwegian Institute for Water Research, and the National Institute of Nutrition and Seafood Research – all government-owned research institutes with offices in Bergen.

⁴¹ An extensive list of events at the Bergen Resource Centre in the period 2009-2014 was presented to the Evaluation Panel by UiB Global (35 pages).

The level of local organisation contact varies significantly between the different departments. The more technical science and medical groups have a lower level of contact than the humanities and social sciences. UiB Global and its predecessors have been an important mediator in establishing local collaborations.

Humanities

The Department of Archaeology, History, Cultural Studies and Religion had a close collaboration with Unifob Global in the period 2007-2010, with staff participating in research projects that were administratively located at Unifob Global and contributing to joint seminars and workshops on historically oriented projects on Islamic Africa. The Centre for the Study of the Sciences and the Humanities collaborates with the Rokkan Centre and Uni Climate at Uni Research.

Law

The Faculty of Law did not comment on cooperation with local academic communities.

Mathematics and Natural Sciences

All the departments have limited contact with local academic communities and cooperation takes place mainly at the national and international level.

Medicine and Dentistry

In the Department of Clinical Medicine the major, and one of the only, local partners is Helse Bergen. The Centre for International Health has close local partners in research and education including Haukeland University Hospital, the Bjerknes Centre for Climate Research, and more recently the Chr. Michelsens Institute. CIH with its large and strong international network of partners could be an even stronger asset to research partners in and around Bergen with an interest in adding international health aspects to their research portfolio. CIH has also cooperation outside Bergen, for example a major project with the University of Stavanger, together with the Lærdal foundation, connected to Haydom Hospital in Tanzania. The Department of Clinical Dentistry did not report local contacts and they were presented as not relevant in the self-assessment report.

Overall, the departments at the Faculty of Medicine and Dentistry do not seem to engage with many civil society organisations.

Psychology

The Department of Health Promotion and Development has worked with the Chr. Michelsen Institute and Bergen University College. In 2013 the specific collaborative projects that linked the department to these collaborators were completed and so cooperation has halted.

Social Sciences

The Department of Social Anthropology has been a central actor in interdisciplinary efforts, not least in international networking and bringing scholars, doctoral and postdoctoral to the University. The Department of Comparative Politics described cooperation with the Rokkan Centre at Uni Research (and the Oslo-based research institute FAFO) on the theme Global Welfare Policies as fruitful for the creation and implementation of projects as well as external funding. Similar experiences were described for the other thematic areas where the Department has collaborated with CMI, with students moving between the two institutions. During the period under evaluation, there have been 10-12 collaborative projects with researchers from the Department and CMI with external funding from the Research Council of Norway, Norad, the Ministry of Foreign Affairs and the Meltzer Research Fund.

The Department of Administration and Organization Theory reported that their local cooperation is limited. The Department of Geography has cooperated with the Rokkan Centre and the Bjerknes Centre for Climate Research on project applications, and also with CMI on research projects and research funding applications. The Department of Economics described cooperation with CMI in the MAP-project. They specifically identified the areas where they have synergy: CMI has a wide network of researchers and policy makers in several countries, while the Department of Economics contributes with methodological and academic expertise. A biannual workshop on development economics which is a joint collaborative initiative between UiB, CMI, and NHH Norwegian School of Economics, was also mentioned, as was the project Responsibility for Foreign Debt: Theory and Empirical Investigations involving researchers from the same three institutions.

Examples of global and development-related research at UiB, case 4:

Collaboration between CMI and Department of Comparative Politics Political institutions in Africa

The Department of Comparative Politics and CMI have collaborated on research related to institutional development in Africa since 2000. In the period 2004-2013 approximately 10 research projects with external funding from NFR, Norad, Ministry of Foreign Affairs, the Meltzer fund, and Norwegian Centre for International Cooperation in Education (SIU) have included researchers from the two institutions. Through various projects and grants, the Department of Comparative Politics and CMI have built a substantial network encompassing scholars in Africa, Europe and the US. Research grants from the Ministry of Foreign Affairs, Norad, Norwegian embassies and SIU enabled long term research on democratic consolidation in Zambia (2000-2003), Uganda (2003-2006), Malawi (2003-2006, 2013-2017). The NUFU/NOMA grants enabled the establishment of a Master's programme in political science, Chancellor College, Malawi. The collaboration has resulted in edited volumes and text books produced at university presses in Africa, as well as a large number of international journal articles. The research programme has resulted in seven PhDs and approximately 20 Master's degrees awarded.

UiB Global

The unit has cooperated closely with the major academic institutions in the area: Bergen University College, the Chr. Michelsen Institute, NHH Norwegian School of Economics and Uni Research. The Bergen Resource Centre for International Development is an important outlet for research communication. It is owned 50/50 by UiB and the Chr. Michelsen Institute and opened in 2009 as an initiative to facilitate closer cooperation between the two partners and to reach out to students and the public. The Communications Advisor at UiB Global is the University's representative on the organising committee, and most of UiB's open events are organised through the Resource Centre.

5.3 International activities

Global and development-related research and education at UiB build on long traditions of academic cooperation with developing countries, and it has been an explicit ambition that activities within the strategic priority area should be linked up to cooperation with institutions in the South and with relevant multinational organisations.⁴²

International activities within global and development-related studies at UiB include international co-publications (cf. section 3.1), as well as participation in international conferences, projects and networks. International projects are funded both by the Research Council of Norway, EU and other general sources for research funding, and by development agencies. In development schemes such as NUFU and the new NORHED programme, cooperation with institutions in the South is mandatory,

⁴² University Board document, 27.11.2003

and UiB has engaged in extensive cooperation with African and Asian higher education and research institutions through its large portfolio of NUFU projects.

The University has institutional bilateral collaborative agreements with a large number of institutions mainly in Africa and Asia, but also in Eastern Europe, cf. Appendix 3. The most comprehensive institutional collaboration within global and development-related research and education is with the University of Makerere in Uganda. The collaboration goes back to 1988, and was formalised in 1991 when the two universities signed a 15-year framework agreement covering research cooperation, competence building, exchange of students and staff, and institutional development. A new 10-year agreement was signed in September 2014.

The UiB-Makerere collaboration involves most faculties at both universities, and a large number of students and researchers have over the years been involved in joint projects. Many of the collaborative projects have received funding from NUFU, and there has been extensive exchange of students, with many Ugandan students staying at UiB. Based on an agreement signed in 2009, the two universities also co-operate on offering joint PhDs, and there are several ongoing projects focusing on capacity building funded by the new NORHED programme.⁴³

In November 2009, UiB and the University of Makerere had a joint evaluation workshop to assess results of the collaboration and plan future developments. According to the report from the workshop, the collaboration has had positive effects, contributing to the development of research and human resources through capacity building programmes. The development of joint Master's and PhD programmes was identified as an important opportunity, and it was stressed that the collaboration should create opportunities for higher education in the North for the University of Makerere and for research in the South for UiB.⁴⁴

UiB is host to two research programmes within global and development-related studies: the Nile Basin Research Programme (NBRP) and the Comparative Research Programme on Poverty (CROP), both run by UiB Global. The Nile Basin Research Programme was started up in 2006 as a multidisciplinary guest researcher programme targeting postdoctoral and senior researchers from the Nile Basin Countries. The programme allows researchers from these countries to come to Bergen for a semester to work together in research groups focusing on specific topics related to the Nile Basin. The objective is both to promote research on these topics, and to build confidence between researchers from the different countries.

The programme was initiated by researchers at UiB, and has received 44.7 MNOK in support from the Ministry of Foreign Affairs in the period up to 2010. Between 2007 and 2009, six research groups with a total of 54 guest researchers have visited UiB. The groups have been integrated into academic communities and projects at the University, in order to facilitate cooperation between the guest researchers and researchers at UiB. There have furthermore been programme activities in the Nile Basin region, e.g. institutional visits and seminars, and a regional programme office has been set up in Uganda.

Since the funding from the Ministry ended in 2010, the programme has received bridge funding from Norad between late 2010 and 2012 (2.315 MNOK), and since 2013, been funded exclusively by UiB.⁴⁵ A mid-term review was carried out in 2009, and an end review in 2013. The end review, which was commissioned by Norad, concluded that the main objectives have at least partly been achieved. The research conducted in the programme was found to be relevant to the needs of the region, and to

⁴³ *Meeting global challenges – Long-term intercontinental university collaboration. Evaluation of the Makerere-UiB Collaboration*, report from evaluation workshop 18-19 November 2009, UiB and the University of Makerere; «UiB og Makerere undertegner ny avtale», news item on the webpages of UiB, URL: <http://www.uib.no/aktuelt/81535/uib-og-makerere-undertegner-ny-avtale>⁴⁴ *Meeting global challenges – Long-term intercontinental university collaboration. Evaluation of the Makerere-UiB Collaboration*, report from evaluation workshop 18-19 November 2009, UiB and the University of Makerere

⁴⁴ *Meeting global challenges – Long-term intercontinental university collaboration. Evaluation of the Makerere-UiB Collaboration*, report from evaluation workshop 18-19 November 2009, UiB and the University of Makerere

⁴⁵ Presentation of the Nile Basin Research Programme on the webpages of UiB, URL: <http://www.uib.no/en/rg/nbrp>; *End Review of the Nile Basin Research Program, Phase 1*, report commissioned by Norad, Pöyry Report R-2013-015

have had positive effects on the careers of the guest researchers. While there was little evidence of direct policy impact, the programme was thought to be well set up for potential impact on regional policy developments. The review report recommended that the Ministry of Foreign Affairs and Norad should consider supporting a second phase of the programme, and UiB is currently awaiting the Ministry's decision on continued funding.⁴⁶

The Comparative Research Programme on Poverty has been hosted and sponsored by UiB since 1993. The aim of the programme is to develop knowledge and build academic capacity with the objective of understanding, eradicating and preventing poverty. CROP is a sub-programme of the International Social Science Council (ISSC), and according to the agreement between ISSC and UiB, the activities under the programme should be integrated into the global and development-related activities at the University. Over the past ten-year period, CROP has organised several conferences, workshops, seminars, etc. and been involved in a joint programme with the Latin American Council of Social Sciences (CLASCO). The joint CROP-CLASCO Programme for Poverty Studies received funding from Norad in the period 2002-2012, and promoted research in poverty studies, e.g. through fellowships, international seminars, workshops and virtual courses.⁴⁷

Researchers within global and development-related studies at UiB are furthermore involved in several international networks, many of which are based at UiB Global. These include:

- the Confucius Institute in Bergen;
- the Scholars at Risk Network;
- the Latin America Network;
- the Research Himalaya Network; and
- the Network for University Cooperation Tibet-Norway.

The latter was established as a collaboration between academic institutions in the Tibet Autonomous Region and Norway in 1994, and cooperation with Tibet has been a central element in global and development-related research and education at UiB for the past twenty years. The network receives funding from Norad, and aims to strengthen the scientific competence and academic independence of Tibet.

Support is provided for both research cooperation and education and competence development for Tibetan academics, and UiB has in the period of evaluation been involved in several collaborative research projects with academic institutions in Tibet, and had Master's and PhD students from Tibet studying at the University. While the network supports education and research within several disciplines, UiB's involvement has mainly been within mathematics and natural sciences.⁴⁸

Looking at the individual units, many departments have extensive international collaboration. However, it is important to draw the distinction between internationalisation, development and global research.⁴⁹ Internationalisation in the form of student exchanges, attendance at international conferences and so on, would be expected of all departments in a university of Bergen's global standing. Development activities through transfer of technology and knowledge for capacity building, health and poverty alleviation is also a moral obligation of leading universities. Global research is international research activity that can only take place on a world stage, and requires active reciprocal participation from collaborating partners. Many departments are conducting this type of research through collaborative agreements and this testifies to the high priority placed on this type of activity by the university central administration.

Humanities

⁴⁶ *End Review of the Nile Basin Research Program, Phase 1*, Pöyry report commissioned by Norad, 2013

⁴⁷ «Development research at UiB 2004-2013 – Contributions by CROP», International Social Science Council/CROP Secretariat

⁴⁸ Data from UiB

⁴⁹ See section 1.3 for definitions of these terms.

The Department of Archaeology, History, Cultural Studies and Religion works with international partners across the globe in various projects, e.g. with the University of Bordeaux in the Tracsymbols project and the Zanzibar Indian Ocean Research Institute in the project Linking Global Cities. The Departments of History and/or Archaeology in Jordan, Khartoum, and Cairo are also partners. The department has maintained a long and vibrant relationship with Sudan resulting in various research projects, and a flow of doctoral students and postdoctoral fellows to UiB. The Department of Foreign Languages organised a public workshop at the XXXVIIIth Brazilian Congress of Communication Sciences in the autumn of 2014, and the Centre for the Study of the Sciences and the Humanities works with universities in Bangladesh and Hawaii on the TRACKS project. As part of the large EU SEAT project, the Centre works with European partners and Asian partner institutions. The PEGASUS project is also an EU project with multiple partners.

Law

The Faculty of Law have many informal international networks with which they collaborate.

Mathematics and Natural Sciences

In the Department of Physics and Technology international activities include training of researchers and joint academic publications. The Department of Earth Science has a major programme of capacity building with collaborating countries. In the Department of Chemistry most of the work of the natural product group is international and the Department's research is presented and published internationally; the leader of the group has been awarded an international prize for his contributions. International activities also include training of PhD students who have returned home to establish themselves as researchers in their home countries.

The Department of Biology has extensive international collaboration ranging from networks established around student initiated projects and large research projects including senior researchers from the Department and partners in the South. The department is also involved in large international consortia. International partnerships are centred on research partnerships and student (including PhD) supervision activities, with less general capacity building and educational partnerships.

Medicine and Dentistry

In the Department of Clinical Medicine the activities include PhD student supervision and follow-up activities with alumni who have returned to institutions in their home countries, for example Kenya. International collaborative activities are centred around short training and skills transfer. The Centre for International Health has an impressive list of partners (in Asia and Africa), including key partners with very long term partnerships in particular in Sudan, Ethiopia, Tanzania and Uganda. Significant research collaboration is centred on PhD supervision, senior research collaboration, short term training activities, educational partnerships and skills transfer. There are fewer activities directed at wider institutional capacity building. Partnerships cover universities, ministerial research and training units and private research organisations. The Department of Clinical Dentistry has international collaboration centred on the network of students being supervised and local partner institutions linked with the student projects.

Psychology

The Department of Health Promotion and Development's publication output is mostly with international partners and in international journals. Many doctoral students have taken up academic positions in overseas universities. There is a high number of international projects funded by the University, NUFU and the Research Council of Norway. The projects are in sub-Saharan African countries, Latin America, Asia and Eastern Europe. A considerable part of the department's research involves working with local communities in the South in designing and implementing studies e.g. with Tanzanian communities around childcare. There are two EU funded projects, including a school based HIV/AIDS prevention project in sub-Saharan Africa that includes universities in Sweden, the Netherlands,

Tanzania, Uganda and South Africa. In addition the department is a World Health Organisation Collaborating Centre for the Health Behaviour of School Children study that includes 40 countries in Europe and North America.

Social Sciences

Given the nature of the research in the Department of Social Anthropology, it is understandable that most of the international activities of the department have been linked to other academic communities. The department has extensive research activities, and insofar as it trains many people from Third World countries it develops expertise abroad as well. The department participates in many international conferences. In the Department of Sociology, the postdoctoral project Everyday state-society relations and social movements in Adivasi Communities, Western Madhya Pradesh, India 2009-2013, enabled the postdoc fellow to build extensive links with relevant academic institutions in India and USA.

The Department of Comparative Politics has built strong institutional links with leading Political Science Departments in Europe through research grants which include an internationalisation grant. These funds have also been used for participating in international conferences and expanding networks, and for funding affiliated professors and guest lecturers. The Department organised a workshop for staff in collaboration with the University of Warwick in 2013, which brought together participants from different disciplines and faculties across the University. This is intended to be an annual event. Collaboration with the German Institute of Global Affairs has enhanced international collaboration and dissemination, while collaboration with CMI has provided resources for communication and dissemination through many international events organised by the Bergen Resource Centre for International Development. The NOMA/NUFU projects in Malawi have been significant in building scientific expertise through the establishment of a Master's programme in political science. The Department stressed how the new budgetary process has enabled the department to build a foundation for quality research on China, to secure funding from the Research Council of Norway, to expand research and teaching to Latin America and the Middle East, as well as to recruit scholars internationally. UiB Global has functioned as a source of information about development research, seen as valuable in widening institutional collaboration.

The Department of Administration and Organization Theory has signed a memorandum of understanding with the Ministry of Women's and Children's Affairs in Bangladesh to guide formulation of gender related policies. There is also collaboration with Tribhuvan University in Nepal on enhancing capacity building through higher education and research. There is further international collaboration with Peradeniya University in Sri Lanka.

The Department of Geography has extensive international collaboration within both education and research. The Department of Economics participates routinely at international academic conferences

Examples of global and development-related research at UiB, case 5:

The European Consortium for Pacific Studies (ECOPAS)

The European Consortium for Pacific Studies (ECOPAS) is coordinated by Professor Edvard Hviding, who is the Director of the Bergen Pacific Studies (BPS) Research Group at the Faculty's Department of Social Anthropology. BPS is the leading research group in Europe within the anthropological and multidisciplinary field of Pacific studies, having developed this position since 2006 through several major externally funded projects, and the institutional leadership of both the European and the North American associations for Pacific research. The BPS group took the lead in responding to a call from the European Union's 7th Framework Programme in 2011, for developing a research consortium to advise the European Commission on its Pacific engagements. ECOPAS is funded through FP7 for 2012-2016 and includes the four European Pacific research centres (Bergen, Marseille, St. Andrews and Nijmegen), the 12-nation University of the South Pacific and the National Research Institute of Papua New Guinea. In addition to its advisory role, ECOPAS carries out pioneering multidisciplinary research on climate change, sustainable development and gender relations in the Pacific Islands.

and workshops presenting development-related research. For the Department of Information Science and Media Studies publications in international academic journals and participation at international conferences are the main international activities.

UiB Global

As would be expected from its remit, UiB Global has maintained an exceptional level of international activity with a high degree of engagement in policy and development. This is recognised in a significant level of major awards and honours. The unit has an extensive and close collaboration with research networks all over the world such as SANORD, NorLARNet, Scholars at Risk (UiB is currently hosting the first scholar at risk), Himalaya Research Network, and extensive networks in Eastern and Sub-Saharan Africa. UiB Global has also been instrumental in securing The Mahmoud Salih Collection (Sudan); a unique collection of documents and art donated to the University and now hosted by UiB Global. Two more private collections are currently being added to this unique resource.

The NUFU-projects in Zimbabwe contributed significantly to the postcolonial situation in Zimbabwe, when European employees at the University of Zimbabwe were about to leave as the political situation deteriorated. The Norad funded project on archaeology and cultural heritage management in Mozambique contributed significantly to developing Bachelor and Master's teaching in archaeology at the Eduardo Mondlane University. The longstanding collaboration with Makerere University – started in 1999 – has created a platform for joint research in various disciplines (particularly in health sciences and natural sciences) and across disciplines, both in Uganda and neighbouring countries. Three honorary doctorates have been awarded during the course of the Makerere collaboration.

5.4 Dissemination

Dissemination is a fundamental part of research, and it is often said that there is no point in doing the research unless it is effectively communicated. A common criticism of standard methods of dissemination through academic journals is that they reach a limited audience, and a range of channels are needed in order to achieve effective uptake and impact of research. A number of dissemination channels were mentioned during the interviews as important avenues for networking and expanding collaboration. There is a tension here however, as academic peer reviewed publications are used as the standard indicator metric to assess research outputs in national

assessments, even though they are widely regarded as one of the least effective methods of communicating results to a wider audience. In consequence university researchers focus primarily on publication of peer reviewed academic papers.

Humanities

The Department of Archaeology, History, Cultural Studies and Religion disseminates research results through the traditional channels of academic publications and conference presentations, but also contributes to public lectures and media popularisation, for example the Lost Kingdoms of Africa (BBC) programme. Its areas of interest are in current demand and it is a high profile department: annually it gives 10-20 public talks and 50 media articles, and has made an estimated 400 individual interviews and comments since 2011. The Tracsymbols project, as well as the Department's work on the Sudan have been of particular international interest.

The Department of Foreign Languages organised a public workshop for the POLAME project at the Brazilian Congress of Communication Sciences in the autumn of 2014. The Centre for the Study of the Sciences and the Humanities does not give examples of dissemination, but it is relatively easy to identify reports on the Ethical Aquaculture Food Index (EAFI).

Law

The Faculty of Law has a good deal of dissemination activity through national and regional newspapers as well as other media, such as national TV and radio channels.

Mathematics and Natural Sciences

Dissemination of research from the Departments of Physics and Technology, Earth Science and Chemistry is primarily through the publication of academic articles. The Department of Biology has also focused upon publications in peer reviewed international journals, including high-ranking journals, supplemented by submissions and presentations at scientific conferences. A number of both scientific and popular articles have been presented in the countries where projects have been undertaken and some also in the Norwegian media. The Department of Biology furthermore disseminates to stakeholders such as the World Health Organisation and other health authorities.

Medicine and Dentistry

The Department of Clinical Medicine has public awareness and engagement activities and media reporting as a feature across many of its ongoing activities, and uses a variety of channels of communication. However, the listed dissemination activities seem more related to PhD education and training than public awareness and communication activities.

The Centre for International Health has a consistent focus on communication and outreach, including engagement with policy makers, programmers, the public at large in the South and international organisations. Traditional communication through scientific conferences and research publications are complemented by blogs, media reporting and popular articles. Overall, the dissemination and outreach activities are extensive in scope covering both national and international channels of communication. It is not clear if communication and outreach includes on-line education and involvement of, for example, primary and secondary education at schools in Norway, public events or on-location public debates, but overall engagement with local stakeholders does not seem to be a great priority.

The Department of Clinical Dentistry presents research results at conferences and through thesis reports. General public engagement through media seems limited.

Psychology

The Department of Health Promotion and Development disseminates research results through conference presentations across a wide range of topics, for example in the past year at the International Association of Child and Adolescent Psychiatry Congress in Durban and the International Congress of Applied Psychology in Paris. All permanent staff in the group have presented their work at international conferences during the time period under scrutiny.

Social Sciences

The Department of Social Anthropology includes dissemination as part of its research practice. It is in the nature of ethnography that its practitioners develop close relations to the populations in which they work and where their knowledge is often disseminated as well as discussed critically. Department members have also often been engaged in the news media and debates in the Norwegian press. Several projects have public web pages. In the Department of Sociology the major mode of dissemination is through national and international peer reviewed journals, monographs published by leading international publishing houses and through participation in national and international conferences. There has been a steady increase in peer reviewed publications and in conference participation during this period. Listed were 18 instances of participation in conferences, seminars, workshops and guest lectures within Norway while internationally there was participation in 13 conferences and workshops.

At the Department of Comparative Politics, publications in international journals and participation in international conferences and workshops are the main forms of dissemination. In addition national and international conferences and Master's and PhD thesis are important channels. Public talks and different types of media and policy briefs have been used for dissemination. Publications and edited books which talk to the audiences in the south may not be recognised in the Norwegian publication system, but various publications have had major media coverage for example, in Uganda, Malawi, Shanghai and Norway.

The Department of Administration and Organisation Theory disseminates its research through the publication of books and journal articles. In South-Asia policy briefs have been used. The Department of Geography disseminates research results through publications in peer reviewed journals, participation in national and international conferences and meetings, popular articles, TV documentaries, web pages, videos on YouTube, and other media in Norway and in collaborating countries in the South.

The Department of Economics engages primarily in international dissemination with the academic community as its main target group. The staff and PhD students participate in national and international conferences, workshops, and seminars. In the MAP project, dissemination workshops were organised in Tanzania. The Department of Information Science and Media Studies disseminates through academic journals and conferences as well as technology companies in Uganda.

UiB Global

UiB Global maintains a wide variety of different dissemination channels, both within Norway and internationally. English is the language used in most channels. Major target groups are other researchers, students and the informed public. Most dissemination is academic in nature, though series of films have disseminated UiB research to a wide popular audience. The Bergen Resource Centre for International Development is an important outlet for dissemination. The annual number of events organised by the Centre has stabilised at around one hundred, ranging from conferences, lectures, panel debates and intimate literary salons. Relevant events are streamed and made available on the website for later viewing. A small in-house printing press (BRIC press, est. 1987, closed in 2012) published 57 books since 2004 (monographs, edited volumes, text books, bibliographies, reports and other research findings) and was registered with the National Library. Distribution has been through an online bookstore and personal networks. The project *In the Wake of Colonialism* had a major exhibition at the Bergen Museum in 2009 and a series of seminars and popular dissemination all over Norway. The NUFU Zimbabwe projects also held exhibitions and had a close collaboration with Mutare museum in Zimbabwe where they engaged with the public and local schools. In 2006 a town museum and library were built by the Norad project in Mozambique with a permanent exhibition and a school library. The museum was taken on by city authorities and has proved sustainable. It is now a vibrant library and used for various local art exhibitions as well as offices for city cultural authorities.

5.5 Societal impact

Societal impact is hard to define, yet funding agencies are increasingly requesting researchers to identify the impact and uptake of their research. The definition of “impact” used in the UK Research Excellence Framework 2014⁵⁰ is “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.” There can be a significant lag between the production of academic research outputs and societal impact. Although some research may lead to immediate impact, such as a medical breakthrough or technical innovation, it usually takes about five years to establish an academic research programme, and societal impact may be ten to fifteen years afterwards. However, notwithstanding a long-standing body of intervention work by many of the departments at UiB, there is no clear attempt to articulate social impact by all departments and in some cases little evidence was provided.

Examples of dissemination of research through film

Research projects have produced several television documentaries over the years: Terje Tvedt, a professor at the Department of Geography, has published two books based on his award-winning TV-documentaries on water, *A Journey in the History of Water* and *A Journey in the Future of Water*. The latter book has been translated into a number of languages. He has also written a book and TV-documentary on the River Nile, *The Nile Quest*. *A Journey in the Future of Water* is a series of three programmes of 52 minutes each. It has been shown eight times on Norwegian television and sold to more than 25 countries. The series won the Gullruten award as the best TV-documentary in Norway in 2008. *The Nile Quest* is a series of three programmes of 52 minutes each. *A Journey in the History of Water* is produced as a DVD in eight languages and is the biggest international success in Norwegian TV-history. UiB Global has sold these documentaries to hundreds of universities and institutions all over the world and the DVDs are used in teaching courses at a great number of universities in the US, Canada, Australia, Asia and Europe, including Norway. Other films arising from research projects include *The White Do-Gooders* (TV-series in English and Norwegian, 2007); *Women, War and Welfare in Jerusalem* (Documentary in English, 2009). The NUFU Zimbabwe projects and NORAD Mozambique archaeology project jointly produced three ethnographic films: 1) *Makashwa, Rainmaking and Archaeology in Zimunya, Zimbabwe* (2006), shown on national TV in Zimbabwe and used at University of Zimbabwe. 2) *Making Rain* (2007), a film about politics and reality of the annual traditional rainmaking ceremonies in Zimbabwe and Mozambique. The film has won several international awards in film festivals (Tartu, Paris and Sibiu). It was shown on TV in Mozambique and a special radio programme was made during the filming period. The team was followed by a radio journalist. It became one of the most popular radio programmes in Mozambique in 2005. 3) *If the Vagina had teeth* (2009), an ethnographic documentary on the annual rainmaking ceremonies in Chassuka, Mozambique.

Humanities

The Department of Archaeology, History, Cultural Studies and Religion highlights four key areas of impact, demonstrating internal and external visibility and the department acting as a source of expertise:

- the Tracsymbols project on early cultural developments in South Africa, which is a major archaeological project exploring symbols in the culture of the Middle Stone Age;
- Work on Darfur which has contributed to UN attempts at conflict resolution and had important impact in the area of preservation of cultural remains;
- Work on Islamic law and history;
- Research on Norway-China economic and cultural relations.

⁵⁰ <http://www.ref.ac.uk>

The Centre for the Study of the Sciences and the Humanities refers to the Ethical Aquaculture Food Index (EAFI) as a channel for societal impact, as this is used in many reports on global food security. Other work from the centre is a project that has just started on climate change in Bangladesh. The project combines interesting methodological approaches with important work for the area, as Bangladesh is one of the most vulnerable countries in the world to the threats of climate change.

Examples of global and development-related research at UiB, case 6:

Global and development-related research at the Faculty of Humanities

A special place in global research at the University of Bergen belongs to research on the Republic of Sudan. This covers a large variety of endeavours, from dentistry to archaeology. The emphasis on Sudan grew organically from the interest that researchers in various fields had taken in this region, but was also fuelled by a focused effort by the UiB leadership. In the humanities, archaeology has been important, with an early focus on archaeobotany and the inception of agriculture in this region, but also drawing on anthropology in studying the production and the social functions of food and drink. The growth of ancient civilisations in the Sudan created a fruitful collaboration between archaeology and Classics. In the Darfur region, Bergen has been helping conflict resolution efforts at the UN and elsewhere. Our approach to Sudanese studies in various fields of the humanities has become known internationally as the "Bergen school", which refers both to Bergen's emphasis on the retrieval and preservation of pre-modern written sources (against the view that "Africa has no written history"), and to the fact that academic input and methodological influence has travelled not only from the "north" to the south, but just as much from the Sudan to us.

Law

The Faculty of Law has not reported on societal impact, but the study of law is largely vocational and so impact is through training and graduation of practising lawyers.

Mathematics and Natural Sciences

For the Department of Physics and Technology societal impact is limited to the specific project orientations, but clearly this is highly important for the countries in which the projects are carried out, as is the education of local researchers. The Department of Earth Science produces knowledge of seismic phenomena which is crucial for the countries concerned. The building of research capacities in those countries has also been very important. For the Department of Chemistry the impact on society is via training of researchers and via the scientific results achieved, which could have very positive effects on developing countries' economies.

In the Department of Biology the areas of research have high societal relevance given the global pressure on natural resources, the need for biodiversity conservation and the demand for food. The topics of work are well aligned with the areas of competence and expertise available within UiB and Norway at large. A link has been established in several areas of work between more basic science, applied sciences and policy and management. Where relevant, such linkages are likely to increase societal impact even within a relatively short period of time. An emphasis including research, education, informing policy and public engagement forms a good starting point for impact beyond the university environment.

Medicine and Dentistry

Societal impact in the Department of Clinical Medicine is based on rather specific research topics and research based impact assessments. However, the educational and outreach activities of the

Department can have relevant and interesting implications and influence in Norway as well as countries of focus in the South.

At the Centre for International Health the scale and diversity of important health topics addressed and the Centre's deliberate emphasis on engagement with organisations responsible for programming at national and international level, is more than likely to have resulted in important impacts on public health. The capacity building activities at individual level, long-term research partnerships, communication strategy and skills transfer will benefit institutions in the south. CIH involvement with education and communication is likely to benefit students at UIB and regional partners. CIH has presented strong documentation of impact.

In the Department of Clinical Dentistry the societal impact is focused on very specific aspects of dentistry and oral health. The research findings are likely to be of primarily local relevance.

Psychology

The Department of Health Promotion and Development considers its most important impact to be initiating community-based projects over nearly twenty years and directly working to improve the quality of life of adults and children affected by HIV/AIDS in Africa. The department has also led a major school-based initiative on sexual and reproductive health in southern and eastern Africa, which has contributed to the development of more effective prevention programmes.

Social Sciences

The societal impact of the activities of the Department of Social Anthropology is difficult to assess but the department has had a substantial impact through its contribution to knowledge of the developing world, and particularly through education in anthropology, which is channelled into the publicly funded school system. In the Faculty of Social Sciences in general, as indicated in the sections above, all departments have made important contributions through publications for the academic community. Moreover, there is substantial capacity building in terms of developing Master's and PhD programmes in many collaborating educational institutions in the South. There is also dissemination through popular publications, policy briefs, and various media channels, which may provide information to the public, but to what extent this contributes to policy improvement or has societal impact on communities is not clear or articulated.

UiB Global

UiB Global and its predecessors have had a high level of societal impact at a wide range of levels from creating major shifts in perspectives to capacity building, for example through the creation and promotion of films as described above. In terms of capacity building, the Nile Basin Research Programme hosted 56 senior researchers from Nile Basin institutions of research and higher education as guest researchers at UiB. They participated in seven research clusters within various academic fields. Senior academics are often advisers to their respective governments, and so the knowledge exchange can be fed directly into policy. The project was also remarkable in that nationalities from countries that are at conflict were brought together. In 2013, UiB was awarded two NORHED projects (Water and Society - Africa and Water and Society - Asia), which both were designed and initiated based on the cooperation in the Nile Basin Research Programme.

6 The significance of the strategic priority of global and development-related research at UiB

6.1 The added value of additional resources

As a strategic priority area at the University of Bergen, global and development-related research has received additional resources in order to facilitate and enhance activity. This section attempts to assess the strategic added value and utility gained from these additional resources. The evaluation is by necessity limited, as UiB has not been able to provide figures for strategic funding or detailed information on how funds have been allocated. Moreover, it is not possible to make a precise evaluation because it is hard to assess the counterfactual, in other words, what would have occurred in the absence of the additional resources. Benefits may also be gained tangentially to areas of focal activity as the existence of the priority area may attract funds or stimulate research even though groups concerned are not receiving direct support. For example, staff appointments and replacements being retained in a subject area because it aligns with the strategic priority. Moreover, a conducive environment for cross-disciplinary interactions in the priority area also needs to be in place in order for the additional resources to provide leverage. For example, many of the groups interviewed reported that joint working between departments was hampered by lack of arrangements to apportion time spent on supervisory effort or teaching, and this makes it difficult to isolate whether or not resources are the limiting factor for enhancing activity. It should also be noted, that large groups with a tradition of working in global and development-related research, such as at the Department of Social Anthropology, may not require additional resources to continue their interests as they will have strategically appointed staff aligned with their research tradition. However, some units such as the Department of Sociology and the Faculty of Law, with few staff in the priority area, do benefit from a centrally organised resource.

Only two units provide figures for funding received through UiB's strategic priority of global and development-related research in their self-assessments: HEMIL (300,000 NOK in 2008) and the Department of Clinical Medicine (100,000 NOK in 2012 and in 2013 as funding from SPIRE⁵¹). Seven units report on having received strategic funding (in part from their faculties), mainly for PhDs and post-docs but also for education, networking and projects: UiB Global, CIH, HEMIL, and the departments of Clinical Medicine, Social Anthropology, Comparative Politics, and Archaeology,

⁵¹ SPIRE is UiB's Strategic Programme for International Research and Education, linked to the University's strategy and action plan for international activities 2011-2015. The programme provides seed money for building collaborative research and/or learning and teaching initiatives with the University's strategic international partners.

History, Cultural Studies and Religion. Eight units report that they have not received additional resources or have not reported at all.

Some units report that the strategic priority of global and development-related research has had little or no significance for their activities in the field (the departments of Biology and Social Anthropology, and the Centre for the Study of the Sciences and the Humanities). The Department of Biology says that the strategic priority has been insignificant for the Department in the period of evaluation, and argues that a more determined approach from the central leadership concerning organisation and funding is needed. The Department of Social Anthropology states that the funding has not been long-term, but is negotiated on an annual basis.

In contrast, other units state that the strategic priority has been important, in terms of “labelling” development-related research as a priority which has helped attract both internal and external funding; facilitating the development of new educational programmes (the Master’s Programme in Development Geography and the Bergen Summer Research School); increasing the number of quota students; and generating projects through agreements with the South. UiB Global is said to have been important for the spread of information about relevant activities across faculties, and together with the Bergen Resource Centre for International Development, to have provided access to valuable resources in the form of office space, seminar rooms, library and meeting places. The Department of Comparative Politics considered that allocation of strategic funding became more transparent with the reintegration of the activities of Unifob Global and the establishment of UiB Global.

This ambivalence is perhaps related to the difficulties noted at the beginning of the section. In general, however, the additional funding is reported to have been important for strengthening research and education (increasing staff, establishing networks, and developing proposals for external funding).

6.2 The function and value of the strategic committee for global and development-related research

The strategic committee for the priority area global and development-related research has been reorganised several times since the late 1980s (cf. section 1.2), and experiences with the committee varies between units and over time. According to some units, the strategic committee has played an important role in internationalisation activities, including the establishment of the Master’s Programme in Gender and Development and the Bergen Summer Research School, and facilitated information sharing and networks across faculties. However, several units - within the humanities, natural sciences and medicine - report that they have had limited or no contact with the strategic committee in the period of evaluation, and UiB Global argues that the strategic committee, and the strategic priority of global and development-related research more generally, is currently felt to be insignificant. The self-assessment report provided by UiB Global states that “the question of whether the Strategic Committee for Global and Development-related Research has lost its role and whether the University of Bergen really prioritises this thematic area, has been raised and is of serious concern for colleagues in this broad thematic focus area.”

A strategic committee representing all the faculties that can facilitate cross-departmental research activities is clearly required, as there are administrative barriers that need to be removed. If central resources are to be allocated to a research priority such as global and development-related research, then this also needs to have oversight with representation from across the University.

6.3 Main observations

There is no doubt from the evaluation that the University of Bergen is recognised as a world-leading centre for global and development-related research and education. This is evidenced by:

- Long history of engagement with the field;

- Large number of high quality academic outputs in many different disciplines;
- Diverse and effective ways of disseminating research findings to a wide audience;
- Capacity building that has resulted in many UiB graduates, both Norwegian and international;
- High societal impact and influence on policy, both within Norway and internationally;
- Strong engagement with international and local implementing organisations thereby ensuring effective uptake of research outputs.

A large number of graduates have been produced from the many Master's programmes within the strategic priority area and ample evidence was given to the Panel in the self-assessments of impressive career trajectories of the PhD graduates.

Additional resources invested in the strategic priority area of global and development-related research and education have clearly paid dividends in establishing and maintaining UiB's strong profile in the field, though it is hard to quantify this return. UiB has an excellent record of attracting external funding in the priority area, and UiB Global has played an important role in supporting the implementation of research projects in often difficult and challenging conditions in developing countries. However, it should be noted that most of these research projects have combined research and research capacity building. This provides a strong link with development actors and has good societal impact, but also tends to define the research topic and is dependent on donor funds.

Within the strategic priority area, there is much productive cooperation in generating resources and networking with the Chr. Michelsen Institute, particularly through UiB Global (and its predecessors) and the Bergen Resource Centre for International Development. Many other local partners collaborate in research and education with the different units (see Section 5.2), such as the Rokkan Centre and the Bjerknes Centre for Climate Research, particularly on interdisciplinary projects.

Many of the research groups evaluated have exceptional levels of international activities. Long-standing projects, for example in the areas around the Nile, in Sudan, Uganda and other countries in the Nile Basin, have developed a high level of expertise abroad leading to continuing project cooperation and extremely successful profiling, such as the popular television series on the Nile. Similarly, there has been strong cooperation in Nepal and a number of other countries, particularly, Malawi, Tanzania and Ethiopia.

Promotion and dissemination of the research has been through many and varied channels. All the research groups evaluated are producing academic outputs in international peer reviewed journals or in other forms that are appropriate for the research topic and discipline such as books and monographs. The television series on the Nile has already been mentioned as an exemplar of bringing research to a popular audience. Dissemination also takes place through the Bergen Summer Research School for PhD researchers.

Cross-disciplinarity is an integral part of many of the research projects, particularly the larger, longer-term projects. The Nile Basin, Sudan and Nepal projects have already been mentioned, but there are many others, such as those of the Bergen Pacific Studies Research Group, the Sexual and Reproductive Rights Lawfare project, and projects at the Centre for International Health, to mention just a few. Cross-disciplinarity has clearly strengthened these projects, and the presence of coordinating units (such as UiB Global) and centres (such as CIH) to enable this cross-disciplinarity to occur is important. Some important and effective projects, such as those on UV optics in Uganda and Tibet, are more focused on the transfer of knowledge within a single discipline, so cross- and interdisciplinarity is not necessarily a pre-requisite to effective development research.

The value and function of the strategic committee within the priority area during the period under evaluation had different interpretations among the research units. Some units considered that the committee played a significant role, whereas others had limited interaction and questioned its usefulness. Influence of the strategic committee on strategic decisions has also varied with time.

The need for support functions in the strategic priority area varies amongst the groups. Well-established and relatively large groups within departments and centres are not so much in need of support compared with researchers outside the larger groups. However, some of the centres that in the past have been merged into departments, expressed concern that they no longer keep overheads and so lack resources for proposal development, strategic investments in a particular field, etc. For activities such as those undertaken in collaboration with the Bergen Summer Research School and the Bergen Resource Centre for International Development, or for researchers working within the strategic priority area in departments where there is not a critical mass of researchers in the same field, then a support system is needed and currently this is supplied by UiB Global, as well as the Division of Research Management and Division of Student Affairs. Opinions expressed by some of the groups covered by the evaluation are discussed below.

The Faculty of Humanities spoke of the importance of having a flexible structure that allows research groupings to arise and close according to availability of both external funding and staff, but also of having a sustainable and clear platform that enables interdisciplinarity. This latter type of platform was thought of as a centre (or several centres) that is not linked to, or constrained by, teaching (and its consequent funding flows) and which can maintain an academic contribution to inquiry and projects. Lack of this type of flexible structure, it was claimed, might result in universities losing out to consultancy firms that are more flexible.

The Department of Clinical Medicine has established productive long-standing partnerships in several countries in the South building individual research capacity and generating research outputs and funding. There are very specific areas of research involving partners in the South but there are some challenges in generating large scale funding. In this type of work, from a strategic perspective, it is highly relevant to embed global and international related development aspects into highly specialised departments. In other words, excellence in topic specialisation is also important for the strategic priority area as well as cross-disciplinarity.

In the view of the Centre for International Health, the Centre has had a profound impact on establishing international health as a core and highly productive area of research at UiB, and CIH can be viewed as one of the leading centres in Scandinavia in the field of basic and fundamental global health. CIH has received strong recommendations and positive evaluations in recent reviews as seen especially in the areas of nutrition, HIV and child health. It has attracted significant external funding primarily in Norway and mainly from government sources. CIH has strongly profiled UiB internationally. Over the years, the Centre has been supported by and had the attention of the UiB management, but recent restructuring has led to loss of an independent budget at CIH and this has reduced the incentive for other departments to place their projects administratively at the Centre. CIH fears that reorganisations, changing management responsibilities, re-definition of priorities (possibly towards a more general "global" outlook) and re-allocation of budgets within UiB may weaken the Centre further. The Panel considers that overreliance on quota scholarships and Norwegian government funding may call for a broader funding base. It is likely that turning CIH into a separate department, as it was between 2005-2010, within the Faculty of Medicine and Dentistry, securing overheads allocated for CIH activities and possibly providing UiB support for staff to broaden out the agenda into global health, may be elements of regaining strengths. Without a strong capacity within UiB to apply for, initiate and manage large capacity building, educational and research partnerships with institutions in the South in the field of medicine and public health, it will be difficult to facilitate the involvement of specialised UiB departments and to maintain the University's profile and funding base in the field of international health.

According to the Department of Biology, global and development-related research at the Department has been more of a bottom-up activity in the period of evaluation than a result of a strategic prioritisation by the University. A discussion of priority setting seems to be needed to resolve potential conflicts between investigator-driven priority setting and centrally set priorities. The linkages between research and areas of student supervision seem well developed and coherent in the Department. In

the self-assessment report, a concern was expressed about representation of the Department of Biology in the activities of the Strategic Committee for Global and Development-related Research: “Currently however, UiB’s strategic committee for global and development-related research is not a very active and its mandates do not seem to be of relevance to BIO”. The department calls for a review or re-organisation of the area of research and education.

The difficulties of incentivising cross-disciplinary, inter-faculty, research projects within a traditional university structure, where departments are cost centres rooted in teaching, is not unique to UiB. The text below outlines experiences of the Panel Members of interdisciplinary research and the sustainability of research centres that will help to guide the recommendations. Jane Wills, Jon Lovett and Flemming Konradsen discuss the London South Bank, Leeds and Copenhagen Universities respectively. Jonathan Friedman gives some examples of the trajectory of research centres; and Beth Maina Ahlberg gives some examples from South Africa.

London South Bank University faces many of the same challenges as UiB. The challenges have been to integrate research, enterprise and teaching and to achieve interdisciplinarity across the University. Despite the identification of cross-cutting themes of which health and wellbeing is one, there is not much collaboration because of a lack of opportunities for collegiality and because of funding flows. The structures across the University have also not been consistent with different uses of the terms institute, grouping and centre. Currently, the University is moving to a structure of four schools across the University within which there will be several departments. The schools host one or more institutes to whom the institute will be financially accountable. Each institute houses a research centre. Each centre acts as a hub for research development, activities and groups, and is closely linked to one or more academic departments, e.g. a centre for media and culture research, a centre for educational research, a centre for research in psychology and a centre for social policy research are all housed in the Institute for Social Sciences Research. The centres drive research activities and the institute offers research supervision. Teaching takes place in the school.

The University of Leeds in the UK is structured into faculties and departments, with research clusters on focal areas within the departments. Whilst this provides administrative efficiency in a large university and brings together researchers with common interests, these structures lead to the creation of research “silos” from both the top down and bottom up. The research assessment exercise performed every five years or so in the UK also encourages this “silo-isation” process through discipline-based evaluation submissions and the need for departments to present strengths of their research groups. In order to counteract this process the University established a number of interdisciplinary hubs, for example on Africa and on Energy and Water, which extend across all faculties and provides a structure for people with common subject interests. The hubs have a coordinating office and were given generous start up funds for employing research fellows, who were linked to specific departments. This approach has been important for preparing bids for large interdisciplinary grants, such as those under Horizon 2020. One of the more successful hubs has been on water, and it describes itself as “one of the largest interdisciplinary centres for water research in any university in the world, encompassing expertise from across the physical, biological, chemical, social and economic sciences and engineering as well as the arts.”⁵² The University also recently appointed a number of “leadership chairs” with the specific remit of engaging in research across faculties and leading research teams in bids for large funds. The interdisciplinary drive from the University central administration is continuing, and a set of university-wide “themes” are being introduced that include topics covered by the existing hubs, but also introduce new areas, such as Sustainable Cities. There is also a simple system for supervising PhD students across departments and faculties with each student having several supervisors, each being allocated a percentage of the supervisory load irrespective of the parent department of the supervisor.

⁵² URL: www.wateratleeds.org

Within the past four years, the University of Copenhagen has established cross-faculty Schools to act as information and collaborative hubs e.g. the School of Global Health⁵³. Such hubs facilitate interdisciplinary activities primarily related to summer schools, development of MSc and PhD courses, new Master's programmes, international field courses, seminars, international internship programmes, job opportunity fairs, a web-portal with updated information on lectures etc. at the University and the establishment of collaborative and exchange agreements with Southern partners. In this set-up, discipline-specific research and the management responsibility for research projects and educational programmes, have been maintained at department level.

Without continuity of core funding and sufficient numbers of students to maintain interdisciplinary centre finances, centres are subject to retrenchment as external research grants reach their end and priorities change within universities. For example, this happened with the Centre for Research in the Humanities at the University of Copenhagen, which was financed by the Humanities faculty and the Danish Research Council in the Humanities. The centre, which lasted for some five years, organised a number of international colloquia, sponsored some major publications and published a journal (Culture and History). Participants could be freed up from their own departments for up to two years and there were a large number of invited researchers in residence. The Centre was, according to the evaluation, a great success in most respects.

In Sweden, the Lund Research School in Anthropology/Sociology/History offered courses for three faculties: the Social sciences, Humanities and Theological faculties with financing from the Swedish research council in the social sciences. The courses were attended by several hundred PhD students. The credits for such courses were taken out in their home departments. In conjunction with such courses there were international guests who stayed from a number of days to a week each and participated in the courses as well as doing a kind of supervisory work in special seminars in which PhD students presented their research. The school was immensely popular since it did not compete with departments. It was only a supplement to students' research work. The school only lasted for four years.

In Finland, the Helsinki Centre of Excellence on global governance financed by the Academy of Finland was a multidisciplinary endeavour focused on issues of governance with conferences and publications covering a broad spectrum of issues. The Centre received high grades from an evaluation, but it only lasted from 2006 to 2011.

In South Africa, an interdisciplinary approach was adopted in creating the South African Research Chair in Development Education, which was established in 2008. The Chair is funded by the Department of Science and Technology, administered by the National Research Foundation and hosted by the University of South Africa (UNISA), which has positioned itself as "the African University in the service of humanity". The Chair is an example of inclusive innovation: "knowledge creation, acquisition, absorption and distribution efforts targeted directly at meeting the needs of the low-income population". The Chair introduces a new pedagogy in academic research and citizenship education, which takes development and the acute lessons drawn from it as a pedagogic field and human development as the goal. Its exploration through research, post-graduate teaching, and community engagement seeks answers to some of the most taxing and exciting questions about development, knowledge production and science. The Chair has implemented a ground-breaking strategy in knowledge production and partnerships that brings together world distinguished scholars and thinkers from a wide range of disciplines (quantum physics, law, peace, education, economics and political science) into dialogue and leading sages of indigenous knowledge systems on heuristics within a paradigm of restorative action. Annual retreats bringing together these stakeholders into dialogue have been organised during the past ten years. There is leading work in systematising and optimising the Third Mission of Universities, that of community engagement, by pushing for new philosophies of practice, clearer and more coherent methodological strategies in inclusive partnership building.

⁵³ URL: www.globalhealth.ku.dk

In summary, there is no easy way of stimulating cross-disciplinary global and development-related research and education within the established University structures of faculties and departments. Research centres are transitory by their very nature, innovative research is no longer new once it has been done, and centres of research excellence need to be focused on exciting novel approaches. However, much can be achieved by removing administrative barriers to inter-departmental research and education by ensuring that student supervision and teaching is appropriately rewarded, and by creating university-wide “hubs” on strategic priority areas. Streamlining allocation of financing for interdisciplinary research to ensure smooth funding flow was a key consideration mentioned by many of the units interviewed.

7 Strengths, weaknesses and challenges

7.1 Strengths, weaknesses and challenges

This section is arranged in the classical SWOT format based on the following concepts and definitions:

- Strengths: internal helpful characteristics of the project that give it an advantage over others.
- Weaknesses: internal harmful characteristics that place the project at a disadvantage relative to others.
- Opportunities: external helpful elements that the project could exploit to its advantage.
- Threats: external harmful elements in the environment that could cause trouble for the project.

Because the current evaluation is primarily inward facing, and mainly concerned with activities within the University of Bergen, the external opportunities and threats are not covered in detail as these relate to the dynamic and changing context for both partner institutions and funding opportunities.

Strengths

There are significant strengths at the University of Bergen in global and development-related research, which has not only created world-class research, but also significant internationalisation. There is a long tradition of this type of research across the University, giving rise to some internationally recognised departments. For example, to mention just a few, the Panel recognised that the Department of Social Anthropology is one of the foremost anthropological institutions in the world and it has done an excellent job in promoting and developing the priority area. The Department of Earth Science's major strength is the global scope of the projects that have been in progress for some years. The Centre for International Health has been awarded a Centre of Excellence for research on child and maternal health. The Centre for Development Studies, established in 1986, has continued in various forms over time and is now represented by the unit UiB Global. The unit and its previous forms have an impressive publication record. UiB Global as a major source of infrastructural support for high quality work is a strength, particularly for scholars working outside of the larger groups, such as in sociology. Collaboration between UiB and local partners, such as with the Chr. Michelsen's Institute in the Bergen Resource Centre for International Development, is a major strength, especially for dissemination of the strategic priority research to a wider audience. The Resource Centre represents a unique meeting point between scholars, students and the public.

Education within the priority area was also recognised by the Panel as a major strength in many departments. During the interviews it was clear that a strength of the education programmes is their strong recruitment, a good relationship of masters programmes to PhD research, and excellent PhD completion rates. In the Department of Comparative Politics the strengths identified are in relation to a good academic environment within development studies, PhD education and international

publications, and the existence of initiatives such as the Bergen Summer Research School organised by UiB Global, which provides a stepping stone for PhD education and for international contacts. In the Department of Administration and Organization Theory the Master's Programme in Public Administration is also considered a bridge for international contacts. For the Department of Geography, an identified strength is international PhD education and publications.

The Panel recognises the strength of commitment to an interdisciplinary research environment, evidenced in cross disciplinary research groups and projects, in many departments. This recognition was echoed by, for example, the Department of Economics and Department of Health Promotion and Development., which in addition to recognising the cross-disciplinarity of the research groups, also mentioned the ability to engage with academic and non-academic communities in the global South, longstanding work in global and development related research and the stable critical mass of staffing. The relatively large size of some of the research theme areas also promotes cross-disciplinary work. The Department of Archaeology, History, Cultural Studies and Religion cited as strengths in the department the number of those working on Middle Eastern and African studies enabling cross-disciplinary research. In the Department of Foreign Languages the strengths were considered to lie in its versatility and potential to be interdisciplinary as demonstrated in the Caribbean and Latin American research groups. The Centre for International Health combines the focus on a specific research area, resulting in a Centre of Excellence, with a broad cross-disciplinary approach to health in developing countries. UiB Global runs the large cross-disciplinary Nile Basin Research Programme, involving 11 African countries and numerous African guest researchers, and is the hub for several regional networks across disciplines, functioning as an important meeting place for academics, and for several research groups composed of researchers from diverse parts of the University and Southern partner institutions.

General recognition from the University of the area of global and development-related research was considered by the Panel to be a strength. UiB Global stressed the need for a coordination framework by the University community. Some of the interviewees referred to this as a "platform" that would guide the interactions among the faculty members on the global stage. The Panel agreed that strength lay in leadership by the Rector and his office in the commitment of the University to ensuring an integrated approach to addressing global development challenges, building on existing programmes and collaboration that provide a basis for growth in the global development agenda.

Examples of global and development-related research at UiB, case 7:

The Centre for Intervention Science in Maternal and Child Health – a Norwegian Centre of Excellence hosted by the Centre for International Health

In 2013, the Centre for Intervention Science in Maternal and Child Health (CISMAC) was awarded status as a Centre of Excellence by the Research Council of Norway. The Centre is a consortium hosted by CIH, with partner research institutions in Ethiopia, India, Nepal, South Africa, Uganda and Zambia. The consortium also includes the Chr. Michelsens Institute, the Norwegian Institute of Public Health and the World Health Organization.

CISMAC performs intervention studies, including tests on the effect of various measures, such as vaccination programmes and maintaining proximity of underweight children to their mothers, in order to provide solutions to high infant mortality.

Weaknesses

The major weakness was considered to be the lack of administrative and collaborating structures that facilitated working across departments and faculties. UiB Global was concerned that the unit is expected to straddle basic and applied research in all faculties and across disciplinary boundaries, which would require developing clear collaboration structures, and that there were bureaucratic and logistical challenges within the University that negatively impact on the capacity of UiB Global to fulfil

its mandates. Other departments repeated this sentiment. The Department of Health Promotion and Development felt there are barriers that inhibit collaboration across departments and faculties, resulting in projects (and funding) located in other departments and work from staff in this department going unrecognised. The Department also mentioned that there is some intra-university competition with heads of department/faculty resisting collaborative research across faculties/departments, and that there were inflexible reporting systems that fail to record and recognise the large volume of teaching and supervision that takes place in the global South.

Inevitably staff shortages were recognised as weaknesses by the departments. For example, the Department of Economics considered that there is need for more positions within development economics as well as more financial support. The Department of Health Promotion and Development was concerned that two professors are close to retirement, and the Department of Administration and Organization Theory felt that weaknesses for the department are the limited capacity for expansion, limited contact with other communities within and around the University, and challenges relating to replacing those retiring. The resource library for Middle Eastern Studies is a major asset now housed within the Bergen Resource Centre for International Development, but its staffing has been reduced to the extent that the source collection is not developed and the needs of researchers and the public are not met. UiB Global was concerned that there was limited capacity (both human and financial) at the unit to fulfil its mandates, which cut across disciplines, departments, centres and faculties.

The Panel recognised that a principal weakness is a shared understanding of global and development-related research, and whether this should be inherently cross-disciplinary or built on disciplinary excellence. So, whilst some faculties and departments were strongly committed, this was not shared by all. This may be partly due to a lack of a clear conceptual understanding of what “belongs” and indeed, what could be developed, and also the lack of a strong central driver, if indeed one exists in such a broad field of research. Cross-disciplinarity is considered by the Panel as a strength, but some departments stayed within their disciplines, and so this could be regarded as a weakness as the full potential of the research was not realised. For example, the Department of Physics and Technology needs to develop more stable cross-disciplinary cooperative activities in order to attract both funding and staff. In the Department of Earth Science, the main weakness is the lack of collaboration with the social sciences and humanities. The Department of Comparative Politics mentioned the challenge of being able to create courses and programmes that are cross-disciplinary. The Department of Geography noted that challenges include having few arenas for cross-disciplinarity at UiB.

The Department of Archaeology, History, Cultural Studies and Religion felt that the fora for cross faculty interdisciplinarity were being challenged and that there is a shift of focus to the “basic entities” of departments. The Department of Geography considered that the leadership should make research activities known to relevant funding institutions including Ministries, Embassies and Norad especially after the closing down of Unifob Global. Due to the reorganisations discussed in Section 1.2, most research activities now go on in faculties and departments and more resources are therefore required than if there was a central coordinating unit supporting research activities in the priority area, a task that could be performed across the university by UiB Global if it was adequately resourced.

The several rounds of reorganisation at UiB in recent years were also considered to be a weakness. The University as whole underwent several reorganisations in the period 2004 – 2009, and the establishment of Unifob Global as a department in UiB’s research company Unifob meant that components of the strategic priority area of global and development-related research were moved out of the University. As a result, the academic production and related activities of the predecessor to UiB Global were not attributed to the University. Moreover, important institutional “memory” has been lost or hidden because of changing systems and an increased turnover of experienced staff. CIH expressed concern that the merger into a department has undermined its capacity to invest overheads in new staff skills, and that generally, the focus and priorities have been diluted.

In education, Master's programmes developed for students from the South do not seem to be coordinated to provide benefit of other UiB students.

In summary, the Panel recognises two principle weaknesses: 1. A lack of administrative processes; and 2. A lack of a clear organisational model. The administrative processes refer to budget flows across departments and faculties creating barriers to teaching and supervision outside of the core departments. This then results in a lack of support by departmental heads who perceive little benefit from staff teaching and supervising across departments. In terms of the organisational model, UiB has undergone a series of reorganisations over time, with various permutations of a central model to decentralisation in departments.

Opportunities

There are major opportunities in the area of global and development-related research at UiB. UiB Global recognised the increasing national and international research policy focus on global challenges with the potential for resource mobilisation. This not only opens exciting research possibilities and concomitant societal impact, but also streams of external funding. For example, there are significant new opportunities for funding for global development interventions, such as Horizon 2020.

The Faculty of Law noted that, since global and development-related research is multidisciplinary, there is need for meeting places or what one interviewee called a market place. One strategy suggested could be to create a cross-disciplinary centre for global and development-related research by bringing together scholars working in this field within the social sciences, humanities and natural sciences using UiB Global as the central coordinating hub for collaboration in both research and education.

Threats

As with any research area, funding is competitive. Competition from other universities for funding and attracting students was mentioned during the interviews with the social science departments as an external threat. UiB Global noted the rapidly changing conditions for accessing external funding. Some funding agencies have their own areas of interest and countries of focus that may be at variance with the UiB priorities. In some subjects, such as pre-historic archaeology, religion and language, research is development-related in that it pertains to countries' cultural situations, but may not be directly linked to the funding agencies' focus on poverty. As such, there is a perception that researchers within the humanities can find funding a challenge as they consider that large research calls are not generally directly aimed at their areas of research. The Department of Foreign Languages considered that there is a missed opportunity that is simply thwarted by the restrictions of funding flows that would otherwise enable them to capitalise on their strengths. Changes to the national studentship quota funding scheme was also recognised as a threat to some of the taught post-graduate programmes.

Other external threats recognised by UiB Global include diverse political structures and priorities in the partner countries that can negatively affect the partnerships and interfere with the smooth implementation of activities. Climate and ecological changes also demand new thinking and new partnerships. Conflict and wars in partner countries were also considered threats to long term planning and investments.

7.2 Recommendations

Take advantage of the tradition. Global and development-related research at the University of Bergen has a long tradition, which is represented throughout the University, both in disciplinary and cross-disciplinary research and education. This tradition is found not only in fields with concentrations of researchers such as health, social anthropology, geography and biology, but also in disciplines such as law and sociology, where the smaller number of researchers are able to collaborate effectively with the larger groups. Research in the strategic priority area not only takes place in large

interdisciplinary projects, such as the Nile Basin Programme, but also in focused technology transfer, such as optical physics to Uganda and Tibet. A long standing tradition leads to strength in depth across the University as a whole, and development of a globally recognisable “brand” in the strategic priority area, which is important for attracting highly qualified staff, world class visiting scholars and external funding.

Recommendation 1: The University of Bergen should retain global and development-related research as a strategic priority area and ensure that all research in the priority area is represented in the University’s publicity and policy.

Maintain the high standard. There is no doubt that global and development-related research at UiB is of a high standard across the departments and research groups evaluated, as assessed by the number of publications in peer reviewed journals, international reputation, impact and uptake of the research, and co-authorship with partners in the South, demonstrating the level of collaboration, capacity building and relevance to the prioritised area of research. Examples of national and international recognition of excellence include the Centre of Excellence at CIH and the ERC Advanced Grant in the Department of Social Anthropology. Many other groups and individuals conducting innovative research of a high standard with strong publication records were encountered during the evaluation, some examples of which are given in this report, including both theoretical research and area studies. Excellence needs to be recognised and research groups and individuals supported administratively in bids for funds that will enable them to continue pursuing world-class innovative research. New “blue skies” thinking should be supported with seed-funding to enable researchers to produce initial proof of concept publications so that they can then seek more substantial funding opportunities.

Recommendation 2: The University should proactively identify groups and individuals conducting exciting innovative research across the spectrum of activity in the strategic priority area and promote two to four of them annually to form competitive ‘centres of excellence’ that will enable them to obtain funding at national, European and international levels.

Develop university-wide structures for inter-departmental/ faculty collaboration in research and education. The lack of appropriate mechanisms and incentives within the University was consistently cited as a major barrier to cross- and interdisciplinary research. Without sufficient incentives, faculties defend their disciplinary boundaries strongly on both financial and academic grounds. Research centres and groups are transitory by their very nature, as once completed, research may no longer be innovative. However, a facilitating environment is needed to support research to gain critical mass as it emerges, and to enable cross disciplinary collaboration, as innovations often occur at disciplinary boundaries. The fact that a cross disciplinary unit, UiB Global, has passed through so many incarnations and reorganisations despite being highly productive, illustrates the presence of fundamental underlying barriers and tensions. The question arises as to other cross-faculty research units in the future, or in the past (such as CIH with its strong record of excellence), should also be independent departments, or whether this will lead to continued tortuous reorganisations as policy and university priorities change. A solution could be to create a credit transfer system between departments and units for teaching, supervision, publications, administrative support and research income, that would enable effort to be appropriately rewarded within the relevant cost centres, whilst coordination is achieved through topic-orientated ‘hubs’. Two components are needed. Firstly to create university-wide structures to enable collaboration. Secondly to create an organisational model for global and development-related research for the future, recognising that a strong commitment to this theme during the 1980s and 1990s led to a central organisation that successfully established UiB as a leader. The keys to success are wide consultation and designing an institutional matrix that rewards effort through effective incentives.

Recommendation 3: Reorganise university-wide time-allocation systems so that inter-departmental and cross-faculty teaching and student supervision is recognised and appropriately accounted for.

Recommendation 4: Review the options for organisational delivery with university-wide consultation. For example: a central model directly under the university leadership; a matrix model with established centres in faculties; an ad hoc model of emerging research groups; a hub topic model across departments with clusters around topics. A practical solution for UiB may involve a combination of these models, though it must have clarity of purpose.

Students need interdisciplinary skills. The current emphasis by major funding and administrative organisations on large interdisciplinary projects and policy means that students need to acquire skills for placing their knowledge into an interdisciplinary context, even if it is from the position of an in-depth analysis within a single discipline. A common problem across universities, including at UiB, is that students and staff simply do not know what goes on in other departments or educational programmes. A way of stimulating collaboration and networking across disciplines and research traditions is to improve on the effective information exchange, especially targeting master and PhD level students. The Bergen Summer Research School is a good example of opportunities for students to acquire these skills. The Bergen Resource Centre for International Development also provides a forum for events showcasing research across disciplines. Participating in, and presenting at, these events should be an integral part of a student's education. A separate issue is the need to increase the linkage between international students in dedicated Master's programmes (for example those covered by the aid programmes of the Norwegian government) and other students.

Recommendation 5: Enhance information exchange on interdisciplinary educational opportunities across the University, and create new forums if necessary.

Recommendation 6: Encourage students to participate through credit-rating for interdisciplinary courses in Master's programmes and competitions for PhD student presentations.

Recommendation 7: Continue support to the Bergen Summer Research School and the Bergen Resource Centre for International Development.

Build bridges to academic communities in UiB's periphery. Local academic partner institutions can offer skills, expertise and networks that can enable and enhance global and development-related research at UiB (the partner institutions are listed in Section 5.2). Many research units have good contact and partnerships with these local academic partner institutions, but not all do, and may not be aware of the full potential available. The more technical science and medical groups have a lower level of contact than the humanities and social sciences. UiB Global is an important mediator in establishing local collaborations and is in a position to stimulate interactions when this is likely to lead to developing productive relationships.

Recommendation 8: Enhance the role played by UiB Global in developing partnerships with local academic partner institutions and facilitate dialogue between the partners and research units who do not currently engage with them.

Develop reciprocal partnerships. Global research is international research activity that can only take place on a world stage, and requires active reciprocal participation from collaborating partners. Many departments are conducting this type of research through collaborative agreements and this testifies to the high priority placed on this type of activity by the University central administration. Long-term reciprocal partnerships, such as that established with Makerere University in Uganda, provide the potential to launch new research activities when opportunities arise. Consolidating meaningful partnerships through continued recognition will keep them active and responsive. Maintaining partnerships, initiating new partnerships and getting the benefits of partnerships require that UiB has centres or departments with the incentives and resources to invest in long-term partnerships even when funding is between peaks. There should also be sufficient resources to facilitate the involvement of small specialised groups across UiB.

Recommendation 9: Strategically maintain partnerships with long-term research and education partners in the South through support to a unit, such as UiB Global, tasked with developing research and education projects with the partners.

Work with alumni. Alumni provide a platform for both future research activities and on-going capacity building through continuous professional development. Many departments maintain excellent links with individual alumni, and use these links as the basis for future research. A coordinated alumni programme in the strategic priority area would enhance the existing links and stimulate new ones. Over the coming years UiB will have to develop activities that more actively support student and future employer interaction. This is likely to be required by future government directives, will improve on the relevance of studies and provide new opportunities for students. UiB will need to invest in “job opportunity fairs”, and develop more diverse internship programmes, student interest organisations and their involvement with civil society and the private sector, and broaden and increase summer school activities. The alumni network can play a central role in all of these activities.

Recommendation 10: Maintain and enhance alumni networks, engaging them in continuing research and educational activities at UiB.

Prioritise dissemination and societal impact. The rating of academic publications depends on the ranking of journals and numbers of citations, but not on impact at the policy and operational levels. However, increasing emphasis is now being placed on societal impact, and appropriate dissemination is an important part of achieving this. Many departments and research groups have diverse routes for dissemination and achieving social impact. Of particular note are film documentaries and the television series on the History of Water and the Nile, the dissemination of which is supported by UiB Global and the Bergen Resource Centre for International Development. Global availability of the internet also opens opportunities for web-based education. Social impact is most readily achieved by working closely with implementing agencies, such as the World Health Organisation as is done by some of the health related research units at UiB, and partners in the global South. If societal impact and wide dissemination is not an integral feature of research in the strategic priority area, then research groups should be assisted to ensure that their work gains traction in both policy and implementation. Development research is often funded by donor organisations, so in dissemination it is important to emphasise the importance of critical and challenging thinking, so that research does not become an appendage of the politically motivated agendas that drive donor aid. Stepping further, dissemination can embrace transdisciplinarity which moves beyond interdisciplinary combinations of academic disciplines by engaging in debates between researchers and the society at large as a way of discovering bridges between different knowledge systems.

Recommendation 11: From the outset, design projects with social impact and communication strategies and have expertise available to advise on how to best do this.

Seek new funding opportunities. The funding environment is dynamic and researchers have to constantly reinvent themselves in order to keep abreast with changing sources and policies associated with funding opportunities. For example, the EU Horizon 2020 programme launched in 2014 has nearly €80 billion of funding over seven years (to 2020). Horizon 2020 contains many cross-disciplinary calls relevant for global and development research. Societal impact and partnerships with the private sector and implementing agencies is often a requirement for the proposals. Having a unit that can help locate and guide researchers to relevant calls and partners will assist UiB obtain funds from Horizon 2020 and other funding opportunities.

Recommendation 12: Ensure that the Division of Research Management, as well as the faculty and department administrations, are actively informing researchers working in the priority area of global and development-related research of suitable opportunities and assisting with partner searches and preparation of applications.

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Appendix 1

Evaluation of Global and Development-related Research at the University of Bergen (UiB)

Self-Assessment Report 2004-2013

Department/centre at UiB to be included in the evaluation:

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Introduction and general instructions

The present evaluation is initiated by the University of Bergen (UiB) in order to have a systematic review and assessment of the strategic priority area global and development-related research at UiB. Whereas global and development-related research has been a strategic priority at the university since the 1980s, the focus of the evaluation is on the last ten-year period (2004-2013).

The evaluation is conducted by an international evaluation panel, appointed by UiB, with secretarial help from NIFU. The panel is mandated to evaluate the quality and relevance of the scientific production and educational programmes (at master and doctoral level) within global and development-related research at UiB, as well as the dissemination activities, cooperation with institutions in UiB's periphery (*randsonestitusjoner*) and international activities of the associated academic communities.

In order to do so we need a wide set of information about the activities of the units conducting global and development-related research at UiB. Against this background, we ask the departments/centres involved in global and development-related research to fill in this self-assessment report template. The self-assessment template follows the Terms of Reference (ToR) for the evaluation. Each item in the template quotes the ToR-questions to be addressed, and asks for relevant information about the unit/its activities in the ten-year period to be evaluated, as well as the unit's experiences and assessments.

The evaluation panel will evaluate quality and relevance in a broad sense and not only in terms of scientific publications and funding. The units are therefore encouraged to highlight the aspects of their research and education that they consider to be significant and to have societal impact/value.

When deciding which parts of the unit's activities to include in the report please note that the University of Bergen specifies that the strategic priority area global and development-related research

“embodies important global and local challenges for poor countries and the basic needs of humans, opportunities and processes for development related to these challenges, and human rights, resource issues and sustainable development.”

The evaluation panel acknowledges that some units may encounter difficulties in applying this definition. If there are sections (or parts of sections) in the template where the question of delimitation makes it difficult for your unit to provide the requested quantitative and/or qualitative information, you are free to leave them open. The panel furthermore invites you to elaborate on any difficulties you have encountered, and on how you delimited which activities to include, in the open comment space at the end of the template.

Note that your department/centre should return only one self-assessment report. However, if you have several major research topics/research groups within global and development-related research, we ask you to provide information specified by research topic/research group where this is relevant.

To avoid double counting, please coordinate your reporting with other departments/centres involved in global and development-related research at UiB. As a general rule, you should report the activities of researchers holding a main position at your unit.

The self-assessments will, together with other data sources, form the basis for a review and assessment of the strategic priority area global and development-related research at UiB as a whole. There will not be separate evaluations of the research units.

Please send the completed self-assessment to NIFU by 8 September 2014 (siri.aanstad@nifu.no). The self-assessments will not be published or distributed to other parts of UiB.

1. Background information: thematic areas and resources

Please use the boxes in each section to specify your activities and views.

a) Thematic areas of global and development-related research: In the table below, list your major research topics/research groups and projects (2004-2013).

Major research topics/Research groups (2004-2013)	Major research projects (2004-2013)

b) The department/centre's academic personnel in global and development-related studies (research and/or teaching)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total number of staff involved										
Number of staff involved in the field more than 50% of their time										
Full time equivalents (FTEs) in the field:										
Professors (<i>professor/førsteamanuensis/andre førstestillinger</i>)										
Other permanent academic staff										
Postdoc fellows										
PhD fellows										

If relevant, please specify the size of your major research topics/research groups within global and development-related research relative to the size of the department/centre and describe the main developments in academic personnel (growth/reduction) for these groups in the period 2004-2013.

c) Funding of research activities: Please fill in the department/centre's total expenditure for global and development-related research by funding source (in 100 000 NOK).

Source	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Institutional core funding (total)										
- funding received from UiB's strategic priority of global and development-related research										
Grants from the Research Council of Norway										
Other Norwegian public funding (ministries, directorates/agencies, etc)										
Private domestic sources (industry or NGOs)										
Funding from abroad										
Sum										

If relevant, please describe the main developments in research funding (growth/reduction) per major research topic/research group in the period 2004-2013.

2. Scientific production and societal impact

ToR: "On the basis of international standards to assess the quality and relevance of the scientific production within global and development-related research based on the combined production of publications and theses, with emphasis on the last 10 years."

The panel will assess UiB's overall scientific production within the field based on bibliometrics/publication lists extracted from Cristin and Web of Science. As additional information and background to interpret the bibliometric data we would like input on what you consider the department/centre's main achievements and most significant publications within the field. Five to ten publications per major research topic/research group should be listed.

Note that the panel is interested in societal as well as academic impact and that this should be the publications the researchers consider to be the most significant, and not necessarily only academic publications.

Please provide full references to each publication.

The most significant publications per major research topic/research group, 2004-2013:

--

If global and development-related research at your department/centre has had clear societal impact in the period 2004-2013, please provide examples below. Describe the research performed and its relevance, use and impact. The examples should be ranked in order of significance (starting with 1. for the most significant use/impact).

--

3. Education at master and doctoral level

ToR: "Evaluate the quality and relevance, including the development of expertise and level of execution, of the area's combined educational programs at the master and doctorate level with emphasis on the last 10 years."

If your department/centre has offered/contributed to Master's or Ph.D. programmes in global and development-related studies at UiB in the period 2004-2013, please list the names of the programmes.

Educational programmes in global and development-related studies 2004-2013:

Master programmes:	Ph.d. programmes/research schools::

Please provide information on other master and doctoral level education in global and development-related studies at UiB that your department/centre has offered/contributed to in the period 2004-2013 (e.g. courses/lectures/supervision within disciplinary Master's and Ph.D.-programmes).

--

Describe and comment on how the education in global and development-related studies your unit has been involved in has developed in the period 2004-2013 (scope of programmes/courses, recruitment of students, completion and other relevant issues).

--

Please provide examples of the career trajectories of Ph.D.-candidates within global and development-related studies and describe the role your unit has played in the career development of the candidates (e.g. career advise, engaging with relevant employers).

4. The significance of UiB's strategic priority of global and development-related research

ToR: "With the additional resources that accompany being a main focus area in mind, give a combined assessment of the strategic added value/utility this has provided."

Please describe the types of added resources your department/centre has received through UiB's strategic priority of global and development-related research in the period 2004-2013 (e.g. Ph.D.-positions, infrastructures). Refer to amounts reported in section 1 c) where relevant, and comment on the added value of these resources for your research and education activities; that is, what results you would not have achieved without the additional resources.

5. Cooperation with academic communities in UiB's periphery (randsonen)

ToR: "Evaluate the associated academic communities' cooperation with relevant academic communities in UiB's periphery, including organization, participation in projects, ability to generate resources and networking."

If relevant, please report separately for your major research topics/research groups in this section.

Please describe how your cooperation with relevant academic communities in UiB's periphery (*randseinstitusjoner*) has developed in the period 2004-2013, including developments in the role such cooperation has played in your ability to generate resources and build networks.

6. Dissemination activities and international cooperation

ToR: “Evaluate the associated academic communities' dissemination and promotion of their research results domestically and internationally.”

ToR: “Evaluate the associated academic communities' international activities, including developing expertise abroad (“impact”), project cooperation, participation in conferences, presentations, marketing and networking.”

If relevant, please report separately for your major research topics/research groups in this section.

Describe the major target groups of your research and the major channels for disseminating and promoting your research results domestically and internationally. Please comment on the relative importance of academic/popular and of domestic/international dissemination.

Describe and comment on how the dissemination and promotion of your global and development-related research has developed (e.g. increase/decrease in activity level, new dissemination and promotion channels) in the period 2004-2013.

Please provide a list of your department/centre's most significant *domestic* dissemination activities (apart from scientific publications) in the period 2004-2013 (extracted from Crislin where possible). Categories to be included:

- contribution at conferences
- popular/user-oriented talks
- popular articles
- media contributions (newspapers, TV, radio, film, blogs, etc.)

Please provide a list of your department/centre's most significant *international* dissemination activities (apart from scientific publications) in the period 2004-2013 (extracted from Crislin where possible). Categories to be included:

- contribution at conferences
- popular/user-oriented talks
- popular articles
- media contributions (newspapers, TV, radio, film, blogs, etc.)

List your international projects in the period 2004-2013, and comment on the development in international project cooperation in the period.

Describe other central international activities your department/centre has been involved in in the period 2004-2013, and comment on the development in these activities in the period. If relevant, report specifically on your involvement in building expertise abroad.

7. Cross-disciplinarity

ToR: "Consider to which extent cross-disciplinarity and organization in cross-disciplinary centres has contributed to strengthening and developing activities in the focus area."

If relevant, please report separately for your major research topics/research groups in this section.

Please comment on the degree of cross-disciplinarity of your research and education activities, and the extent to which cross-disciplinarity and organisation in cross-disciplinary centres have contributed to strengthening the research and education activities within global and development-related studies at UiB in the period 2004-2013.

8. UiB's strategic committee for global and development-related research

ToR: "Assess utility value/function of the strategic committee for this focus area."

Please comment on your department/centre's experiences with UiB's strategic committee for global and development-related research, its value/function for developing the field, and if relevant how the organisation of the focus area may be improved.

9. Administrative resources and support

ToR: "Assess the associated academic communities combined administrative resources and support functions."

Please describe the types of administrative resources and support available to your department/centre, and give your opinion on the adequacy/sufficiency of the resources and support, and if relevant what ought to be improved.

10. Strengths, weaknesses and challenges

If relevant, please report separately for your major research topics/research groups in this section.

Please describe what you see as the main strengths, weaknesses and challenges for research and education within global and development-related research at UiB, and how the field should be developed further.

11. Additional information/comments

For additional information or comments to the evaluation panel, please use the space below.

Appendix 2

Site visit interview plan

	Monday October 13 th	Tuesday October 14 th				Wednesday October 15 th	
Time	10.00-12.30/15.00-16.30: 1. 10.00-11.30: interview 1 2. 11.30-12.30: interview 2 3. 15.00-16.30: interview 3	9.00-12.30: 4. 9.00-10.30: interview A1 and B1 5. 11.00-12.30: interview A2 and B2		14.30-16.00: • 14.30-16.00: interview C1 and D1		9.00-10.30: 1. 9.00-10.30: interview E1 and F1	
Track	-	A	B	C	D	E	F
Panel members	All	Jon Lovett, Jonathan Friedman, Beth Maina Ahlberg	Mary Amuyunzu-Nyamongo, Jane Wills, Flemming Konradsen	Jon Lovett, Jonathan Friedman, Jane Wills	Mary Amuyunzu-Nyamongo, Beth Maina Ahlberg, Flemming Konradsen	Flemming Konradsen, Mary Amuyunzu-Nyamongo, Beth Maina Ahlberg	Jane Wills, Jon Lovett, Jonathan Friedman
Interviews	1. <u>UiB central leadership</u>	1. <u>Faculty of Social Sciences:</u> - Dept. of Social Anthropology - Dept. of Sociology	2. <u>Early career researchers</u>	1. <u>Faculty of Mathematics and Natural Sciences:</u> - Dept. of Physics and Technology - Dept. of Earth Science - Geophysical Institute - Dept. of Chemistry	2. <u>Faculty of Mathematics and Natural Sciences:</u> - Dept. of Biology	1. <u>Faculty of Medicine and Dentistry:</u> - Dept. of Clinical Medicine (K1) - Dept. of Clinical Science (K2) - Dept. of Clinical Dentistry - Centre for International Health	2. <u>Faculty of Humanities:</u> - Dept. of Archaeology, History, Cultural Studies and Religion - Dept. of Foreign Languages - Centre for the Study of the Sciences and the Humanities
	2. <u>UiB faculty leadership</u>	2. <u>Faculty of Social Sciences and Faculty of Law:</u> - Faculty of Law - Depart. of Comparative Politics - Dept. of Administration and Organisation Theory - Dept. of Geography - Dept. of Economics - Dept. of Information Science and Media Studies	2. <u>Faculty of Psychology:</u> - Dept. of Health Promotion and Development - Dept. of Education				
	3. <u>UiB Global</u>						

Appendix 3

Tables

Table A1 Total number of staff involved in global and development-related studies (research and/or training) at UiB, by department and year, 2004-2013

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Social Anthropology	15	15	18	17	17	14	15	15	20	21
Sociology						1	1	1	1	1
Geography	6	8	8	9	9	9	9	12	14	14
Economics	2	3	5	6	7	7	8	6	5	5
Information Science and Media Studies	1	1	1	1	1	2	2	2	2	2
Health Promotion and Development	9	12	15	17	17	20	21	21	23	23
Archaeology, History, Cultural Studies and Religion (est. 2007)	15	15	15	17	19	20	20	20	20	20
Centre for the Study of the Sciences and the Humanities							2	3	3	3
Earth Science	2	2	2	3	3	4	4	4	4	4
Chemistry	3	3	3	3	3	2	2	3	3	5
Biology	10	10	12	12	16	18	17	16	14	12
Law				1	3	3	4	7	8	6
Centre for International Health	22	23	30	24	29	29	28	28	31	31
Clinical Medicine (K1)	9.5	10.5	12.5	11.5	11.5	12	11.5	14	13.5	13.5
UiB Global	6	8	10	23	21	20	17	5	6	6
Sum info from 15 units	100.5	110.5	131.5	144.5	156.5	161	161.5	157	167.5	166.5

Comment: The table only includes figures for the 15 units which specified total number of staff involved in global and development-related studies.

Source: Self-assessment reports

Table A2 Number of staff involved in the field more than 50% of their time, by department and year, 2004-2013

Department/Unit	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Social Anthropology	12	12	12	12	12	12	12	12	12	12
Comparative Politics	6	7	8	9	9	11	9	12	12	12
Economics	1	1	3	5	6	6	6	4	5	5
Information Science and Media Studies	1	1	1	1	1	2	2	2	2	2
Health Promotion and Development	6	8	9	12	14	14	13	16	17	14
Archaeology, History, Cultural Studies and Religion (est. 2007)	12	12	12	14	16	17	17	17	17	17
Centre for the Study of the Sciences and the Humanities							1	1	1	1
Earth Science	0	0	0	0	0	0	0	0	0	0
Chemistry	1	1	1	1	1			1	1	1
Biology	8	8	8	8	8	10	10	8	8	5
Law				0	1	1	2	3	3	3
Centre for International Health	15	15	17	21	22	22	22	18	18	18
Clinical Dentistry (cooperation with CIH)	1.5	1.5	1.5	1.5	1.5	1.5	1	1	1	1
Clinical Medicine (K1)	6.5	7.5	9.5	8.5	8.5	9.5	8.5	10	10.5	10.5
Sum info from 14 units	70	74	82	93	100	106	103.5	105	107.5	101.5

Comment: The table only includes figures for the 14 units which specified number of staff involved in the field more than 50% of their time.

Source: Self-assessment reports

Table B1 NUFU-projects, UiB, 2007-2012

Nr	NUFUPRO	NUFU Projects UiB 2007-2011/12	Period	Budget	CIAsupport	Unit
1	10062	Archaeology and Traditions in eastern Zimbabwe	2007-2011	3 417 499	140 117,46	Global
2	10063	Assessment of microbial pollution and diversity of Escherichia coli and Shigella in freshwater	2007-2011	3 500 000	143 500,00	BIO
3	10069	Biotechnonogy and microbial diversity of Ethiopian soda lakes	2007-2011	5 550 000	227 550,00	BIO
4	10074	Capacity building and research in sub-Saharan Africa to promote survival among HIV-exp	2007-2011	3 499 400	143 475,40	SIH
5	10086	Coastal modelling and fish health II	2007-2011	3 417 330	140 110,53	BIO
6	10095	Cultural heritage for social development: Training, research and archiving in ethnomusicol	2007-2011	2 920 750	110 750,75	Griegakad
7	10099	Democracy consolidation in Malawi	2007-2011	3 175 950	130 213,95	Sampol
8	10119	Essential nutrition and child health in Uganda	2007-2011	3 495 000	143 295,00	SIH
9	10121	Ethiopian malaria prediction system (EMAPS)	2007-2011	3 500 000	143 500,00	SIH
10	10126	Gender, generation and social mobilisation: Challenges of reproductive health and rights a	2007-2011	5 843 000	231 363,00	SIH
11	10129	Globalization and Changes in the cultures of survival and care in Ghana: From capacity bu	2007-2011	3 399 770	139 390,57	Global
12	10130	Governance matters: Assessing, diagnosing and addressing challanges of governance in	2007-2011	2 970 000	121 770,00	Admorg
13	10166	Occupational respiratory diseases among male and female workers in dusty industries in T	2007-2011	3 114 188	127 681,71	SIH
14	10176	Productive learning cultures II	2007-2011	5 353 300	219 485,30	Global
15	10179	Registry based reproductive health in Northern Tanzania	2007-2011	3 500 000	143 500,00	SIH
16	10183	Research and capacity building to address the diagnostic and therapeutic challenges in tu	2007-2011	5 980 000	245 180,00	SIH
17	10196	Strengthening HIV-related interventions in Zambia: co-operation in research and institutio	2007-2011	3 498 000	143 418,00	SIH
18	10210	The role of Ugandan folklores as repository of traditional wisdom	2007-2011	3 493 413	310 288,00	Global
19	Ge2008/10185	Enabling local voices	2008-2012	3 500 000	143 500,00	Global
20	SM 10061	Application for termination of the Lower Jordan River Basin Project	2007-2008	1 022 000	0,00	Global
21	SM 10177	Program to improve child health and	2007-2008	1 325 000	0,00	SIH
22	SM 10227	Applied social psychology and HIV/AIDS	2007-2008	1 096 000	0,00	PSYK
23	NUCOOP 10008	Juba University library automation project	2008-2012	7 627 660	312 734,06	UB
24	NUCOOP 10013	Teaching basic sciences in laboratories and by field studies	2008-2012	7 568 000	310 288,00	BIO
25	NUCOOP 10001	Capacity building: Educating librarians in South Sudan	2008-2012	7 322 000	292 880,00	UB
26	NUFUSA 10001	Analysis of UV-data recorded by	2007-2008	62 700	0,00	IFT
27	NUFUSA 10005	Workshop on HIV and infant feeding	2007-2009	83 000	0,00	Psykol
28	NUFUSA 10203	The role of Ugandan folklores as repository of traditional wisdom	2008-2009	126 500	0,00	Global
29	NUFUSA 10623	Abrogation of anthracyclin-induced cardiotoxicity	2008-2009	211 580	0,00	Biomed
30	NUFUSA 13642	Staff development activities - Coastal Modeling and Fish Health	2009-2010	128 000	0,00	BIO
31	NUFUSA 13645	Scientific equipment and relevant training - Coastal Modeling and Fish Health	2009-2010	203 000	0,00	BIO
32	NUFUSA 10921	Globalization and Changes in the cultures of survival and care in Ghana: From capacity bu	2009-2010	143 000	0,00	Global
33	NUCOOP 11101	Infrastructure for teaching basic sciences... (lab and guesthouse)	2009-2010	4 000 000	164 000,00	BIO
NUFU-PRO TOTAL PORTFOLIO UiB				104 046 040	4 227 991,73	
1	10062	Archaeology and Traditions in eastern Zimbabwe	2007-2011	3 417 499	140 117,46	Global
11	10129	Globalization and Changes in the cultures of survival and care in Ghana: From capacity bu	2007-2011	3 399 770	139 390,57	Global
14	10176	Productive learning cultures II	2007-2011	5 353 300	219 485,30	Global
18	10210	The role of Ugandan folklores as repository of traditional wisdom	2007-2011	3 493 413	310 288,00	Global
19	Ge2008/10185	Enabling local voices	2008-2012	3 500 000	143 500,00	Global
28	NUFUSA 10203	The role of Ugandan folklores as repository of traditional wisdom (Makerere)	2008-2009	126 500	0,00	Global
32	NUFUSA 10921	Globalization and Changes in the cultures of survival and care in Ghana: From capacity bu	2009-2010	143 000	0,00	Global
20	SM 10061	Application for termination of the Lower Jordan River Basin Project	2007-2008	1 022 000	0,00	Global
GLOBAL				20 455 482	952 781,33	
2	10063	Assessment of microbial pollution and diversity of Escherichia coli and Shigella in freshw	2007-2011	3 500 000	143 500,00	BIO
3	10069	Biotechnonogy and microbial diversity of Ethiopian soda lakes	2007-2011	5 550 000	227 550,00	BIO
5	10086	Coastal modelling and fish health II	2007-2011	3 417 330	140 110,53	BIO
30	NUFUSA 13642	Staff development activities - Coastal Modeling and Fish Health	2009-2010	128 000	0,00	BIO
31	NUFUSA 13645	Scientific equipment and relevant training - Coastal Modeling and Fish Health	2009-2010	203 000	0,00	BIO
24	NUCOOP 10013	Teaching basic sciences in laboratories and by field studies	2008-2012	7 568 000	310 288,00	BIO
33	NUCOOP 11101	Infrastructure for teaching basic sciences... (lab and guesthouse)	2009-2010	4 000 000	164 000,00	BIO
BIO				24 366 330	985 448,53	
4	10074	Capacity building and research in sub-Saharan Africa to promote survival among HIV-exp	2007-2011	3 499 400	143 475,40	SIH
8	10119	Essential nutrition and child health in Uganda	2007-2011	3 495 000	143 295,00	SIH
9	10121	Ethiopian malaria prediction system (EMAPS)	2007-2011	3 500 000	143 500,00	SIH
10	10126	Gender, generation and social mobilisation: Challenges of reproductive health and rights a	2007-2011	5 843 000	231 363,00	SIH
13	10166	Occupational respiratory diseases among male and female workers in dusty industries in T	2007-2011	3 114 188	127 681,71	SIH
15	10179	Registry based reproductive health in Northern Tanzania	2007-2011	3 500 000	143 500,00	SIH
16	10183	Research and capacity building to address the diagnostic and therapeutic challenges in tu	2007-2011	5 980 000	245 180,00	SIH
17	10196	Strengthening HIV-related interventions in Zambia: co-operation in research and institutio	2007-2011	3 498 000	143 418,00	SIH
21	SM 10177	Program to improve child health and	2007-2008	1 325 000	0,00	SIH
SIH				33 754 588	1 321 413,11	
22	SM 10227	Applied social psychology and HIV/AIDS	2007-2008	1 096 000	0,00	PSYK
6	10095	Cultural heritage for social development: Training, research and archiving in ethnomusicol	2007-2011	2 920 750	110 750,75	Griegakad
7	10099	Democracy consolidation in Malawi	2007-2011	3 175 950	130 213,95	Sampol
12	10130	Governance matters: Assessing, diagnosing and addressing challanges of governance in	2007-2011	2 970 000	121 770,00	Admorg
23	NUCOOP 10008	Juba University library automation project	2008-2012	7 627 660	312 734,06	UB
25	NUCOOP 10001	Capacity building: Educating librarians in South Sudan	2008-2012	7 322 000	292 880,00	UB
26	NUFUSA 10001	Analysis of UV-data recorded by NILU-UV multichannel irradiance (Makerere)	2007-2008	62 700	0,00	IFT
27	NUFUSA 10005	Workshop on HIV and infant feeding (Al Ahfad)	2007-2009	83 000	0,00	Psykol
29	NUFUSA 10623	Abrogation of anthracyclin-induced cardiotoxicity (Cape Peninsula Univ. of Techn.)	2008-2009	211 580	0,00	Biomed
DIVERSE				25 469 640	968 348,76	
NUFU-PRO TOTAL PORTFOLIO UiB				104 046 040	4 227 992	

Source: UiB

Table C1 Students, Master's programmes in global and development-related studies at the Faculties of Social Sciences and Medicine and Dentistry, 2004-2013

	Public Admin.	System Dynam.	System Dynam. (Eur.)	Anthr. of Dev.	Dev. Geogr.	Int. Health	Int. Health (Eur.)	Oral Sc.	Total
2004	37	24	0	11	0	23	0	0	95
2005	42	32	0	8	4	36	0	4	126
2006	26	26	0	19	6	36	6	11	130
2007	30	25	0	9	8	30	5	12	119
2008	24	35	0	19	10	24	0	7	119
2009	23	39	0	6	12	32	0	5	117
2010	21	39	24	21	12	30	0	10	157
2011	23	39	20	16	11	33	6	9	157
2012	17	32	20	21	12	25	2	9	138
2013	18	41	24	19	16	25	2	6	151
Total	261	332	88	149	91	294	21	73	1309

Source: UiB

Table C2 Graduates, Master's programmes in global and development-related studies at the Faculties of Social Sciences and Medicine and Dentistry, 2004-2013

	Public Admin.	System Dynam.	System Dynam. (Eur)	Anthrop. of Dev.	Dev. Geogr.	Int. Health	Int. Health (Eur)	Oral Sc.	Total
2004	9	10	0	0	0	10	0	0	29
2005	12	2	0	0	0	8	0	0	22
2006	8	6	0	4	0	13	0	0	31
2007	8	8	0	6	2	14	0	1	39
2008	12	11	0	4	6	11	0	1	45
2009	10	4	0	4	2	8	4	0	32
2010	10	18	0	10	7	7	0	0	52
2011	10	15	0	0	5	8	1	1	40
2012	15	11	19	15	6	13	0	4	83
2013	6	7	22	0	5	7	2		49
Total	100	92	41	43	33	99	7	7	422

Source: UiB

Table C3 Credits, Master's programmes in global and development-related studies at the Faculties of Social Sciences and Medicine and Dentistry, 2004-2013

	Public Admin.	System Dynam.	System Dynam. (Eur)	Anthr. of Dev.	Dev. Geogr.	Int. Health	Int. Health (Eur)	Oral Sc.	Total
2004	1002	1500	0	390	72	1224	0	0	4188
2005	1320	888	0	522	102	1590	0	156	4578
2006	1044	990	0	690	306	1932	246	288	5496
2007	984	1350	0	840	240	1914	216	288	5832
2008	1218	1662	0	636	588	1314	276	246	5940
2009	1068	1368	0	810	444	1506	156	258	5610
2010	1200	2028	672	990	792	1290	138	270	7380
2011	1110	1752	642	1008	582	1374	246	360	7074
2012	1338	1578	840	1020	762	1716	72	498	7824
2013	858	1386	870	1140	708	912	120	276	6270
Total	11142	14502	3024	8046	4596	14772	1470	2640	60192

Source: UiB

Table D1 Bilateral agreements

Region	Country	University/ Insitution	Year signed	Type of Cooperation	Agreement level	Disciplines
Africa	Botswana	Ministry of Health and Minsitry of Education, Botswana	2003	Education of medical students	Faculty of Medicine and Dentistry	Medicine
Africa	Botswana	University of Botswana, Faculty of Social Sciences	2007	General	Faculty of Social Sciences	Socialanthropology
Africa	Cameroun	University of Maroua	2010	Research and doctoral training	Institutional	Pedagogics,
Africa	Cameroun	University of Yaoundé	2004	Research	Faculty of Psychology	Pedagogics,
Africa	Cameroun	University of Yaoundé	2006	Research, Doctoral Training	Faculty of Humanities	Linguistics, Languages
Africa	Egypt	The American University in Cairo	2004	Student exchange	Institutional	Middle Eastern Studies, Arabic
Africa	Ethiopia	Armauer Hansen Research Institute (AHR)	2013	Research and Graduate Education	Institutional	Health, Medicine, Dentistry
Africa	Ethiopia	Addis Ababa University	2009	General	Institutional	All
Africa	Ethiopia	Addis Ababa University Faculty of Medicine	2004	Research,	Faculty of Medicine and Dentistry	Medicine
Africa	Ethiopia	Mekelle University	2012	Graduate education	Faculty of Psychology	Gender and Development
Africa	Ethiopia	University of Gondar	2010	Research, Graduate education, Staff and student mobility	Institutional	Medicine
Africa	Egypt	University of Cairo	2005	Research, Recruitment of students to scholarship programs	Institutional	System Dynamics
Africa	Gambia	University of the Gambia	2006	General	Institutional	Physics, Environmental Studies
Africa	Ghana	University of Ghana	2005	Research and Graduate Education	Institutional	All
Africa	Ghana	University of Ghana	2008	Student Exchange	Institutional	All
Africa	Ghana	Northern Empowerment Association	2009	Graduate Student Exchange	Department	Health Promotion
Africa	Kenya	Kenya Medical Research Institute	2012	Research and Graduate Education	Department	International Health
Africa	Kenya	University of Nairobi	2007	Research and Graduate Education	Institutional	Psychology and Health Promotion
Africa	Malawi	University of Malawi	2007	Research and Graduate Education	Institutional	All
Africa	Namibia	Benguela Current Commission	2010	Research	Institutional	Marine Biology, Fisheries, Oceanography
Africa	Rwanda	National University of Rwanda	2008	Graduate education	Institutional	Archaeology
Africa	Senegal	Université Cheikh Anta Diop, Faculte des Lettres et Sciences Humaines	2006	Research and Graduate Education	Faculty of Social Sciences	Administration and Organizaton
Africa	South Africa	University of Cape Town	2002	General	Institutional	All
Africa	South Africa	University of KwaZulu-Natal	2004	General	Institutional	All
Africa	South Africa	University of Limpopo	2007	Research and Graduate Education	Institutional	International Health, Health promotion
Africa	South Africa	University of Stellenbosch	2005	General	Institutional	All
Africa	South Africa	University of the Western Cape	2008	General	Institutional	All
Africa	South Africa	University of the Witwatersrand	2011	Research, Student and Staff Exchange	Institutional	Archaeology
Africa	South Africa	University Of Pretoria	2006	General	Faculty of Psychology	Department of Education and Health
Africa	South Africa	University of Zululand	2004	Student exchange, Research	Institutional	Culture Studies
Africa	Sudan	University of Science and Technology	2008	Research and Graduate Education	Institutional	All
Africa	Sudan	University of Science and Technology	2005	Research and Graduate Education	Faculty of Medicine and Dentistry	Dentistry

Region	Country	University/ Insitution	Year signed	Type of Cooperation	Agreement level	Disciplines
Africa	Sudan	Ahfad University of Women	2008	Research and Graduate Education	Institutional	All
Africa	Sudan	Ahfad University of Women	2012	Research, Master and Doctoral education	Department	International Health
Africa	Sudan	University of Juba	2008	Research and Graduate Education	Institutional	All
Africa	Sudan	University of Khartoum	2013	Research, Master and PhD education	Institutional	All
Africa	Tanzania	Ifakara Health Institute	2013	Research, Master and PhD education	Institutional	Global Public Health
Africa	Tanzania	Muhimbili University of Health and Allied Sciences	2009	Research, Graduate Education, Student and Staff Exchange	Institutional	Public health, Medicine, Dentistry
Africa	Tanzania	Tanzania Fisheries Research Institute	2008	Research, Graduate Education Student and Staff Exchange	Department	Biology
Africa	Tanzania	Mzumbe University	2006	Research and Graduate Education	Department	Administration and Organizaton
Africa	Togo	The University of Lomé	2013	Research, Postgraduate Education	Department	International Health
Africa	Uganda	Makerere University, Kampala	1999	General	Institutional	All
Africa	Zambia	University of Zambia, School of Medicine	2002	Research and Graduate Education	Faculty of Medicine and Dentistry	Public health
Africa	Zimbabwe	University of Zimbabwe	2007	Graduate Education	Department	Administration and Organizaton
Asia	Bangladesh	University of Dhaka	2011	General	Institutional	Social Science, Info and Media, Admin and Org
Asia	Bangladesh	North South University, General and Continuing Education Department	2007	Research, Postgraduate Education	Department	Administration and Organizaton
Asia	Bangladesh	University of Chittagong	2007	Research, Graduate Education	Department	Administration and Organizaton
Asia	Bangladesh	BRAC University Dhaka	2008	Research, Graduate Education	Department	Administration and Organizaton
Asia	Bangladesh	University of Rajshahi	2007	Research, Graduate Education	Department	Administration and Organizaton
Asia	Cambodia	Royal University of Phnom Penh	2012	Research, Graduate Education, Teaching and Student Exchange	MNFAK	Mathematics and Natural Sciences
Asia	China	Tibet University, Lhasa	2011	Research and Graduate Education	Institutional	All
Asia	China	Institute of Tibetan Plateau Atmosphere and Environment Sciences	2012	Master and PhD education, Research	Institutional	Natural Sciences
Asia	India	University of Kerala	2013	Research, Graduate education and Academic Staff Exchange	Department	Literature, Linguistics and Aesthetics (LLE)
Asia	India	Christian Medical College Vellore	2009	Research, graduate education and student exchange	Institutional	Faculty of Medicine and Dentistry
Asia	India	Kumaun University Nainital, Uttarakhand	2009	Research and Graduate Education	Institutional	Geography
Asia	India	St Johns Research Institute, Bangalore	2007	Research and Graduate Exchange	Centre	International Health
Asia	Nepal	Tribhuvan University,	2007	Research	Institutional	All
Asia	Nepal	Tribhuvan University	2004	Research and Graduate Exchange	Department	Administration and Organizaton
Asia	Nepal	Tribhuvan University	-	-	-	Geography
Asia	Pakistan	Association for Social Development	2010	Research and Graduate Exchange	Department	Centre for International Health
Asia	Pakistan	Institute of Management Studies, University of Peshawar	2007	Research and Graduate Education	Department	Administration and Organizaton
Asia	Palestinian Areas	Birzeit University	2008	Research and Graduate Education	Institutional	All
Asia	Sri Lanka	University of Peradeniya	2008	Graduate education	Institutional	Administration and Organizaton
Asia	Sri Lanka	Department of Economics, University of Ruhuna	2007	Graduate education	Department	Administration and Organizaton

Region	Country	University/ Insitution	Year signed	Type of Cooperation	Agreement level	Disciplines
Asia	Sri Lanka	University of Ruhuna - Dep of Zoology	2011	Research	Department	Marine Biology, Fisheries, Zoology
Asia	Thailand	Chulabhorn Research Institute	2013	Research, Graduate Student and Academic Staff Exchange	Institutional	All
Asia	Vietnam	Nha Trang University	2011	Research, Graduate Education, Student and Academic Staff Exchange	MNFAK	Marine Biology, Fisheries, Aquaculture
Asia	Vietnam	Research Institute for Aquaculture - RIA 3	2011	Research, Graduate Education, Student and Academic Staff Exchange	MNFAK	Marine Biology, Fisheries, Aquaculture
Asia	Vietnam	Can Tho University	2004	Research	MNFAK	Biology
Europe	Georgia	Faculty of Public Health, Batumi Shota Rustaveli State University	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Faculty of Medicine, Tbilisi State University	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Faculty of Public Health, Tbilisi State Medical University	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Georgian Health Promotion and Education Foundation	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Georgia International Health Development Agency	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Akaki Tsereteli State University	2009	Research and Graduate Education	PSYFAK	International health and health promotion
Europe	Georgia	Ivane Javakishvili Tblisi State University	2006	Research and Graduate Education	Institutional	Humanities and Social Sciences
Europe	Romania	University of Medicine and Pharmacy Carol Davila of Bucharest, Faculty of Stomology	2005	Research and Graduate Education	Faculty of Medicine and Dentistry	Dentistry
Europe	Russia	Lomonosov Moscow State University	2014	General	Institutional	All
Europe	Ukraine	Taras Shevchenko National University of Kiev	2012	Graduate Education	Department	Philosophy
Europe	Ukraine	National University of Kyiv Mohyla Academy	2008	Research and Graduate Education	Faculty of Social Sciences	System Dynamics

Source: UiB

Appendix 4

***Global and development-related research at the University of
Bergen 2004-2013
A bibliometric study***

Dag W. Aksnes

NIFU

Working paper, September 2014

Introduction

This working paper presents a bibliometric analysis of global and development-related research at the University of Bergen (UiB) and is a background report for the ongoing evaluation.

Publication and citation data have increasingly been applied as performance indicators in the context of science policy and research evaluation. The basis for the use of bibliometric indicators is that new knowledge – the principal objective of basic and applied research – is disseminated to the research community through publications. Publications can thereby be used as indirect measures of knowledge production. Data on how much the publications have been referred to or cited in the subsequent scientific literature can in turn be regarded as an indirect measure of the scientific impact of the research.

Within the scope of the evaluation, a comprehensive bibliometric analysis has, however, not been carried out. The main purpose of the analysis has been to provide a macro view on the development of global and development-related research at UiB during the period 2004-2013. Main issues analysed include: publication output, discipline profile, institutional contribution, citation rates, and international collaboration.

It should be noted that the bibliometric analysis is carried out as a separate study, independent of the other parts of the evaluation. This means that there are some differences in the way global and development-related research have been delimited. For example, the natural sciences have not been included in the bibliometric analysis (cf. text box below). Moreover, UiB Global is poorly covered by the analysis, due to missing data registered in CRISStin. These factors are important to take into consideration when interpreting the results.

Data & Methods

The study is based on two main data sources. One is the publicly accessible database CRISStin which is a joint system for registration of scientific publications applied by Norwegian higher education institutions. The institutions' budget allocations are partially based on their scientific and scholarly publishing, as documented in CRISStin. The database includes all types of scientific publications (not only journal articles, but also monographs and book chapters), in all fields of research. Bibliographic data are collected through a common documentation system, resulting in complete, verifiable and structured data for use in bibliometric analysis. Publication activity is reported by the institutions as standard bibliographic references, which are analyzable by publication channel and type of publication. A dynamic authority record, covering 25,000 controlled scientific and scholarly publication channels ensures that

references from non-scientific publications are not entered into the system. Publication data from professional bibliographic data sources (e.g. the Web of Science) are imported to the system, to facilitate the registration of publications by the employees.

The other data source is Web of Science by Thomson Reuters (formerly known as Institute for Scientific Information (ISI)), the producer of the most important database for bibliometric purposes. Different database products are applied in the study (containing e.g. data on citation counts, co-authors etc.)

Data from Web of Science have been used for analysing citation rates and international collaboration. It is important to note that only part of the global and development-related research output is indexed in the database. These analyses are, therefore, based on a smaller dataset than the other part of the study. The coverage of Web of Science varies between disciplines. The best coverage is achieved for physics, chemistry, biomedicine and clinical medicine. In biology and technology, coverage is also relatively high. However, the coverage in the social sciences and humanities is less good. This is partly because Thomson Reuters does not index all the relevant journals and partly because publication patterns differ between disciplines; in some disciplines, less centralised research communication, outside of international journals, plays a more important role, via national magazines, in books, etc. In consequence, the part of global and development-related research relating to the humanities and social sciences is less covered.

In the study we have used number of publications and number of publication points as indicators. The latter indicator is a weighted expression of the publication volume where number of co-authors, publication type and level are used as parameters in the calculations.

As citation indicator, we have applied the relative citation index which is an indicator showing whether the publications have been cited above or below the world average (=100). Here the citation count of each paper is matched to the mean citation rate per publication of the particular fields.

The definition of global and development-related research is open to different interpretations, and it is likely that the interpretation used in this report will differ from the one applied by some of the units. This may be seen as both a strength and a limitation. The strength is that the field is delineated in a coherent and uniformed manner across faculties and departments. The limitation is that the analysis may not fully cover the research which the research units themselves consider as global and development-related research.

The definition used by the university management in the evaluation process is formulated in the following way: "The focus area embodies important global and local challenges for poor countries and the basic needs of humans, opportunities and processes for development related to these challenges, and human rights, resource issues and sustainable development."

The definition can be operationalised in different ways. The information on which UiB-departments that have reported to carry out global and development-related research suggest that the definition has been interpreted very broadly. Only four UiB-departments/centers were included in the Norwegian Research Council's evaluation of development research (2007), all from the Faculty of Social Science. In this evaluation, however, a large number of units across almost all faculties have reported carrying out such research. Considering this fact, we have also applied a rather broad definition in the bibliometric analysis. One exception, however, is that research within the natural sciences has been excluded – despite the fact that several departments from The Faculty for Mathematics and Natural Sciences have reported to carry out such research. We do not consider it as reasonable to include natural scientific research within the concept, even though the research may have been carried out in developing countries or involve collaboration with research groups in developing countries. The exception is studies dealing with natural geography, for example how landscape and vegetation affect the human population and its use of the resources.

In contrast to the evaluation of development research by the Research council, we have included studies within medicine and health. This is a large area with research spanning from biomedicine to public health.

Research explicitly dealing with developing countries has in most cases been included, regardless of research topics (but excluding natural sciences). For example, a study of malaria in Tanzania is included or a study of Buddhism in India. This means that many topics not specifically dealing with globalisation, development or poverty reduction is included. No doubt, this decision may be controversial. However, our operationalisation seems to be in accordance with how the concept has been interpreted at department levels at UiB. The alternative of applying a strict definition would imply that the volume of the research would be significantly smaller and only a few departments at UiB would qualify.

In order to identify publications that should be assigned to global and development-related research, two principles have been used. First, all publications from the journals that entirely or mainly cover global and development-related research have been included (e.g. the journals *Journal of Development Economics* and *Journal of Development Studies*). Second, we have used the title of the publications as information. In this process, we have scanned the entire publication output of UiB and publications with a title suggesting a global and development-related research content have been included. Clearly, there are cases where this have been difficult or impossible. Either because of very esoteric titles where field experts would be required to assess the question, or because some publications may have a global and development-related research content not indicated by the title. The latter issues represent a source of error in the study and possibly, the global and development-related research publication volume is somewhat underestimated. However, as the intention has

been to provide a macro view of the research output, and not detailed analyses of the contributions of individual departments, we regard the source of error as acceptable.

All publications were classified according to scientific areas, using the following broad categories: Medicine & health (covering research within human life sciences spanning from molecular biology to public health and psychology), social sciences and humanities.

It should be emphasised that the report is independent of the other parts of the evaluation.

Natural scientific global and development-related research

The bibliometric analysis is a separate survey, completely independent of the work done by the Panel. The publication analysis was conducted prior to work of the Panel and the delineation of the field was not discussed. In the bibliometric analysis, global and development-related research was interpreted as natural sciences would not fall into the definition underlying the evaluation. Therefore, the natural sciences were not included. Nevertheless, several departments at the Faculty of Mathematics and Natural Sciences have reported carrying out global and development-related research.

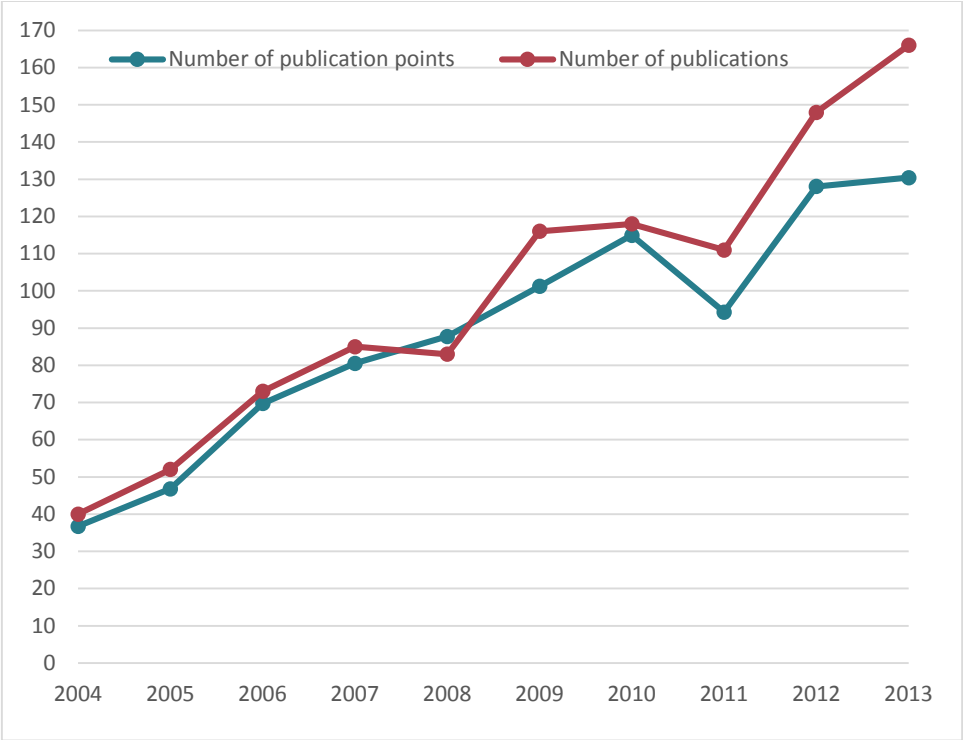
In order to assess the publication volume of the natural scientific research, which has not been included in the analysis, a minor additional survey was carried out. Based on the publication lists submitted for the evaluation, we identified central scientific and geographical terms and used these as terms in a literature search. This analysis identified approximately 210 articles published during the period 2004-2013. This means that the total publication output presented in the report would have increased by one fifth if the natural scientific research had been included. The Department of Biology accounts for the largest share of these publications, but we also find a considerable number of articles from the Department of Earth Science. There are several departments with a smaller amount of articles, such as Geophysical Institute, Bjerknes Centre for Climate Research, Department of Chemistry and Department of Physics and Technology.

The units carrying out global and development-related research at the university have not been involved in the process or verified the data.

Results

The results shows that in total almost 1000 research publications within the field have been published by UiB employees during the 10 year period 2004-2013. The number has increased significantly, from less than 100 publications annually during the first years to approximately 170 publications in 2013, cf. Figure 1. In terms of publication points, the increase is also strong (lowest in 2004 with 37 points and highest in 2013 with 130 points).

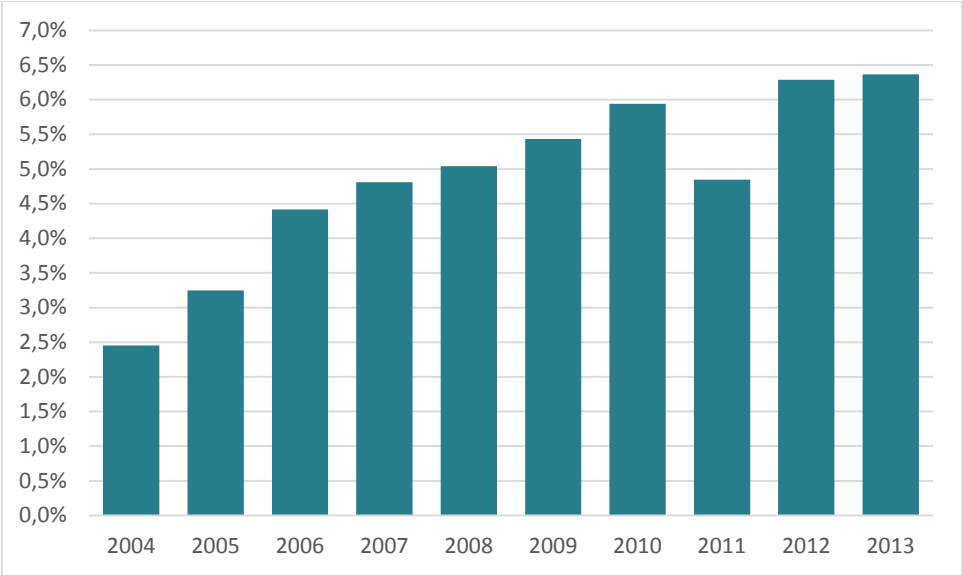
Figure 1. Number of publications and publication points, global and development-related research, UiB, 2004-2013



*) Publications within the natural sciences have not been included in the study.

Global and development-related research accounts for 6.4 per cent of UiB’s total publication output in 2013 (based on publication points). In other words, the analysis documents that UiB has a distinct profile towards global and development-related research. During the period 2004-2013 the annual proportion has increased significantly (from 2.5 % in 2004, Figure 2). This means that the relative growth in publication numbers in global and development-related research has been much stronger than in other areas.

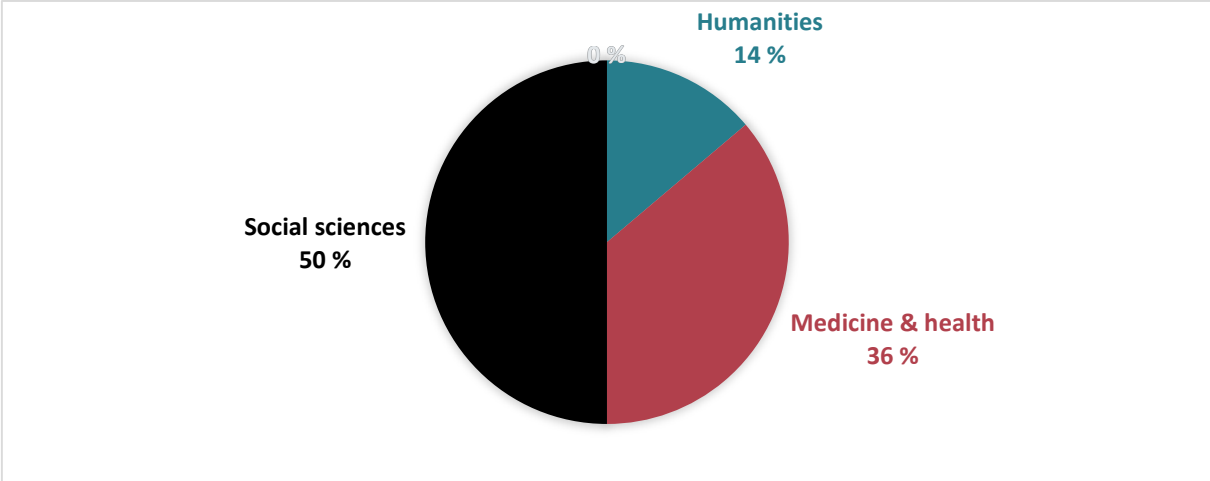
Figure 2. Global and development-related research' share of of UiB's total publication output,* 2004-2013



*) Based on publication points. Publications within the natural sciences have not been included in the study.

The social sciences account for half of the global and development-related research output (Figure 3, total for 2004-13). Medicine and health has a proportion of 36 per cent while the figure is 14 per cent for the humanities.

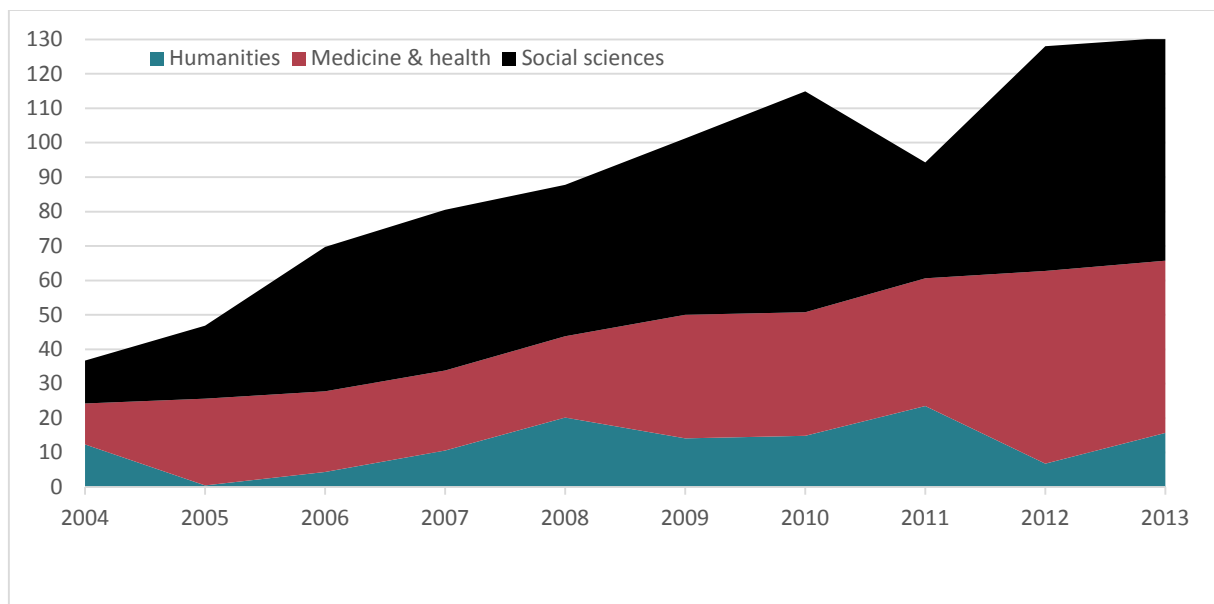
Figure 3. The scientific profile of global and development-related research, proportion of publications* by discipline, total 2004-13.



*) Based on publication points. Publications within the natural sciences have not been included in the study.

Figure 4 shows how the publication volume has developed during the period 2004-2013 for medicine & health, the social sciences and humanities. There are some annual variations in the volume. Overall the research output has increased significantly for medicine & health and the social sciences, while the humanities show a less distinct pattern with strong annual fluctuations.

Figure 4. Number of publication points by field, global and development-related research, UiB, 2004-2013



*) Publications within the natural sciences have not been included in the study.

The present report describes the global and development-related research by quantitative indicators. Such an approach provides little direct information on the actual content of the research carried out at UiB. This has to be analysed by other methods. Some indications of the content of the research can be obtained by analysing the title of the publications quantitatively based on word frequencies of title words.

The results for the global and development-related research publications from 2009-2013 are presented as clouds of words in Figures 5 and 6 (separate figures for medicine & health and social sciences). In the figures the size of a word is proportional to the number of times the word appears in the titles (common words like *and*, *of*, *a*, *the*, etc. have been deleted).

Figure 5 shows the word cloud for the social scientific publications. The figure suggests that research relating to Africa is most frequent followed by Asia, while there is less research relating to Latin-America.

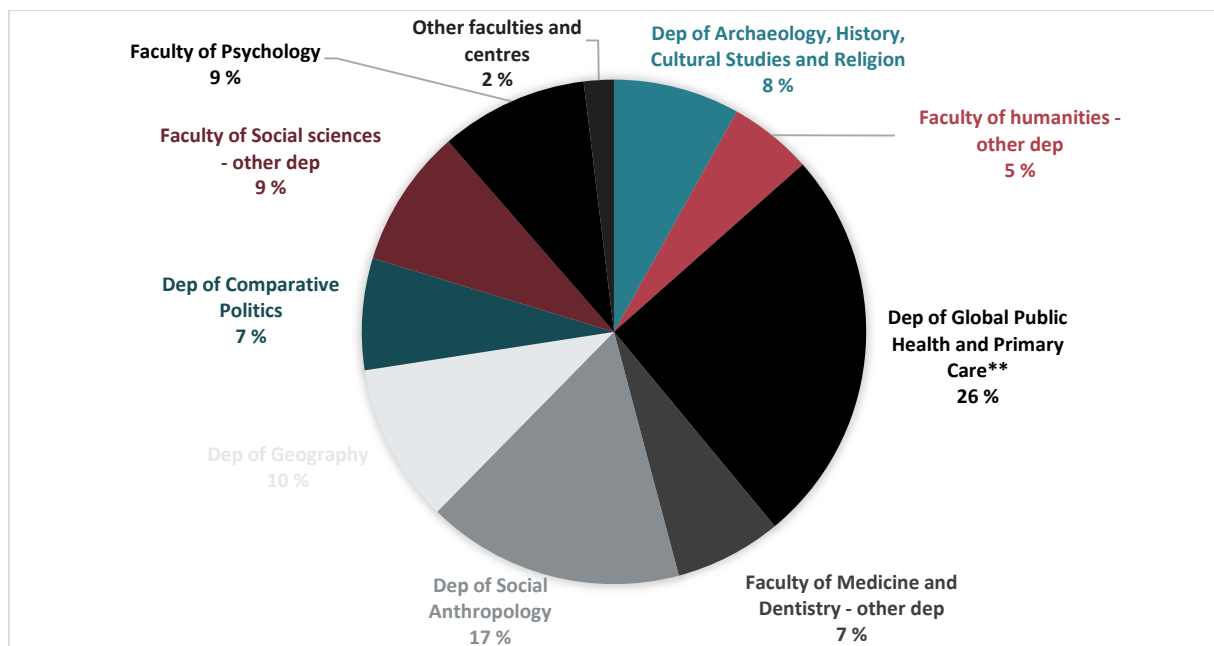
Figure 5. Most frequently appearing words in UiB’s global and development-related research publication titles, social sciences, 2009-2013.



Source, software: wordle.net.

Figure 6 gives a similar profile for medicine & health. Also in this field, the figure indicates that research relating to Africa is most frequent, particularly the countries Tanzania, Uganda and Ethiopia. Many publications are dealing with HIV/AIDS, but also other diseases such as tuberculosis and malaria appear frequently.

Figure 7. Contribution to global and development-related research by departments and faculties. Proportion of publications 2009-13.*



*) Based on publication points. Only the largest departments in terms of publication output are shown separately in the figure. Publications within the natural sciences have not been included in the study.

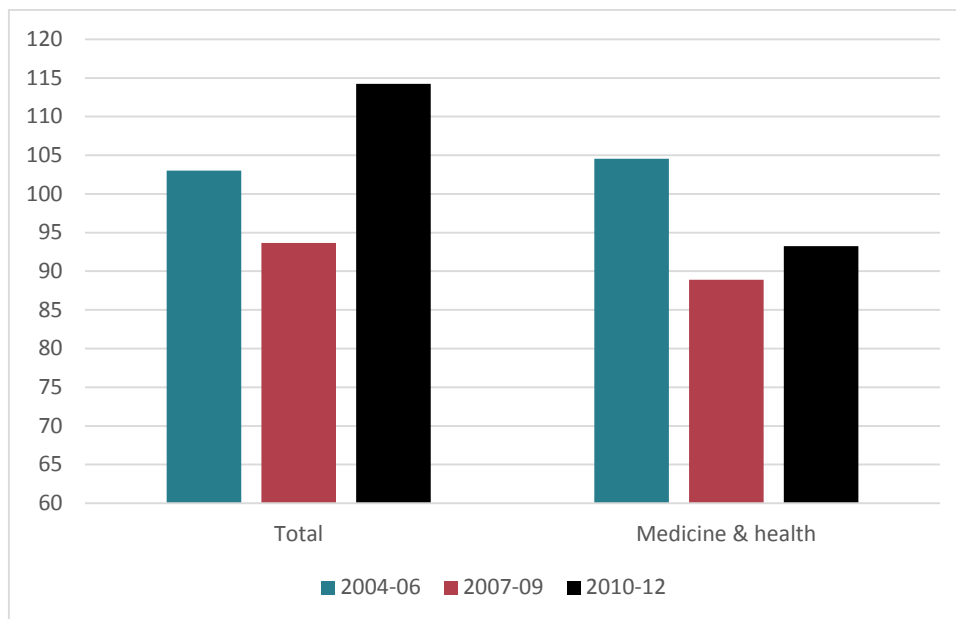
***) Including publications from the former departments: the Centre for International Health and Department of Public Health and Primary Health Care.

We have calculated citation indicators for the publications from three three-years periods: 2004-06, 2007-09 and 2010-12. In figure 8, the relative citation index is shown for global and development-related research in total and for medicine & health. Due to the limited coverage of the database, citation indicators have not been calculated separately for the social sciences and humanities.

Overall, the global and development-related research publications have been cited somewhat higher than the field normalised world-average in the most recent period. The publications from the period 2010-12 have a citation index of 114, meaning that they have been cited 14 per cent more than the world average. In comparison, the citation index for Norwegian science in total is 130 (2009-12 average) and for UiB in total 126 (2010-11 average). Thus, the research within the field is not particularly highly cited, and in the preceding period (2007-09) the citation index is below the world average (94).

Looking at the medicine & health publication only, the citation index is even lower, and in 2010-12 slightly below world- average (94). It should be emphasised that a citation analysis cannot substitute for an evaluation carried out by peers. The publications needs to be assessed by peers in order to assess their quality. Possibly, the low citation rate of the medical publications may be due to the fact that part of the research is outside mainstream Western medicine and/or is published in peripheral journals with little distribution (e.g *Ethiopian Journal of Health Development*).

Figure 8. Relative citation index in global and development-related research 2004-2012.* Total and medicine & health.

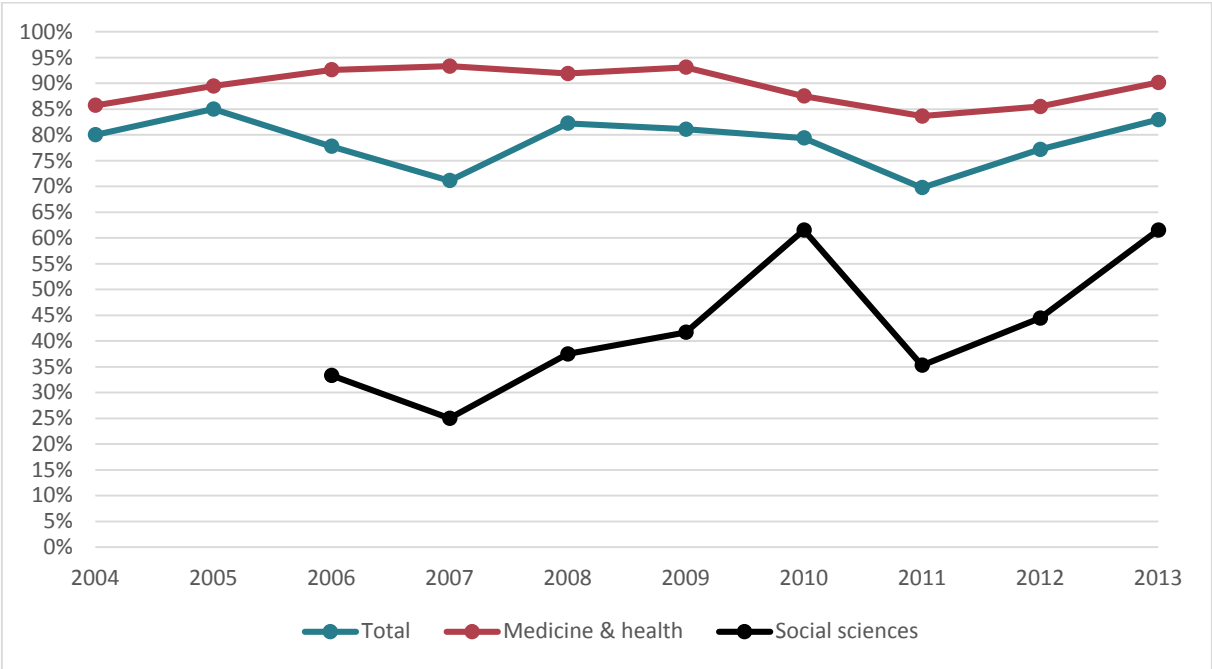


*) Based on the publications from the period 2004-2012 and accumulated citations to these publications through 2013. World-average = 100. Only articles indexed in Web of Science are included in the calculations. Publications within the natural sciences have not been included in the study.

Co-authorship is a commonly used indicator of research collaboration. When researchers from different institutions together author a publication, this indicates that the research has involved collaboration. On this basis co-authorship can be used as indicator of national and international collaboration. Increasing collaboration in publications is an international phenomenon and is one of the most important changes in publication behaviour among scientists during the last decades, particularly within medicine and the natural sciences.

The collaboration profile of UiB's global and development-related research has been studied based on data on international co-authorship (i.e. publications with author addresses both from UiB and other institutions). Of all the global and development-related research publications (2004-2013), 78 per cent had co-authors from other countries. Thus, the extent of international collaboration is wide, apparently involving the large majority of the global and development-related research. The proportion of international collaboration has varied from 70 per cent to 85 per cent during the 10-year period (Figure 9). In 2013 the proportion was 83 per cent per cent. The proportion has been significantly higher in medicine & health than in the social sciences (the humanities is not shown due to a small number of indexed publications). In medicine & health, 90 per cent of the publication had foreign co-authors in 2013, compared with 62 per cent in the social sciences. It is, however, a general phenomenon that the incidence of international collaboration measured through co-authorship is higher in medicine than in the social sciences.

Figure 9. Proportion of articles with international collaboration,* global and development-related research, 2004-2013. Total, medicine & health and social sciences.



*) Only articles indexed in Web of Science are included in the calculations. Publications within the natural sciences have not been included in the study.

Which countries are the most important collaboration countries for UiB? To answer this, the distribution of co-authorship by country has been studied. Table 1 shows the frequencies of co-authorship for the nations that comprise UiB’s main collaboration partners from 2009 to 2013 in global and development-related research, medicine & health and social sciences, respectively. In medicine & health, almost one quarter of the publications had co-authors from Tanzania, followed by South Africa and Uganda with 14 and 12 per cent, respectively. These figures clearly illustrates that a significant part of the UiB-research is carried out in close collaboration with colleges from development countries.

In the social sciences, the figures are significantly lower. With the exception of the USA, which is the largest collaborating country, there are only a few publications included from each country.

Table 1. Collaboration by country 2009–2013. Number and proportion of the article production with co-authors from the respective countries.* Global and development-related research, selected fields (medicine & health and social sciences*)

Medicine & health			Social sciences		
Country	No articles	Proportion	Country	No articles	Proportion
Tanzania	70	23%	USA	12	16%
South Africa	43	14%	South Africa	4	5%
Uganda	36	12%	Nepal	3	4%
USA	31	10%	Chile	3	4%
Ethiopia	28	9%	China	3	4%
UK	27	9%	UK	3	4%
Sweden	21	7%			
Denmark	18	6%			
Zambia	18	6%			
India	17	6%			
China	10	3%			
France	9	3%			
Kenya	9	3%			

*) Only articles indexed in Web of Science are included in the calculations. Publications within the natural sciences have not been included in the study.

**) Only countries with more than 8 and 2 collaborative articles, respectively, are shown in the table.



Styre: Universitetsstyret

Styresak: 6/15

Møtedato: 12.02.2015

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Arkivsaksnr: 2014/11859

Oppfølging av UiBs satsing på klima og energiomstilling

Bakgrunn

Vi viser til styresak 67/14 og 121/14. I universitetsstyremøte 19.6.14, sak 67/14, orienterte rektor om at UiB ønsker å gjøre klima- og energiomstilling til ett satsingsområde ved UiB. Styret ba om at universitetsledelsen skulle arbeide videre med å etablere klima- og energiomstilling som et eget satsingsområde ved UiB. I sak [121/14](#) ble styret orientert om en rekke policydokumenter som knytter seg til behov for nye prioriteringer og strategier for en langsiktig omlegging av forskningens innretning ved UiB.

Det er mange gode argumenter for en slik satsing. Forskningsmeldingen (Kunnskapsdepartementet 2013) framhever at norsk forskningspolitikk fortsatt skal "rettes inn mot fem strategiske mål", hvorav ett er "løsninger på globale utfordringer, særlig innenfor miljø, klima, hav, matsikkerhet og energi". I tillegg vektlegges næringsutvikling innen energiområdet. Videre i meldingen står det at forskning på "klimatiltak og omstilling til lavutslippssamfunnet, bl.a. fornybar energi og energieffektivisering, CO₂-håndtering herunder også ordningen med forskningssentre for miljøvennlig energi,..." skal prioriteres.

Langtidsplan for forskning og høyere utdanning (Kunnskapsdepartementet 2014) utpeker "Klima, miljø og miljøvennlig energi" som en av seks langsiktige prioriteringer der bevilgningene til forskning og høyere utdanning skal trappes opp. Meldingen vektlegger at forskningssinnsatsen må "være integrert på tvers av fagdisipliner som natur- og samfunnsvitenskap, teknologi og humaniora", "for å kunne forstå og håndtere effekter av endringene og møte samfunnets og næringslivets omstillingsbehov på en kostnadseffektiv måte". Videre heter det at "Regjeringen vil trappe opp innsatsen til forskning og høyere utdanning om klima, miljø og miljøvennlig energi for å oppnå:

- utvikling av norsk teknologi for verdens klima-, miljø- og energiutfordringer omstilling til lavutslippssamfunnet
- bedre forståelse av klimaendringene og god tilpasning til dem
- en miljøtilpasset samfunnsutvikling.

Utvikling av norsk teknologi og omstilling til lavutslippssamfunnet vil bli særskilt prioritert. "

Forskning og utdanning innen klima, energiomstilling og bærekraftig energi er i dag fragmentert og for lite synlig, både ved UiB og i Bergen generelt. For å kunne realisere muligheter på tvers av institutter, fakulteter og randsoneinstitusjoner, vil en sentral organisering og samhandling være viktig. Bedre oversikt over fagmiljøene og forskningen som gjøres vil kunne legge til rette for tverrfaglige initiativer, felles strategisk arbeid og deltakelse i internasjonale fora. En felles organisering vil også bidra til koordinering av felles innspill inn mot nasjonale og internasjonale aktører og deltakelse i internasjonale fora som

European Energy Research Alliance (EERA), Horisont 2020, ETP-RHC, EPUE (European Platform of Universities Engaged in Energy Research, Education and Training). I tillegg vil det bedre kontakten mot Forskningsråd og myndigheter i spørsmål som angår bærekraftig energi og energiomstilling, og bidra til posisjonering av UiBs forskningsaktivitet i Forskningsrådets programmer og I EUs forskningsprogram Horisont 2020 - The EU Framework Programme for Research and Innovation (2014-2020) som har "Societal Challenges" som en av tre hovedpilarer. Innen denne er "Secure, Clean and Efficient Energy" og "Smart, Green and Integrated Transport" igjen to av sju hovedsatsingsområder. I tillegg har pilaren "Excellent Science" gode muligheter for å finansiere grunnleggende forskning knyttet til bærekraftig energi og klima- og energiomstilling.

Som en del av strategiprosessen arbeider UiB med ulike måter å konsentrere satsingen på klima og energiomstilling. Det arbeides med å utvikle Science City Bergen og etablere en egen klimaklynge lokalisert til Geofysen der UiB vil samle kompetanse fra institusjoner i Bergen samt relevante nasjonale og internasjonale samarbeidspartnere. I forslaget til Strategi for bærekraftig energi for Det matematisk - naturvitenskapelige fakultet (Berre - utvalget) anbefales det at forskning og utdanning innen energi og energiomstilling ved UiB og Det matematisk-naturvitenskapelige fakultet skal være av betydelig omfang og stå sterkt internasjonalt innen utgangen av neste strategiperiode.

I arbeidet med universitetets nye strategi har professor Eystein Jansens laget et forslag til strategi for klimaforskningen ved UiB (styresak 121/14) der han foreslår tre førende punkt:

1. **Styrke UiBs ledende posisjon**, internasjonalt og nasjonalt som er etablert gjennom Bjerknessenteret.
2. **Bygge opp styrke** innenfor forskning knyttet til klimaeffekter på økosystem og samfunn og forske på klima- og energiomstilling med samfunnsfaglig (inkludert psykologi og pedagogikk) og humanistisk forankring.
3. **Sikre flerfaglig samarbeid** bl.a. slik at Bjerknessenteret styrke bidrar inn i prosjekter med utgangspunkt i andre fagfelt. Dette gir UiB en unik bred kompetanse og åpner for sterk konkurransekraft på forskjellige finansieringsarenaer.

I forslaget til klimastrategi foreslås det å etablere et Senter for klima og energiomstilling som samarbeider tett med fagmiljøene knyttet til Science City Bergen, men med en sterk forankring i humaniora og samfunns- og atferdsvitenskaper. Dette senteret vil dekke hele bredden av tverrfaglig klimaforskning inkludert effekter av klimaendringer på samfunn, utvikling av klimatjenester, forskning om omstilling på samfunns- og individnivå samt helsemessige implikasjoner. Som en del av senteret foreslås det etablert et Nordic Institute for Strategic Climate and Energy Studies – NISCES i samarbeid med NHH og Uni Research. Viktige forsknings- og undervisningstemaer for NISCES kan være studier av energiomstilling i nasjonalt og globalt perspektiv, samfunnsmessige klimaeffekter og klimatilpasning, klimamatsikkerhet, helse og stabilitet etc.

Forslaget fra Jansen fokuserer ikke på teknologisk forskning som utvikler nye produksjons- og distribusjonsteknologiene for energi, men tar med forskning som studerer energisystemene og som i bred forstand er knyttet til befolkningens holdninger og handlinger. Videre inkluderer den sosiale og organisatoriske prosesser som påvirker energiomstillingen i samfunnet, som studerer energisystemenes utvikling, virkningene av politiske og økonomiske rammebetingelser for omstilling og hvordan klimaendringene bidrar til og begrunner slik omstilling.

Professor Peter M. Haugan har i en egen henvendelse til universitetsledelsen, bedt om at UiB tar til orde for at føre-var-prinsippet, bærekraftig utvikling og forskning og utdanning som bidrar til en rask overgang til en fossilfri fremtid. Han ber om at det treffes tiltak som sikrer at det ikke gis insentiver i form pengestøtte eller andre innsatsfaktorer fra UiB eller brukes eksterne midler til prosjekter eller annen virksomhet som kan bidra til å forlenge fossilalderen.

Det er behov for å satse på tverrfaglige utdanninger, formidling og ulike typer kompetanse som kan konkretisere for myndigheter, næringsliv og organisasjoner de forvaltningsmessige og teknologiske utfordringene med å bygge et mer bærekraftig samfunn. Dette gir en faglig åpning for en satsing på energiteknologi i samspillet teknologi-samfunn-omstilling. Energibruk, energiomstilling og samfunnsorganisering er sterkt innvevd i hverandre gjennom næringsvirksomhet, livsstil og markeder. Perspektiver fra forskning innen humaniora, juss og samfunns- og atferdsvitenskapene er derfor en særlig viktig inngang til å forstå prosessen omkring energiomstilling og utvikling av bærekraftige energiløsninger. Et nytt senter for energiomstilling bør derfor etableres med utgangspunkt i fagmiljøer fra hele UiBs bredde.

En sentral koordinering UiBs satsing på klima, energiomstilling og bærekraftig energi gir også muligheter for bedre tilrettelegging for tverrfaglige utdanninger disse temaene. Et utdanningstilbud innen energi- og energiomstilling som inkluderer kontakt mot industri og næringsliv vil bidra til at utdanningen i sterkere grad møter samfunnsmessige behov, og også legge til rette for sterkere bidrag fra industri og næringsliv inn mot energiutdanningen. Det er allerede god kontakt med regionale og nasjonale energiselskap. Et masterstudium i energi er etablert i samarbeid med Høgskolen i Bergen, med studieretninger innen fornybar energi og energiteknologi. Det vil være aktuelt å vurdere utvidelser av dette studietilbudet til flere faglige spesialiseringer. Det er også aktuelt å utvide studietilbud på bachelor og masternivå til å gjelde andre fakultet ved UiB.

I det videre arbeidet med ny strategi vil Jansens utkast til strategi for klimaforskningen, innspillet fra Haugan og Berre-utvalgets forslag til strategi for Det matematisk-naturvitenskapelige fakultetets videre satsing på forskning og utdanning innen bærekraftig energi bli en viktig del av kunnskapsgrunnlaget. Med dette som utgangspunkt skal det etableres en klima- og energiklynge, bestående av nye senterdannelser innen klima og energiomstilling og bærekraftig energi, og fakultetenes øvrige satsinger innen feltet.

I Jansens utkast til strategi for klimaforskningen og initiativet fra Haugan legges det konkret til rette for to nye senterdannelser som vil kunne gi UiB unike muligheter til å posisjonere seg både nasjonalt og internasjonalt innenfor feltet. Senter for klima og energiomstilling vil ha utspring i forslaget om en ny klimastrategi. Senter for bærekraftig energi og energiomstilling utfyller det innspillet til klimapolicy for UiB som styret tidligere har mottatt og møter UiBs behov for å satse på bærekraftig energi og energiomstilling.

Universitetsdirektørens kommentarer

Gjeldende strategi for Universitetet i Bergen utløper i 2015, og arbeidet med ny strategi fram mot 2022 har kommet langt og presenteres nærmere i egen sak. I tilknytning til strategiprosessen er det foretatt utredningsarbeid og rettet henvendelser til UiB med nær tilknytning til spørsmål om universitetets faglige prioriteringer, særlig på områder som bærekraftig utvikling og energiomstilling.

I strategiprosessen og i arbeidet med å operasjonalisere den nye strategien vil form og organisering av UiBs tverrfaglige satsinger bli et sentral tema med særlig vekt på de tverrfaglige satsingenes og plass i og mellom kunnskapsklyngene, fakultetene, universitetsledelsen og eksterne samarbeidspartnere.

Universitetsdirektøren anbefales at det som en del av strategiarbeidet arbeides videre med muligheter for å etablere to sentre slik det er skissert ovenfor. I forbindelse med strategiarbeidet gjennomgås nå hele universitetets tverrfaglige virksomhet. Det er naturlig at de nye sentrene ikke knyttes til et fakultet, men organiseres inn under den fremtidige tverrfaglige strukturen ved UiB, med muligheter for faglige koblinger mellom naturvitenskap og teknologi, samfunnsvitenskap, adferdsvitenskap, helsefag, humaniora og jus. Rammer og finansiering for sentrene må avklares i det videre arbeid i nær dialog med berørte fakulteter.

vedtak:

Styret gir universitetsledelsen fullmakt til å arbeide videre med sikte på å etablere to tverrfaglige sentre innenfor henholdsvis klima og energiomstilling, og bærekraftig energi. Sentrene skal støtte opp under universitetets samlede satsing på klima, bærekraftig energi og energiomstilling i strategi 2022.

Kjell Bernstrøm
universitetsdirektør

03.02.2015/Ingar Myking/Tore Tungodden



Styre: Universitetsstyret

Styresak: 7/15

Møtedato: 12.02.2015

Dato: 23.01.2015

Arkivsaksnr: 2013/11603

Tildelingsbrev for 2015 fra Kunnskapsdepartementet

Bakgrunn

Tildelingsbrevet er Kunnskapsdepartementets sentrale styringsdokumentet som både Styret og institusjonen må forholde seg til. Brevet gir uttrykk for sentrale, prioriterte områder for 2015, målstruktur og rapporteringskrav. Brevet er vedlagt dette saksforelegget.

Regjerings prioriteringer

Regjeringen uttrykker høye forventninger til universitets- og høyskolesektorens rolle for å løse de store globale og samfunnsmessige utfordringene. Stikkordene er kompetanseutvikling, vekst, verdistigning, læringsutbytte, kvalitet og relevans i forskningen og utdanningene. Regjeringen har i den forbindelse satt i gang prosesser som vil føre til endringer i sektoren:

- Stortingsmelding om struktur i universitet- og høyskolesektoren
- Langtidsplan for forskning og høyere utdanning
- Verdensledende fagmiljøer
- Strategi for forsknings- og innovasjonsarbeidet med EU
- Lærerløftet
- Rekruttering og karriere muligheter
- Finansiering

Punktene blir utdypet i kapittel 2 «Prioriteringer i statsbudsjettet for 2015».

Sektormål for 2015

Stortinget har vedtatt fire overordnede langsiktige sektormål som er redegjort for i kapittel 3.1. Det blir igjen understreket at institusjonene innenfor den nasjonale målstrukturen og politiske forventninger og prioriteringer, skal fastsette egne viksomhetsmål tilpasset institusjonens egenart og profil.

Styringsparametere for 2014 skal videreføres med mindre endringer. Det er blant annet innført en parameter for oppfølging av EU-strategien for 2015. Kunnskapsdepartementet legger opp til en revisjon av målstrukturen som en følge av kommende strukturendringer og ny finansieringsordning som skal gjelde fra 2016.

Sektormål for 2015:

1. Høy kvalitet i utdanning og forskning
2. Forskning og utdanning for velferd, verdiskaping og omstilling

3. God tilgang til utdanning
4. Effektiv, mangfoldig og solid utdanningssektor og forskningssystem

I kapittel 3.1 blir sektormålene utdypet med styringsparametere.

Budsjett 2015

Kr. 2.969.641.000 stilles til disposisjon for Universitetet i Bergen. Dette er en økning på om lag 280 mill. kr. som dekker konsekvensjustering, pris- og lønnsjustering, nye rekrutteringsstillinger og resultatbasert uttelling innen utdanning og forskning.

Budsjettet er økt med kr. 19.193.000 i forhold til det som var foreslått i statsbudsjettet. Økningen er et resultat av budsjettforhandlingene i Stortinget.

Det tre forhold i årets tildelingsbrev som krever oppfølging fra styret:

- Prosess for fordeling av midler til rekruttering innen verdensledende fagmiljøer
- Søknad om midler fra sentral pott til rehabilitering av bygg
- Fordeling av nye midler

Disse er behandlet i egne avsnitt under.

Prosess for fordeling av midler til rekruttering innen verdensledende fagmiljøer

Regjeringen vil prioritere å utvikle flere verdensledende fagmiljøer innenfor høyere utdanning og forskning. Dette gjenspeiles tydelig i prioriteringene i langtidsplanen og i statsbudsjettet for 2015. I tildelingsbrevet fra KD for 2015 er UiB bevilget 13,7 mill. kroner for å utvikle flere verdensledende miljøer. Midlene er fordelt etter spissede kvalitetskriterier til institusjoner med fagmiljø som har særlige forutsetninger for å strekke seg mot verdenstoppen. Midlene vil gi en langsiktig styrking av budsjettene til de institusjonene som når opp i konkurransen, og skal brukes til rekruttering av internasjonale toppforskere.

Denne tildelingen samsvarer godt med de ambisjoner UiB har for strategiarbeidet fram mot 2022 om å utvikle fremragende kvalitet i flere fagmiljøer. Universitetet ønsker å styrke og utvide denne satsingen og er derfor i dialog med Bergen Forskningsstiftelse for å se på mulige løsninger for å samarbeide om å utvide satsingen på fremragende fagmiljøer.

Universitetsledelsen har nedsatt en arbeidsgruppe bestående av professor Dag Aksnes, fung. avdelingsdirektør Heidi Anette Espedal og konst. ass. universitetsdirektør Tore Tungodden for å følge opp dette arbeidet. Gruppen får i mandat å utvikle en plan for rekruttering av toppforskere innenfor denne ordningen. Arbeidsgruppen skal også ivareta dialogen med Bergen Forskningsstiftelse om videre samarbeid. Målsettingen med arbeidet er å få på plass en langsiktig og robust satsing på flere verdensledende miljøer ved UiB. Arbeidsgruppen skal utarbeide forslag til utlysning av midler, kriterier for utvelgelse av fagmiljøer og legge til rette for etablering av et eksternt evalueringspanel som skal vurdere aktuelle kandidater. Innstilling fra evalueringspanelet vil bli forelagt universitetsstyret for endelig vedtak. Ordningen vil være et viktig virkemiddel for å oppnå universitetets ambisjoner i strategiarbeidet fram mot 2022, og må også ses i sammenheng med det arbeid som pågår i organisasjonsutviklingsprosjektet for å styrke rekrutteringen til UiB.

Søknad om midler fra sentral pott til rehabilitering av bygg

Det ble i endelig vedtak om budsjett for sektoren satt av 75 mill. kroner til rehabilitering av bygg ved de selvforvaltende institusjonene. Dette var 10 mill. kroner lavere enn i forslag til

statsbudsjett. 12. desember sendte KD ut mer informasjon om ordningen og ba om søknader innen 30. januar.

UiB hadde i sin budsjettfordeling lagt til grunn at UiB kunne vente 15-17 mill. kroner av totalbevilgningen og at KD og UiB skulle dekke 50 % hver i et fellesprosjekt. Det ble derfor i sak 109/14 om Investeringsbudsjettet for 2015 lagt opp til at 16 mill. kroner fra denne potten skulle finansiere halvparten av rehabiliteringsprosjektet ved Dragefjellet skole. Da ville KD og UiB finansiere 16 mill. hver av prosjektet som til sammen er på 32 mill. kroner.

I opplegget for søknadene ba imidlertid departementet om søknader på minst 30 mill. kroner, dvs. totalbudsjett på minst 60 mill. kroner. Dette har endret premissene og UiB fremmer nå en søknad med følgende prosjektene i prioritert rekkefølge:

1. Rehabilitering og oppgradering av Jahnebakken 5
2. Rehabilitering og oppgradering av fasader og tak i Allegaten 41, Realfagbygget
3. Rehabilitering og oppgradering av Årstadveien 21, Overlege Danielsens hus

Det er redegjort for prosjektene i søknaden som er vedlagt denne saken.

Ved endringene av premisser er det to nye forhold som må avklares:

- KD-potten til bygg kan ikke delfinansiere arbeidene ved Dragefjellet skole. Derfor må vi finne annen inndekning for 16 mill. kroner til dette prosjektet.
- Vi må finansiere den delen av innvilget prosjekt som KD *ikke* dekker (30 – 63 mill. kroner)

Salg av Johannes Brunsgt. 12 (Autogården) er omtalt i sak 94/14 som mulig salgsubjekt i 2015. Det er innhentet ny takst på dette bygget. Den nye taksten er på 98 mill. kroner. UiB vil ha behov for å leie areal i dette bygget i noen tid etter salg dersom bygget skal selges i år. En slik avtale kan også være gunstig for kjøper.

Midler fra salg av bygg skal etter fullmakten UiB er gitt av KD brukes til å anskaffe eller oppgradere andre bygg. Universitetsdirektøren ser for seg at en kan dekke inn den delen KD ikke bevilger penger til med salgsinntekter fra Autogården. Salgssummen kan også dekke inn øvrige oppgraderingsprosjekter i årets investeringsbudsjett.

I styresak 83/2009 i styremøte 24.09.09 fikk universitetsdirektøren fullmakt til å arbeide videre med salg av Johannes Brunsgt. 12. Det legges opp til at salgsprosessen starter i løpet av året. En ny salgsprosess forutsetter at en avklarer intensjonsavtalen som er inngått med CMR. I denne ble det lagt opp til at CMR kunne kjøpe eller leie deler av bygget. CMR er nå planlagt inn i ENTEK-bygget, premissene for avtalen er derfor endret.

Fordeling av nye midler

I tildelingsbrevet stilles det til rådighet en bevilgning som er kr. 19.193.000 høyere enn forutsatt i sak 94/14 «Budsjett for Universitetet i Bergen 2015»

- 5 nye rekrutteringsstillinger (kr. 1.893.000),
- økte resultatmidler for EU-midler (kr. 12.157.000),
- frafall av foreslått inntektskrav for studenter utenfor EØS (kr. 7.908.000)
- økt krav til effektivisering (kr. – 2.764.000).

Det går frem av «Orientering om statsbudsjettet for 2015 for universiteter og høyskoler» at 5 nye stipendiatstillinger er «til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT». Det er rimelig å vurdere en fordeling av stillingene i tråd med tidligere fordeling til MNT-fag, men denne gangen særlig rettet inn mot IKT-delen av MNT. I hovedsak

er denne virksomheten innenfor Det matematisk-naturvitenskapelig fakultet, men også det Det medisinsk-odontologiske fakultetet har denne typen virksomhet. Stillingene foreslås fordelt med 4 til MN og 1 til MO. Midlene tildeles fra 1.9.2015.

De økte RBO-midlene er fordelt universitetene etter EU-indikatoren i resultatmodellen. Det forslås å fordele midlene videre internt etter UiBs modell for EU-midler, noe som gir 75% til fakultetene og 25 % til UiB felles. Dette gir følgende fordeling:

Økt RBO (mill. kr.)	
HUM	700
MN	5 322
MO	1 576
SV	254
JUS	-
PSYK	1 075
SFF	-
BM	146
Andre	46
sum	9 120
UiB felles	3 040
UiB total	12 157

HF, SV og JUS får lite av disse ekstramidlene når EU-indikatoren alene brukes som fordelingsnøkkel. Universitetsledelsen er innstilt på å bruke den økte tildelingen ved UiB felles til å bedre 2015-budsjettet for disse fakultetene. Det legges opp til å bevilge 1 mill. til JUS sin opptrappingsplan, 0,5 mill. til HF sitt arbeid med omstilling og 0,5 mill. kroner til SV sitt arbeid med klyngesatsningen MediaCityBergen. I tillegg legges det opp til å bevilge 1 mill. kroner til en stipendiatstilling innenfor satsingen på feltet for klima og energiomstilling ved SV- fakultetet. Dette er en måte å bygge tverrfaglighet inn i teknologiklyngen, jf. styresak om Senter for bærekraftig energi i dette styremøtet. I fordelingen for 2016 er det lagt opp til en refordeling av inntil 50 stipendiatstillinger. Det legges opp til en prioritering av universitetets tverrfaglige satsinger, noe som åpner for fordeling til flere fagmiljø innen dette området.

Inntektskrav for studenter utenfor EØS-området ble ikke innarbeidet i UiBs budsjettvedtak for 2015. Forslaget gikk ikke gjennom i Stortingets behandling og endring får således ingen effekt for UiBs fordelte budsjett for 2015.

Det økte effektiviseringskravet på 2,764 mill. forslås dekket av overføringer fra 2014.

Andre forutsetninger og krav

Punktene nedenfor er utdypet i brevets kapittel 4 presiseres «andre forutsetninger og krav».

Det gjelder:

1. EU – relatert arbeid
2. Friere bruk av tildelte rekrutteringsstillinger
3. Kandidatmåltall
4. Behov for å øke tallet på lærlinger i sektoren
5. Eiendoms forvaltning for selvforvaltende institusjoner
6. Oppfølging av revisjon og kartlegginger i sektoren
7. Samfunnssikkerhet og beredskap
8. Digital postkasse

9. Tidstyver

Rapportering og resultatoppfølging

Innen den 15.mars 2015 skal institusjonene levere årsrapport for 2015 planer for 2016.

Årsrapporten skal inneholde:

- I. Styrets beretning
- II. Introduksjon til virksomheten og hovedtall
- III. Årets aktiviteter og resultater
- IV. Vurdering av fremtidsutsikter
- V. Årsregnskap

Den strukturen ble innført i 2014 som blant annet innførte at styrets beretning og årsregnskap skal signeres.

Styringsdialogen i 2015

Fra 2013 ble det innført en ordning med styringsdialog hvert annet år. UiB vil bli kalt inn til et slikt møte 12. mai 2015 i Kunnskapsdepartementets lokaler.

Etatsstyringsmøtet skal være en strategisk dialog. «Sentrale krav vil være profil og ambisjoner, strategiske prioriteringer og utfordringer, sett i lys av nasjonale mål og prioriteringer, samt institusjonens resultater og rammebetingelser». I tillegg vil departementet ha styringsmøter med alle universitetsmuseene og universitetsledelsen høsten 2015.

Departementet ber om at styret melder inn strategisk viktige saker samtidig med innsending av Årsrapporten.

Krav til sammensetting av delegasjon til Etatsstyringsmøtet er nærmere presisert i Tildelingsbrevet. Delegasjonen skal være på inntil 7 representanter hvorav styreleder og styremedlem valgt av studentene er obligatoriske deltakere. Departementet ønsker å møte et representativt utvalg av styret og ber styret legge vekt på dette ved sammensetningen av delegasjonen. I tillegg til styret ønsker departementet at universitetsdirektøren deltar.

Universitetsdirektøren sine kommentarer

Budsjettforliket ga 14 mill. kroner mer til stipendiater og til fordeling etter EU-indikatoren i resultatmodellen for forskning. Disse er foreslått fordelt i denne saken. En mindre innstramning i budsjettet kan håndteres med overførte midler fra 2014. Med dette er fakultetenes rammer for 2015 noe bedret.

Universitetsledelsen følger opp prosessene for rekruttering til verdensledende fagmiljøer, og er i dialog med Bergen Forskningsstiftelse for å se på mulige løsninger for å samarbeide om å utvide satsingen på fremragende miljøer.

Også søknaden om midler til rehabilitering av bygg følges opp i tråd med departementets forutsetninger. Universitetsdirektøren vil gjøre klart for salg av Johannes Brunsgt. 12 slik at det frigjøres midler til å dekke opp UiB forpliktelser i en slik søknad. Går dette salget som planlagt, vil også den delen av investeringsbudsjettet som ble vedtatt med utsatt finansiering være dekket inn.

Styret må vurdere delegasjon til styringsdialogmøte 12. mai. Deltakerne skal meldes inn innen 21. april. Dette er to dager før neste styremøte. Følgelig må delegasjon oppnevnes nå eller på fullmakt senere. Det skal oppnevnes 5 styremedlemmer i tillegg til rektor, en studentrepresentant og universitetsdirektør.

vedtak:

1. Styret tar orienteringen om tildelingsbrevet for 2015 til etterretning
2. Styret gir rektor fullmakt til å etablere en ordning for rekruttering av flere verdensledende miljøer til UiB
3. Styret godkjenner fordeling av nye midler slik det er foreslått i saken
4. Styret bekrefter fullmakt til salg av Johannes Brunsgt. 12
5. Styret oppnevner følgende delegasjon til etatsstyringsmøtet 12.05.13:
 - a. Rektor og universitetsdirektør
 - b. Ett styremedlem fra gruppe A
 - c. Ett styremedlem fra gruppe B
 - d. Ett styremedlem fra gruppe C
 - e. Ett styremedlem fra gruppe D
 - f. To eksterne styremedlemmer

Kjell Bernstrøm
universitetsdirektør

29.01.2015/Kirsti Aarøen - Sven-Egil Bøe - Petter Bomann-Larsen

Vedlegg:
Tildelingsbrev 2015 fra KD
Søknad om midler til rehabilitering av bygg

Universitetet i Bergen
Postboks 7800
5020 Bergen

Deres ref

Vår ref
14/5309

Dato
19.12.2014

Statsbudsjettet for 2015 kap. 260 - Tildelingsbrev for Universitetet i Bergen

Tildelingsbrevet for 2015 består av følgende deler:

1.	Innledning.....	2
2.	Regjeringens prioriteringer	2
3.	Mål og budsjett for 2015.....	6
4.	Andre forutsetninger og krav	9
5.	Rapportering og resultatoppfølging	13

1. INNLEDNING

På bakgrunn av Stortingets behandling av statsbudsjettet for 2015 sender Kunnskapsdepartementet med dette tildelingsbrev til institusjonen. Tildelingsbrevet er Kunnskapsdepartementets årlige styringsdokument til institusjonen og skal distribueres til alle medlemmer av institusjonens styre. Eventuelle endringer eller ytterligere tildelinger vil bli formidlet gjennom supplerende tildelingsbrev i løpet av året.

2. REGJERINGENS PRIORITERINGER

2.1 En ny universitets- og høyskolesektor

Regjeringen har gjennom regjeringsplattformen uttrykt høye forventninger til universitets- og høyskolesektorens rolle for å løse de store globale og samfunnsmessige utfordringene, og for å bidra til næringslivets konkurransekraft. Også arbeids- og næringslivet gir jevnlig uttrykk for høye forventninger til institusjonenes bidrag til nasjonal og regional kompetanseutvikling, vekst og verdiskapning. Studentene etterspør studietilbud av høy kvalitet og god relevans. Institusjonenes viktige samfunnsrolle krever et utstrakt og gjensidig forpliktende samspill med andre aktører.

Ulike evalueringer og indikatorer tyder på at utdanningskvaliteten og forventet læringsutbytte samlet sett kan styrkes betydelig i mange studier. En illustrasjon er resultatene fra studiebarometeret sammenholdt med karakterstatistikken i DBH. Ifølge studiebarometeret arbeider studenter i gjennomsnitt 28 timer i uken med studier, med til dels store variasjoner mellom ulike studier. Samtidig er to tredjedeler av karakterene som innrapporteres C eller bedre. Gitt den beskrivelsen av forventet læringsutbytte for karakteren C, indikerer dette at institusjonene kan ha vesentlig høyere faglige ambisjoner på studentenes vegne. For den enkelte student og for samfunnet innebærer studier en betydelig investering i form av tid og økonomiske ressurser. Institusjonene har et betydelig ansvar for å forvalte disse investeringene ved å sikre at forventet læringsutbytte holder høyt internasjonalt nivå. Rapporten om karaktersetting fra Senter for økonomisk forskning (SØF) tyder på at det er uakseptabel stor variasjon i praksis for karaktersettingen på tvers av institusjonene. Departementet forventer at institusjonene foretar en kritisk vurdering av faglig ambisjonsnivå i studietilbud der studieinnsatsen tilsynelatende er lav.

Regjeringen har klare forventninger til institusjonenes systematiske arbeid med utdanningskvaliteten. Fra nasjonalt hold vil departementet fortsette å utvikle nasjonale statistikker og bidra til kunnskapsgrunnlaget. NOKUT er i ferd med å utvikle en ny tilsynsmodell som skal bidra til mer informasjon om tilstanden i sektoren og understøtte institusjonenes eget kvalitetsarbeid. Regjeringen har også besluttet å innføre forsøk med nasjonale deleksamener i enkelte profesjonsfag for å bidra til informasjon om studentenes kunnskapsnivå og gi fagmiljøene mulighet til å sammenligne seg med tilsvarende fagmiljøer ved andre institusjoner.

Regjeringen har som ambisjon å løfte kvaliteten på høyere utdanning og forskning. Det er utarbeidet syv punkter som skal være førende for arbeidet med å nå målene som er satt for universitets- og høyskolesektoren. Regjeringen har satt i gang flere prosesser som vil medføre store endringer og som samlet skal bidra til å forme en sektor som står bedre rustet til å møte de store forventningene.

Stortingsmelding om struktur i universitets- og høyskolesektoren

Regjeringen har varslet at den vil legge fram en stortingsmelding om struktur i universitets- og høyskolesektoren våren 2015. Utgangspunktet for arbeidet med stortingsmeldingen om framtidig struktur i universitets- og høyskolesektoren, er at sektoren er for fragmentert med for mange små og sårbare miljøer. Målet med arbeidet er studietilbud av høy kvalitet forankret i solide fagmiljøer. Færre institusjoner er ett av flere virkemidler for å lykkes med dette.

Langtidsplan for forskning og høyere utdanning

Sammen med Prop. 1 S (2014-2015) har regjeringen lagt fram en langtidsplan for forskning og høyere utdanning, Meld. St. 7 (2014-2015) Langtidsplan for forskning og høyere utdanning 2015-2024. Langtidsplanen skal bidra til å styrke Norges konkurransekraft og innovasjonsevne, løse store samfunnsutfordringer og utvikle fremragende miljøer for forskning og høyere utdanning.

Verdensledende fagmiljøer

Regjeringen vil prioritere å utvikle flere verdensledende fagmiljøer innenfor høyere utdanning og forskning. Dette gjenspeiles tydelig i prioriteringene i langtidsplanen og i statsbudsjettet for 2015. Departementet vil vurdere ytterligere tiltak i samråd med institusjonene.

Strategi for forsknings- og innovasjonssamarbeidet med EU

Regjeringen har lansert en strategi for forsknings- og innovasjonssamarbeid med EU. Kunnskapsdepartementet har ansvaret for oppfølgingen av denne overfor universitets- og høyskolesektoren med mål om å øke norsk deltagelse i og tildeling fra EUs nye forsknings- og innovasjonsprogram Horisont 2020 betydelig. Norge skal delta fullt ut i EUs neste rammeprogram for forskning og innovasjon, Horisont 2020 og i EUs program for utdanning, ungdom og idrett, Erasmus +. EUs programmer er viktige drivere for kvalitet i forskning og høyere utdanning. EU-samarbeidet byr på store muligheter for institusjonene og fagmiljøene og er viktig for å delta i forskningsfronten, i internasjonalt utdanningssamarbeid, og for å få tilgang til internasjonal kunnskapsutvikling.

Lærerløftet

Med *Lærerløftet* vil regjeringen utvikle en skole der elevene lærer mer. En god lærerutdanning er sentral i denne satsingen. Regjeringen har besluttet å starte utviklingen av en femårig lærerutdanning på masternivå.

Som ledd i dette arbeidet har departementet iverksatt et prosjekt for å gi rammer til ny femårig grunnskolelærerutdanning. Dette arbeidet vil kunne ut i en ny forskrift om rammeplan for grunnskolelærerutdanning. Regjeringen har satt kvalitet som øverste prioritet i dette arbeidet. Prosjektet vil pågå i hele 2015. Et forhold som vil legge føringer for tilbudsstrukturen, er minstekravene til førstestillingskompetanse for å kunne tilby masterutdanning.

Regjeringen skriver i *Lærerløftet* at de nasjonalt prioriterte fagene skal være lærerutdanningsfagene norsk, samisk, norsk tegnspråk, matematikk og engelsk. Regjeringen vil kreve at alle lærerutdanningsinstitusjoner må tilby masterutdanning i minimum to av de prioriterte fagene, før de kan tilby grunnskolemester i øvrige fag.

Rekruttering og karrieremuligheter

Kunnskapsdepartementet tar sikte på å modernisere regelverk om karriere og stillingsstruktur i universitets- og høyskolesektoren for å gi institusjonene større fleksibilitet og dermed bedre muligheter for å rekruttere og beholde attraktive ansatte. Ny forskrift om innstegstillinger er sendt på høring. Departementet arbeider med endringer som vil gi institusjonene større innflytelse over kompetansekrav og bedømminger ved opprykk, bedre vilkår for å ansette doktorander direkte etter stipendiatansettelsen, samt gi større muligheter for fast ansettelse av personer med ekstern finansiering uten at det svekker rekrutteringen til ordinære undervisnings- og forskerstillinger.

Det er fortsatt for høy andel midlertidige ansettelser i sektoren. Enkelte institusjoner har gjort en god jobb for å nå målet om reduksjon i andel midlertidig ansatte. Men situasjonen er ikke tilfredsstillende ved andre institusjoner.

Finansiering

Kunnskapsdepartementet har nedsatt en ekspertgruppe for å gjennomgå innretningen på finansieringen av universiteter og høyskoler. Gruppen er faglig uavhengig og skal levere sin rapport i begynnelsen av januar 2015. Departementet vil ta med seg innspillene fra ekspertgruppen i arbeidet med stortingsmeldingen om struktur. Tidlig i 2015 vil det bli holdt et høringsmøte for institusjonene. Departementet tar sikte på å legge frem det konkrete forslaget til nytt finansieringssystem i budsjettproposisjonen for 2016.

2.2 Prioriteringer i statsbudsjettet for 2015

Nedenfor følger en omtale av de viktigste nye satsingene for universitets- og høyskolesektoren over programkategori 07.60 i statsbudsjettet for 2015. For en mer utfyllende omtale av de nye satsingene, samt en oversikt over tiltak som videreføres fra foregående budsjettår, viser vi til Innst. 12 S (2014-2015) og Prop. 1 S (2014-2015) for Kunnskapsdepartementet. Se også *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*, jf. nettside på slutten av brevet.

Verdensledende utdannings- og forskningsmiljø

Det bevilges 100 mill. kroner for å styrke arbeidet med fremragende kvalitet for å utvikle flere verdensledende fagmiljøer. Av dette blir 70 mill. kroner fordelt etter spissede kvalitetskriterier til institusjoner med fagmiljø som har særlige forutsetninger for å strekke seg mot verdenstoppen. Midlene vil gi en langsiktig styrking av budsjettene til de institusjonene som når opp i konkurransen, og skal brukes til rekruttering av internasjonale toppforskere.

10 mill. kroner tildeles Universitetet i Oslo for å videreutvikle det etablerte utdannings- og forskningssamarbeidet med Simula Research Laboratory og University of California, San Diego i informatikk innenfor geovitenskap og livsvitenskap.

20 mill. kroner tildeles et partnerskapsprogram for forskning og høyere utdanning. Programmet vil fremme langsiktig samarbeid mellom høyere utdannings- og forskningsinstitusjoner i Norge og prioriterte land utenfor EU og vil bli konkurranseutsatt for å sikre topp kvalitet og relevans.

Struktur i universitets- og høyskolesektoren

Bevilgningen for å stimulere til samarbeid, arbeidsdeling, konsentrasjon og sammenslåinger økes til 75 mill. kroner. Midlene skal gå til fusjonsprosesser.

Rekrutteringsstillinger

Det bevilges om lag 95 mill. kroner til 150 nye rekrutteringsstillinger. 147 stillinger er knyttet til oppfølging av langtidsplanen for forskning og høyere utdanning, Meld. St. 7 (2014-2015) *Langtidsplan for forskning og høyere utdanning 2015-2024*. Tre stillinger er til Stipendiatprogrammet i Program for kunstnerisk utviklingsarbeid (PKU).

Bygg og utstyr

Oppdaterte bygg og utstyr er en forutsetning for ambisjonen om flere fremragende forsknings- og undervisningsmiljø. 75 mill. kroner bevilges til oppgradering av bygg ved institusjoner som forvalter egen bygningsmasse. Oppgraderingen innebærer rehabilitering og tilpassing av eksisterende bygg og lokaler, slik at de kan møte byggetekniske krav og forventninger til forskning og utdanning av høy kvalitet. Departementet forventer at tildelingene utløser tilsvarende beløp til samme formål fra institusjonene som mottar midler. Departementet vil komme tilbake til fordeling av midler i begynnelsen av 2015 etter innspill fra institusjonene.

30 mill. kroner bevilges til utstyr for sykepleier- og ingeniørutdanningene. Det er behov for mer og bedre utstyr i disse utdanningene slik at studentene blir bedre forberedt på det som venter dem i arbeidslivet.

Studentboliger

En av de viktigste studentvelferdsoppgavene til studentsamskipnadene er å tilby studentboliger. Det gis tilsagn om tilskudd til om lag 2 000 nye studentboliger i 2015. Dette er om lag 700 flere nye studentboliger enn i 2014.

Styrket grunnfinansiering

Den resultatbaserte omfordelingen (RBO) til universiteter og statlige høyskoler styrkes med 50 mill. kroner, som knyttes til EU-indikatoren. Finansieringen til private høyskoler styrkes med 4 mill. kroner.

3. MÅL OG BUDSJETT FOR 2015

3.1 Mål for 2015

Kunnskapsdepartementet har, som varslet i tildelingsbrevene til universiteter og høyskoler for 2014, revidert målstrukturen for universiteter og høyskoler. Hensikten med revisjonen har vært å tydeliggjøre regjeringens mål og prioriteringer, jf. regjeringsplattformen. Departementet har også vurdert mulighetene for forenkling. Departementet har på bakgrunn av dette fastsatt fire sektormål for 2015. Sektormålene skal være langsiktige og gi en stabil ramme som institusjonene kan utvikle egne strategier og planer innenfor.

I tillegg til sektormålene setter departementet nasjonale styringsparametre innenfor sektormålene på områder der institusjonene skal ha særskilt oppmerksomhet på resultatutviklingen. De nasjonale styringsparametrene er ikke heldekkende for resultater som bidrar til måloppnåelsen, men signaliserer resultatområder som vil ha særskilt oppmerksomhet i styringen fra departementet.

Kunnskapsdepartementet har besluttet å videreføre styringsparametrene fra 2014 i ett år til, med enkelte mindre justeringer. Det er lagt til en ny styringsparameter for oppfølging av EU-strategien under sektormål 1.

Revisjonen av målstrukturen foregår i to trinn på grunn av arbeidet med framtidig struktur i universitets- og høyskolesektoren og gjennomgangen av finansieringen til universiteter og høyskoler. Disse prosessene kan medføre justeringer i styringsparametrene. Departementet tar sikte på å revidere styringsparametrene fra 2016. Sektoren vil bli involvert i arbeidet med reviderte styringsparametre.

Hovedtrekkene fra revisjonen av målstrukturen fra 2012 ligger fast. Da fikk statlige universiteter og høyskoler delegert myndighet til å fastsette egne virksomhetsmål innenfor sektormålene.

Departementet viser til samfunns- og effektmålene som er satt for større bygge- og rehabiliteringsprosjekter i sektoren og forutsetter at aktuelle institusjoner tar hensyn til disse målene i sin virksomhetsstyring og planverk, jf. eget rapporteringskrav.

For 2015 gjelder følgende sektormål med tilhørende styringsparametre:

Sektormål 1: Høy kvalitet i utdanning og forskning

Evalueringer viser at utdanning og forskning i Norge er god, men at vi har flere svake og fragmenterte utdannings- og forskningsmiljøer og at vi har få fremragende miljøer. Regjeringen vil at alle utdannings- og forskningsmiljøer i Norge skal holde høy kvalitet og at flere norske forsknings- og utdanningsmiljøer hevder seg internasjonalt. Dette inkluderer også faglig og kunstnerisk utviklingsarbeid.

- kvantitativ styringsparameter: *gjennomføring på normert tid*
- kvantitativ styringsparameter: *andel uteksaminerte kandidater tatt opp på doktorgradsprogram seks år tidligere*
- kvalitativ styringsparameter: *studentene skal lykkes med å oppnå læringsutbyttet som er definert for studieprogrammene*
- kvalitativ styringsparameter: *resultatoppnåelse på forskning ut fra institusjonens egenart*
- kvalitativ styringsparameter: *samspill mellom forskning og utdanning*
- ny kvantitativ styringsparameter: *deltakelse i Horisont 2020 og Erasmus+*

Sektormål 2: Forskning og utdanning for velferd, verdiskaping og omstilling

Fundamentet for vår framtidige verdiskaping og velferd ligger i å realisere kunnskapssamfunnet. Regjeringen har som ambisjon at Norge skal være et av de mest innovative landene i Europa. For å få til dette trenger vi forskning, faglig og kunstnerisk utviklingsarbeid, kunnskapsdeling og kandidater som bidrar til nødvendig omstilling, innovasjon og verdiskaping i offentlig og privat sektor.

- kvantitativ styringsparameter: *andel inntekter fra bidrags- og oppdragsfinansiert aktivitet(BOA) utenom forskningsfinansiering fra EU og Forskningsrådet*
- kvalitativ styringsparameter: *samarbeid med samfunns- og arbeidsliv*
- kvalitativ styringsparameter: *forskningsinnsats i MNT- og profesjonsfag*

Sektormål 3: God tilgang til utdanning

Regjeringen vil at alle skal ha tilgang til og muligheter for å ta høyere utdanning, uansett kjønn, etnisitet, sosial og økonomisk bakgrunn og bosted. Utdanningstilbudet skal også legge til rette for at det er tilgang til nødvendig arbeidskraft og kompetanse i alle deler av landet. Livslang læring er viktig for å legge til rette for nødvendig omstilling og fornying for den enkelte og for samfunns- og arbeidsliv.

- kvalitativ styringsparameter: *fleksibel utdanning*

Sektormål 4: Effektiv, mangfoldig og solid høyere utdanningssektor og forskningssystem

En effektiv, mangfoldig og solid høyere utdanningssektor og forskningssystem skal bidra til best mulig måloppnåelse på de tre første målene. Universiteter og høyskoler forvalter en betydelig andel av fellesskapets midler. Ressursene skal benyttes effektivt og til beste for samfunnet. Institusjonene skal utvikle profiler i tråd med styrke og egenart, som bidrar til en differensiert sektor med høy kvalitet, som møter samfunnets behov på ulike områder, og som bidrar til at vi kan hevde oss internasjonalt. Institusjoner som har grunnlag for det, forventes å dyrke frem utdannings- og forskningsmiljøer som kan hevde seg helt i verdenstoppen.

- kvalitativ styringsparameter: *langsiktig økonomisk planlegging*
- kvalitativ styringsparameter: *solide fagmiljøer*
- kvantitativ styringsparameter: *andel kvinner i dosent- og professorstillinger*
- kvantitativ styringsparameter: *andel midlertidig ansatte*
- kvalitativ styringsparameter: *andel av samlingene og objektene som er tilfredsstillende sikret¹*
- kvalitativ styringsparameter: *andel av samlingene og objektene som er tilfredsstillende bevart²*

3.2 Budsjett for 2015

Stortinget har gjort vedtak om bevilgning for 2015, jf. Innst. 12 S (2014-2015) og Prop. 1 S (2014-2015).

3.2.1 Budsjettvedtak kap. 260 post 50

Det bevilges totalt 29,8 mrd. kroner over kap. 260 post 50 i 2015 til universiteter og statlige høyskoler.

Følgende tildeling stilles med dette til disposisjon for Universitetet i Bergen:

2 969 641 000 kroner. Tabellen nedenfor viser endringene i budsjettrammen fra 2014 til 2015.

<i>Tabell 1 Endring 2014-15</i>	<i>Beløp (i kr 1 000)</i>
Konsekvensjustering	69 933
Pris- og lønnsjustering	93 361
Nye rekrutteringsstillinger	1 893
Andre endringer	4 632
Resultatbasert uttelling utdanningsinsentiver	9 473
Resultatbasert uttelling forskningsinsentiver	31 149

¹ Gjelder universiteter med universitetsmuseum.

² Gjelder universiteter med universitetsmuseum.

For en forklaring av de enkelte endringene vises det til *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*. Se nettadresse på slutten av brevet.

I supplerende tildelingsbrev kommer departementet tilbake til tildeling av midler til oppgradering av bygg ved institusjoner som forvalter egen bygningsmasse, og tildeling av midler å stimulere til samarbeid, arbeidsdeling, konsentrasjon og sammenslåinger.

3.2.2 Budsjettvedtak kap. 281

Det bevilges totalt 399,3 mill. kroner over kap. 281 i 2015 til felles tiltak for universiteter og høyskoler.

3.2.3 Fullmakter

Stortinget har gitt de statlige universitetene og høyskolene særskilte fullmakter som fornyes for ett år av gangen i forbindelse med Stortingets behandling av statsbudsjettet. I tillegg har departementet delegert en rekke administrative fullmakter til institusjonene. En fullstendig oversikt over delegerte fullmakter finnes på departementets hjemmesider sammen med tildelingsbrevene for i år. Se nettadresse på slutten av brevet.

4. ANDRE FORUTSETNINGER OG KRAV

4.1 EU-relatert arbeid

Norge bidrar med betydelige midler til Horisont 2020, og regjeringen har satt et mål om at norske forskningsaktører skal hente hjem 2 pst. av midlene som fordeles. Dette forutsetter at UH-institusjonene øker sin innsats betydelig sammenliknet med innsatsen i 7. rammeprogram. Departementet har fastsatt en ny styringsparameter under sektormål 1 for å tydeliggjøre forventninger til resultater i dette arbeidet.

Engasjementet i det europeiske forskningssamarbeidet må sees i sammenheng med utviklingen av nye karriereløp, samarbeid med samfunns- og næringslivsaktører og internasjonale partnere. Universiteter og høyskoler skal formulere mål, strategier og tiltak for sitt EU-arbeid.

4.2 Rekrutteringsstillinger

Fra og med 2014 kan institusjoner med rett til å tildele doktorgrad, fritt disponere sitt samlede antall tildelte rekrutteringsstillinger mellom stipendiat- og postdoktorstillinger. Departementet forventer at institusjonene finansierer stipendiat- og postdoktorstillinger minst tilsvarende antallet tildelte rekrutteringsstillinger, jf. tabell med oversikt over rekrutteringsstillinger i *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*. Departementet vil følge med på utviklingen.

Forskningsrådet vil fra og med 2015 fjerne toppfinansiering av nye Marie Sklodowska Curie Actions (MSCA)-stipendiater i Horisont 2020. Norske universiteter og høyskoler kan fra og med 2015 bruke øremerkede midler til rekrutteringsstillinger for å toppfinansiere MSCA-stipendiater. Departementet forventer at summen av KD-finansierte rekrutteringsårsverk og MSCA-stipendiatarvsverk tilsvarer minst måltallet for rekrutteringsstillinger per institusjon oppgitt i *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*.

4.3 Kandidatmåltall for 2015

Departementet innførte fra 2014 kandidatmåltall for helse- og lærerutdanningene. Dette er utdanninger der det er kritisk at samfunnets behov imøtekommes. Kandidatmåltallene angir et minstekrav om antall uteksaminerte kandidater den enkelte institusjonen skal ha. Beregningen for kandidatmåltallene ble redegjort for i *Orientering om statsbudsjettet 2014 for universiteter og høyskoler*. Endelig kandidatmåltall for 2014 ble justert etter dialog med sektoren.

Kandidatmåltallene for 2015 er redegjort for i *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*.

4.4 Økning av antallet lærlinger i statsforvaltningen

For å sikre det framtidige behovet for faglært arbeidskraft og gi ungdom muligheter til å gjennomføre videregående opplæring, må den statlige forvaltningen gjøre en større innsats for å skape flere lære plasser. Kommunal- og moderniseringsdepartementet og Kunnskapsdepartementet arbeider med en overordnet strategi for å forplikte og oppfordre statlige virksomheter til å øke antall lære plasser. Vi viser også til informasjonsside for nye lærebedrifter: laerlingloftet.no.

Universitetene og de statlige høyskolene har de seneste årene hatt en positiv utvikling i antallet lærlinger, i tråd med fastsatte krav. Departementet ser imidlertid fortsatt et betydelig potensial for å øke antall lærlinger i universitets- og høyskolesektoren. Departementet forventer derfor at universitetene og de statlige høyskolene samlet sett har økt antall lærlinger med 50 pst. i forhold til resultatene i 2014 innen utgangen av 2016. Vi viser for øvrig til Statens personlhandbok, kap. 9.10 Særavtale om lønns- og arbeidsvilkår for lærlinger og lære kandidater i staten.

4.5 Eiendomsforvaltning for selvforvaltende institusjoner

Riksrevisjonen har gjennomført en undersøkelse om statens forvaltning av eiendomsmasse i universitets- og høyskolesektoren, jf. Riksrevisjonens Dokument 3:4 (2012-2013). Som oppfølging må institusjonene sørge for tilstrekkelig informasjon om bygningsmassens tilstand og utvikling. Institusjonene må ha langtidsplaner for

verdibevarende vedlikehold med tilhørende årlige budsjettavsetninger, som også bidrar til å hente inn deler av vedlikeholdsetterslepet.

4.6 Oppfølging av revisjon og kartlegginger i sektoren

Dok. 1 (2013-2014) fra Riksrevisjonen for regnskapsåret 2013 gir uttrykk for at kvaliteten på regnskapene til Kunnskapsdepartementets underliggende virksomheter de seneste årene, har hatt en positiv utvikling. Dette gjenspeiles i færre saker der Riksrevisjonen har hatt vesentlige merknader til de avlagte regnskapene.

Riksrevisjonen peker imidlertid på flere områder der det er behov for ytterligere forbedringer. Lønn er gjennomgående den vesentligste kostnaden for virksomhetene i universitets- og høyskolesektoren, og flere av virksomhetene har ikke etablert tilfredsstillende internkontroll på dette området. Dette øker risikoen for at virksomhetene har avvik fra regelverket, foretar mangelfull innberetning til skattemyndighetene eller utbetaler lønn på feil grunnlag.

Etterlevelse av regelverket for bidrags- og oppdragsfinansiert aktivitet har vært utfordrende for universitets- og høyskolesektoren i flere år. Utfordringene er fortsatt størst når det gjelder tilstrekkelig kostnadsbelastning og klassifisering av prosjekter, der mange virksomheter fremdeles ikke har etablert tilstrekkelig internkontroll og rutiner for å unngå avvik fra regelverket. Kontroll- og konstitusjonskomiteen uttaler i likhet med Riksrevisjonen at de største utfordringene gjelder korrekt klassifisering av prosjekter og tilstrekkelig belastning av kostnader. Komiteen ber om at dette arbeidet blir prioritert.

Anskaffelser er et område som Riksrevisjonen fortsatt vil følge særskilt opp, og der det er behov for å styrke etterlevelsen av regelverket.

Departementet ber derfor institusjonene fortsatt ha oppmerksomhet på disse områdene, og videreføre arbeidet med å utvikle effektive arbeidsprosesser og god internkontroll. Standardisering og digitalisering er viktige elementer i forbedringsarbeidet. Departementet ber derfor institusjonene om å arbeide sammen og bidra til at det skapes gode fellesløsninger som kommer hele sektoren til nytte. UNINETT er en viktig ressurs som må utnyttes effektivt i dette arbeidet.

Når det gjelder bidrags- og oppdragsfinansiert aktivitet knyttet til forskning, skal belastning av indirekte kostnader beregnes gjennom TDI-modellen³ med mindre prosjektets omfang eller kompleksitet er av en slik art at en enklere beregningsmodell kan legges til grunn.

³ TDI-modellen, TDI= tid, direkte kostnader og indirekte kostnader, er en totalkostnadsmodell som beregner institusjonens reelle utgifter i prosjektene. Modellen er utarbeidet gjennom et samarbeid mellom sektoren og Norges forskningsråd (NFR).

4.7 Samfunnssikkerhet og beredskap

Kunnskapsdepartementets styringsdokument for arbeidet med samfunnssikkerhet og beredskap i kunnskapssektoren skal ligge til grunn for institusjonens arbeid på dette feltet. Institusjonen skal ha etablert en virksomhetstilpasset risiko- og sårbarhetsanalyse (ROS) på samfunnssikkerhets- og beredskapsfeltet som revideres minimum hvert annet år. ROS-analysen skal følges opp gjennom en egen handlingsplan med tiltak for å redusere risiko og konsekvenser av uønskede hendelser. Institusjonen skal videre ha oppdaterte krise- og beredskapsplaner og gjennomføre årlige kriseøvelser. Institusjonen skal påse at informasjonssikkerhetsarbeidet er i samsvar med eForvaltningsforskriften og den nasjonale strategien for informasjonssikkerhet med tilhørende handlingsplan.

Departementet vil også gjøre oppmerksom på dokumentet *Veiledning i beredskapsplanlegging*, utarbeidet av Utdanningsdirektoratet og Politidirektoratet, og veileder i styringssystem for informasjonssikkerhet i universitets- og høyskolesektoren, utarbeidet av UNINETT. Dokumentene omtalt over, er tilgjengelige her:

<http://www.regjeringen.no/nb/dep/kd/tema/grunnopplaring/krisehandtering.html?id=279675>

<https://www.uninett.no/infosikkerhet/styringssystemer>

Institusjonen skal i årsrapporten for 2015 rapportere på følgende:

1. Er det gjennomført/revidert en ROS-analyse i 2014 eller 2015?
2. Følges ROS-analysen opp gjennom egen handlingsplan?
3. Er det gjennomført og evaluert en kriseøvelse i 2015?
4. Er styringssystem for informasjonssikkerhet innført?

Dersom spørsmål besvares med nei, må institusjonen opplyse om hvorfor tiltaket ikke er gjennomført, samt presentere en forpliktende plan for når og hvordan tiltaket skal gjennomføres.

4.8 Digital postkasse

Alle statlige forvaltningsorganer som sender post på papir, skal innen 1. juli 2015 lage en plan for å ta i bruk Digital postkasse til innbyggere innen første kvartal 2016. Planen skal lages i samråd med Direktoratet for forvaltning og IKT (Difi) og inneholde kostnader, gevinster og omtale av arbeidet med gevinstrealisering.

4.9 Tidstyver

Statlige virksomheter har i 2014 rapportert aktiviteter, tiltak, prosedyrer, regelverk m.m. gitt av andre som oppleves som tidstyver i det daglige arbeidet. Regjeringen følger nå opp disse innspillene. Virksomhetene skal også rapportere i årsrapporten for 2014 om sitt arbeid med å forenkle regelverk, bruke klart språk, og forenkle rutiner og ordninger de kan gjøre noe med selv. Dette skal følges opp som et ledd i et kontinuerlig forbedringsarbeid.

I 2015 skal institusjonen prioritere tiltak som gir konkrete effekter for brukerne. Institusjonen skal også vurdere, og eventuelt ta initiativ til, tiltak som vil forenkle brukernes kontakt med det offentlige på tvers av flere statlige virksomheter.

Innen 1. juni 2015 skal institusjonen melde inn i Difis rapporteringsløsning, eller på annen egnet måte, om brukerrettede tidstyver i egen institusjon. Institusjonene skal så i dialog med sitt eierdepartement velge ut brukerrettede tidstyver de selv kan gjøre noe med og igangsette tiltak for å redusere eller fjerne disse.

I årsrapporten for 2015 skal det rapporteres på en felles mal om arbeidet med å avvikle brukerrettede tidstyver i egen virksomhet, og hvordan det skal arbeides videre med disse, etter følgende mal:

- tidstyver virksomheten selv har prioritert å fjerne
- tiltak for å fjerne utvalgte tidstyver (planlagte, under arbeid og gjennomførte)
- resultater av arbeidet. Effektene for brukerne er spesielt interessante.

5. RAPPORTERING OG RESULTATOPPFØLGING

5.1 Rapportering om resultater for 2015 og planer for 2016

Universiteter og høyskoler skal innen **15. mars 2016** sende dokumentet *Årsrapport (2015-2016)* elektronisk til postmottak@kd.dep.no. Årsrapportene vil bli publisert på departementets nettsider.

Årsrapporten skal ha følgende struktur:

- I. Styrets beretning
- II. Introduksjon til virksomheten og hovedtall
- III. Årets aktiviteter og resultater
- IV. Styling og kontroll i virksomheten
- V. Vurdering av fremtidsutsikter
- VI. Årsregnskap

Nærmere krav til innhold i årsrapporten fremgår av dokumentet *Rapporteringskrav for årsrapport (2015 – 2016)* i DBH, se lenke nedenfor til nettsiden. Årsrapporten skal også inneholde annen informasjon av betydning for departementets styling og oppfølging, jf. *Bestemmelsene om økonomistyring i staten*, pkt. 2.3.3.

En oversikt over hovedtrekkene i styringsdialogen mellom departementet og institusjonene finnes på departementets hjemmesider sammen med tildelingsbrevene, jf. nettadresse på slutten av brevet.

Frist for datarapportering til DBH er **15. februar 2016**. I DBH fremgår også krav til datarapporteringen og frister for dette.

<http://dbh.nsd.uib.no/dokumentasjon/rapporteringskrav/index.action>

5.2 Budsjettforslag for 2017

Institusjonene skal utarbeide budsjettforslag, dvs. satsingsforslag utenfor rammen. Departementet bruker institusjonenes budsjettforslag i arbeidet med statsbudsjettet.

Frist for innsendelse av budsjettforslag for 2017 er **1. november 2015**. Forslagene sendes elektronisk til departementet (postmottak@kd.dep.no). Se omtale og mal for tabeller i dokumentet *Budsjettforslag for 2017*, jf. nettside på slutten av brevet.

5.3 Styringsdialogen i 2015

Etatsstyringsmøtene skal være en strategisk dialog mellom departementet og institusjonens styre om institusjonens utvikling. Sentrale punkter vil være profil og ambisjoner, strategiske prioriteringer og utfordringer, sett i lys av nasjonale mål og prioriteringer, samt institusjonens resultater og rammebetingelser. En del av denne dialogen vil ta utgangspunkt i målstrukturen og bruk av denne som styringsverktøy.

Departementet innkaller institusjonene som ikke hadde etatsstyringsmøte i 2014, til etatsstyringsmøte i 2015. I tillegg innkalles institusjoner med et særskilt behov for dialog i forbindelse med strukturendringer.

Departementet tar sikte på å gjennomføre styringsmøter med alle universitetsmuseene og universitetsledelsene høsten 2015. Sist gang det ble gjennomført slike møter var høsten 2011. Departementet kommer tilbake med forslag til datoer per e-post.⁴

På bakgrunn av *Årsrapport (2014-2015)*, tilstandsrapporten for universitets- og høyskolesektoren 2015 og resultatrapporteringen til DBH vil departementet gjøre en vurdering av alle institusjonene. Alle institusjonene, dvs. også de institusjonene som ikke har etatsstyringsmøte i 2015, vil derfor få en tilbakemelding fra departementet i løpet av 1. halvår 2015.

Universitetet i Bergen blir innkalt til etatsstyringsmøte **12. mai 2015 kl. 13.00-15.00** i Kunnskapsdepartementets lokaler, Kirkegata 18. Institusjonens videre utvikling av målstruktur og oppfølgingspunkter fra tilbakemeldingene i 2014, samt planer for 2016, vil være sentrale punkter for møtet.

Departementet vil legge opp til en dagsorden som er omforent mellom departementet og institusjonen. Departementet ber derfor om at styret melder inn strategisk viktige saker

⁴ Gjelder universitetene i Oslo, Bergen, Tromsø og Stavanger og NTNU.

for institusjonen til etatsstyringsmøtet samtidig med innsending av *Årsrapport (2014-2015)* 15. mars 2015. Departementet vil sende institusjonen dagsorden i god tid før møtet.

Departementet ber om at styret selv setter sammen en delegasjon fra styret på inntil sju representanter hvorav styreleder og styremedlem valgt av studentene er obligatoriske deltakere. Departementet ønsker å møte et representativt utvalg av styret og ber styret legge vekt på dette ved sammensetningen av delegasjonen til møtet. I tillegg til styrets medlemmer ønsker departementet at styrets sekretær (dvs. direktør eller rektor) deltar. Departementet ber om tilbakemelding om hvem som skal delta senest tre uker før møtedato.

Med hilsen

Toril Johansson (e.f.)
ekspedisjonssjef

Hedda Huseby
avdelingsdirektør

Dokumentet er elektronisk signert og har derfor ikke håndskrevne signaturer.

Nettadresse til dokumenter vist til i tildelingsbrevet:
www.regjeringen.no/tildelingsbrev_uh_2015

Kopi:
Riksrevisjonen
Fylkesmannen i Hordaland
Studentsamskipnaden i Bergen
Norsk samfunnsvitenskapelig datatjeneste

Fra: Sperre Risnes Gro-Helene[Gro-Helene-Sperre.Risnes@kd.dep.no]

Dato: 19.12.2014 16:10:40

Til: Dokumentsenter 1[post@uib.no]

Tittel: [POST@uib.no] Statsbudsjettet for 2015 kap 260 Tildelingsbrev for Universitetet i Bergen

“Denne e-posten er sendt på vegne av Kunnskapsdepartementet. Vennligst ikke svar direkte til avsender, men bruk postmottak@kd.dep.no dersom du har behov for å svare på denne e-posten, eller har andre henvendelser til departementet”.

Denne e-posten er beregnet for den institusjon eller person den er rettet til og kan være underlagt lovbestemt taushetsplikt. Dersom e-posten er feilsendt, vennligst slett den og kontakt Kunnskapsdepartementet.

This email is confidential and may also be privileged. If you are not the intended recipient please delete this e-mail and notify the Ministry of Education and Research, Norway, immediately.



KUNNSKAPSDEPARTEMENTET

Etter vedtak i Stortinget 11. desember 2014

Orientering om statsbudsjettet 2015 for universiteter og høyskoler

- Mål
- Finansiering
- Budsjettforslag og bevilgningsendringer
- Dokumentasjon av finansieringen





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1 Innledning

Orientering om statsbudsjettet 2015 for universiteter og høyskoler er et vedlegg til endelig tildelingsbrev for 2015. Det gir informasjon om endringer for budsjetttrammen fra 2014 til 2015, jf. Innst. 12 S (2014-2015) og Prop. 1 S (2014-2014) for Kunnskapsdepartementet. Orienteringen skal sammen med endelig tildelingsbrev danne grunnlag for styrets budsjettdisponeringer i 2015.

Orienteringen består av fire deler:

Mål for universiteter og høyskoler

- Kap. 2 presenterer målene for sektoren som skal legges til grunn for institusjonenes planlegging av virksomheten for 2015.

Finansiering

- Kap. 3 beskriver finansieringen av universiteter og høyskoler over kap. 260.

Budsjett og bevilgningsendringer

- Kap. 4.1 og 4.2 viser en oversikt over vesentlige budsjettendringer som gjelder universiteter og høyskoler.
- Kap. 4.3 viser endringer i bevilgningene fra 2014 til 2015 for statlige universiteter og høyskoler, samt private høyskoler.

Dokumentasjon av finansieringen

- Kap. 5.1 og 5.2 presenterer dokumentasjon av langsiktige prioriteringer og strategiske tildelinger, blant annet studieplasser og kandidatmåltall for utvalgte utdanninger.
- Kap. 5.3 gir en oversikt over datagrunnlaget for beregning av den resultatbaserte uttellingen i 2015 for statlige universiteter og høyskoler, samt private høyskoler.

2 Mål for universiteter og høyskoler

2.1 Endringer i målstrukturen for 2015

Kunnskapsdepartementet har, som varslet i tildelingsbrevene til universiteter og høyskoler for 2014, revidert målstrukturen for universiteter og høyskoler. Hensikten med revisjonen har vært å tydeliggjøre regjeringens mål og prioriteringer, jf. regjeringsplattformen. Departementet har også vurdert mulighetene for forenkling. Departementet har på bakgrunn av dette fastsatt fire sektormål for 2015. Departementet legger til grunn at sektormålene skal være langsiktige og gi en stabil ramme som institusjonene kan utvikle egne strategier og planer innenfor.

I tillegg til sektormålene setter departementet nasjonale styringsparametre innenfor sektormålene på områder der institusjonene skal ha særskilt oppmerksomhet på resultatutviklingen. De nasjonale styringsparametrene er ikke heldekkende for resultater som bidrar til måloppnåelsen, men signaliserer resultatområder som vil ha særskilt oppmerksomhet i styringen fra departementet.

Kunnskapsdepartementet har besluttet å videreføre styringsparametrene fra 2014 i ett år til, med enkelte mindre justeringer. Det er lagt til en styringsparameter for oppfølging av EU-strategien. Departementet tar sikte på å revidere styringsparametrene fra 2016.

Bakgrunnen for at revisjonen av målstrukturen skjer i to trinn, er arbeidet med framtidig struktur i universitets- og høyskolesektoren og gjennomgangen av finansieringen til universiteter og høyskoler som kan medføre justeringer i styringsparametrene. Sektoren vil bli involvert i arbeidet med reviderte styringsparametre.

Hovedtrekkene fra revisjonen av målstrukturen fra 2012, der statlige universiteter og høyskoler fikk delegert myndighet til å fastsette egne virksomhetsmål innenfor sektormålene, ligger fast.

2.2 Mål- og styringsparametre for 2015

Kunnskapsdepartementet har fastsatt fire overordnede sektormål for universiteter og høyskoler i Prop. 1 S (2014–2015) for Kunnskapsdepartementet. Alle universiteter og høyskoler som får tildeling eller tilskudd fra Kunnskapsdepartementet, skal bidra til å nå disse målene. Departementets krav til rapportering på styringsparametrene i årsrapporten (2015-2016) vil være tilgjengelig på DBHs nettsider januar 2015.

For 2015 gjelder følgende sektormål med tilhørende styringsparametre:

Sektormål 1: Høy kvalitet i utdanning og forskning

Evalueringer viser at utdanning og forskning i Norge er god, men at vi har flere svake og fragmenterte utdannings- og forskingsmiljøer og at vi har få fremragende miljøer.

Regjeringen vil at alle utdannings- og forskningsmiljøer i Norge skal holde høy kvalitet og at flere norske forsknings- og utdanningsmiljøer hevder seg internasjonalt. Dette inkluderer også faglig og kunstnerisk utviklingsarbeid.

- kvantitativ styringsparameter: *gjennomføring på normert tid*
- kvantitativ styringsparameter: *andel uteksaminerte kandidater tatt opp på doktorgradsprogram seks år tidligere*
- kvalitativ styringsparameter: *studentene skal lykkes med å oppnå læringsutbyttet som er definert for studieprogrammene*
- kvalitativ styringsparameter: *resultatoppnåelse på forskning ut fra institusjonens egenart*
- kvalitativ styringsparameter: *samspill mellom forskning og utdanning*
- ny kvantitativ styringsparameter: *deltakelse i Horisont 2020 og Erasmus+*

Sektormål 2: Forskning og utdanning for velferd, verdiskaping og omstilling

Fundamentet for vår framtidige verdiskaping og velferd ligger i å realisere kunnskapssamfunnet. Regjeringen har som ambisjon at Norge på skal være et av de mest innovative landene i Europa. For å få til dette trenger vi forskning, faglig og kunstnerisk utviklingsarbeid, kunnskapsdeling og kandidater som bidrar til nødvendig omstilling, innovasjon og verdiskaping i offentlig og privat sektor.

- kvantitativ styringsparameter: *andel inntekter fra bidrags- og oppdragsfinansiert aktivitet (BOA) utenom forskningsfinansiering fra EU og Forskningsrådet*
- kvalitativ styringsparameter: *samarbeid med samfunns- og arbeidsliv*
- kvalitativ styringsparameter: *forskningsinnsats i MNT- og profesjonsfag*

Sektormål 3: God tilgang til utdanning

Regjeringen vil at alle skal ha tilgang til og muligheter for å ta høyere utdanning, uansett kjønn, etnisitet, sosial og økonomisk bakgrunn og bosted. Utdanningstilbudet skal også legge til rette for at det er tilgang til nødvendig arbeidskraft og kompetanse i alle deler av landet. Livslang læring er viktig for å legge til rette for nødvendig omstilling og fornying for den enkelte og for samfunns- og arbeidsliv.

- kvalitativ styringsparameter: *fleksibel utdanning*

Sektormål 4: Effektiv, mangfoldig og solid høyere utdanningssektor og forskningssystem

En effektiv, mangfoldig og solid høyere utdanningssektor og forskningssystem skal bidra til best mulig måloppnåelse på de tre første målene. Universiteter og høyskoler forvalter en betydelig andel av fellesskapets midler. Ressursene skal benyttes effektivt og til beste for samfunnet. Institusjonene skal utvikle profiler i tråd med styrke og egenart, som bidrar til en differensiert sektor med høy kvalitet, som møter samfunnets behov på ulike områder, og som bidrar til at vi kan hevde oss internasjonalt. Institusjoner som har grunnlag for det, forventes å dyrke frem utdannings- og forskningsmiljøer som kan hevde seg helt i verdenstoppen.

- kvalitativ styringsparameter: *langsiktig økonomisk planlegging*
- kvalitativ styringsparameter: *solide fagmiljøer*
- kvantitativ styringsparameter: *andel kvinner i dosent- og professorstillinger*
- kvantitativ styringsparameter: *andel midlertidig ansatte¹*
- kvalitativ styringsparameter: *Andel av samlingene og objektene som er tilfredsstillende sikret²*
- kvalitativ styringsparameter: *Andel av samlingene og objektene som er tilfredsstillende bevart³*

2.3 Departementets og institusjonenes oppfølging

Departementets vurdering av sektoren og den enkelte institusjon vil basere seg på en helhetlig analyse av årsrapporten fra institusjonen, herunder institusjonens egne virksomhetsmål og styringsparametre, tilstandsrapporten for universitets- og høyskolesektoren og den samlede resultatrapporteringen til Database for statistikk om høgre utdanning (DBH).

Institusjonene skal innenfor den nasjonale målstrukturen og regjeringens forventninger og prioriteringer, fastsette egne virksomhetsmål tilpasset institusjonens egenart/profil og utvikle egne strategier og planer for å nå målene. Institusjonene skal legge mål- og resultatstyring, med integrert risikostyring, til grunn for planlegging og oppfølging av sin virksomhet. Det vises forøvrig til departementets tilbakemelding på institusjonens *Rapport og planer (2013-2014)*.

Departementet forventer at hver enkelt institusjon i årsrapporten vurderer sine resultater på de nasjonale styringsparametrene. Resultatene skal vurderes i lys av utviklingen over tid, institusjonens strategi og andre data og kilder.

Departementet viser til samfunns- og effektmålene som er satt for større bygge- og rehabiliteringsprosjekter i sektoren og forutsetter at aktuelle institusjoner tar hensyn til disse målene i sin virksomhetsstyring og planverk, jf. rapporteringskrav.

Resultatene, strategiene og målene til institusjonene er sentrale tema for styrets arbeid og i styringsdialogen med departementet.

Private høyskoler som mottar statstilskudd, omfattes av den nasjonale målstrukturen. Departementet forventer at de private høyskolene i rapporteringen til departementet viser hvilken profil og utviklingsstrategi høyskolen har.

¹ Gjelder ikke private høyskoler.

² Gjelder universiteter med universitetsmuseum.

³ Gjelder universiteter med universitetsmuseum.

3 Finansiering

Rammefinansiering

Den samlede rammebevilgningen til universiteter og høyskoler bevilges over kap. 260, post 50 for statlige universiteter og høyskoler og post 70 for private høyskoler. Rammebevilgningen omfatter både langsiktige og strategiske midler, som er fastsatt på bakgrunn av særskilte prioriteringer over tid for de ulike institusjonene, og den resultatbaserte uttellingen for utdannings- og forskningsresultater.

Styret ved den enkelte institusjon har ansvar for å forvalte den samlede rammebevilgningen best mulig og gjøre nødvendige prioriteringer for å bidra til å nå målene som er fastsatt for sektoren.

Rammefinansieringen gir institusjonene et strategisk handlingsrom ved at institusjonene selv kan prioritere aktiviteter og områder de vil satse på for å medvirke til å nå sektor- og virksomhetsmål. Departementets insentiver er rettet mot institusjonene, og den enkelte institusjon må vurdere i hvilken grad den benytter de nasjonale insentivene for utdanning og forskning i den interne fordelingen av midler. Videre må den enkelte institusjon vurdere om den har egne, supplerende insentiver for å støtte opp under egne strategier.

Departementet bruker styringsdialogen til å følge opp institusjonenes mål- og resultatoppnåelse for hele rammebevilgningen. I tillegg har Nasjonalt organ for kvalitet i utdanningen (NOKUT) og Norges forskningsråd sentrale oppgaver knyttet til kvalitetsutvikling i sektoren.

Resultatbasert uttelling

For den regelstyrte, resultatbaserte uttellingen legger departementet vekt på at insentivene skal stimulere til bedre resultater i sektoren og at de skal være nøytrale mellom institusjoner og fagområder.

Den resultatbaserte uttellingen i finansieringssystemet gjenspeiler resultatene den enkelte institusjon har oppnådd på de ulike indikatorene. Insentivene skal stimulere institusjonene til å forbedre sine resultater, og de valgte indikatorene gjenspeiler resultatstyring fremfor innsatsstyring. Størrelsen på uttellingen sier ikke noe om hvor stor andel av bevilgningen departementet forventer at institusjonene skal benytte på hhv. utdanning og forskning. Den resultatbaserte uttellingen inngår på lik linje med de strategiske midlene i den samlede rammen institusjonene har til rådighet for sine prioriteringer.

Kunnskapsdepartementet har et ansvar overfor Stortinget for å legge korrekt informasjon til grunn for de årlige budsjettvedtakene. Universiteter og høyskoler rapporterer data som inngår i beregningsgrunnlaget. Mangelfull eller feilaktig rapportering fra institusjonene kan føre til redusert resultatbasert uttelling. Det er institusjonenes ansvar å sørge for at de rapporterte dataene er kvalitetssikret, korrekte og levert innen fristen. Institusjonene skal benytte gjeldende mal for regnskap og andre rapporter der data som brukes til beregning av

resultatbasert uttelling framkommer, slik at uttak og kvalitetssikring av data kan foregå på en ryddig og enhetlig måte. Malene ligger på nettsidene til Kunnskapsdepartementet og Database for statistikk om høgre utdanning (DBH).

Det vises til hjemmesidene til DBH ved Norsk samfunnsvitenskapelig datatjeneste (NSD) for spesifikasjon av gjeldende rapporteringskrav.

Utdanningsinsentivene

Utdanningsinsentivene skal premiere institusjoner som gir utdanning av høy kvalitet og som får studentene til å lykkes i sine studieløp. Samtidig skal insentivene legge til rette for at institusjonene raskere kan omstille kapasitet ved å tilpasse studietilbud i tråd med studentenes ønsker og samfunnets behov for kompetanse. Insentivene skal også stimulere til økt internasjonal studentutveksling. Utdanningsinsentivene har en åpen budsjetttramme for sektoren og den enkelte institusjon, og bevilgningen er basert på oppnådde resultater. Dette innebærer at hvis en institusjon forbedrer sine resultater, får den økning i bevilgningen, uavhengig av resultatene i sektoren forøvrig. Det er én indikator knyttet til avlagte studiepoeng og én indikator knyttet til antall utvekslingsstudenter:

- *Antall avlagte studiepoengsenheter (SPE)*
God studentgjennomstrømning er et tegn på at studieopplegget er av god kvalitet. Uttellingen beregnes på grunnlag av endring i antall avlagte 60-studiepoengsenheter (SPE). For at insentivstyrken skal være omtrent like sterk uavhengig av fag, er utdanningene delt inn i seks kategorier (A-F) med satser som gjenspeiler ulik grad av undervisnings- og utstysintensitet. Uttellingen tilsvarer 40 pst. av satsen for den aktuelle kategorien. Det vises til kap. 5.3.1 for en oversikt over kategoriene med tilhørende satser for 2015.
- *Antall inn- og utreisende utvekslingsstudenter*
Det at norske studenter reiser ut og bringer kompetanse og inntrykk med seg hjem, og at utenlandske studenter kommer til Norge og beriker norske studiemiljø, er med på å øke kvaliteten på norsk høyere utdanning. Uttellingen beregnes på grunnlag av endring i antall inn- og utreisende utvekslingsstudenter med avtaler som har minst tre måneders varighet. Uttellingen tilsvarer en fast sats per student. Det vises til kap. 5.3.1 for en oversikt over satsen per inn- og utreisende utvekslingsstudent for 2015.

Forskningsinsentivene

Forskningsinsentivene skal stimulere til økt forskningsaktivitet og omfordele ressurser til institusjoner med forskningsmiljøer som oppnår gode resultater. Forskningsinsentivene har en lukket budsjetttramme for sektoren og beregnes som en resultatbasert omfordeling (RBO) mellom institusjonene. Dette innebærer at uttellingen for den enkelte institusjon vil avhenge av institusjonens egne resultater sammenlignet med de andre institusjonenes resultater. Ettersom de totale midlene som fordeles har en fast ramme og resultatene for sektoren som helhet

varierer fra år til år, vil satsen per indikator også variere fra år til år. Uttellingen beregnes på grunnlag av institusjonenes oppnådde resultater på følgende indikatorer:

- *Doktorgradskandidater, kandidater fra Program for kunstnerisk utviklingsarbeid og samarbeid om doktorgradsutdanning*
For hver doktorgradskandidat som disputerer ved en norsk institusjon og for hver kandidat fra Program for kunstnerisk utviklingsarbeid som fullfører, får institusjonene uttelling i finansieringssystemet. Dette skal stimulere institusjonene til å utvikle og gjennomføre kvalitativt gode doktorgradsutdanninger som fører fram til ferdige kandidater. Institusjoner som har ansatte (stipendiater eller andre faglige ansatte) som disputerer ved en annen norsk institusjon, får en uttelling på 20 pst. av den ordinære doktorgradsuttellingen.
- *Tildeling fra EUs rammeprogram for forskning og definerte randsoneaktiviteter tilknyttet dette*
Institusjonene får uttelling for midler som de mottar fra EUs rammeprogram for forskning og definerte randsoneaktiviteter tilknyttet dette. Dette skal stimulere universiteter og høyskoler til å konkurrere på den europeiske forskningsarenaen. Det vises til kap. 5.3.2 for spesifikasjon av hvilke randsoneaktiviteter som gir uttelling. Midler fra andre kilder enn EUs rammeprogram for forskning samt de definerte randsoneaktivitetene gir ikke uttelling i EU-indikatoren. For 2014-rapporteringen vil EU-indikatoren justeres noe som følge av Horisont 2020. Se mer omtale av dette under kap. 5.3.2.
- *Tildeling fra Norges forskningsråd og regionale forskningsfond*
Institusjonene får uttelling for midler som de mottar fra Norges forskningsråd og fra de regionale forskningsfondene. Dette skal skjerpe den nasjonale konkurransen om forskningsmidler og stimulere universiteter og høyskoler til forskning av høy kvalitet og relevans.
- *Vitenskapelig publisering*
Indikatoren for vitenskapelig publisering skal stimulere til mer publisering og økt kvalitet på det som publiseres. Indikatoren har to nivåer, der vitenskapelig publisering i høyt anerkjente kanaler gir høyere uttelling enn annen publisering. Bøker gir høyere uttelling enn artikler, og uttellingen skal også korrigeres for antall forfattere per publikasjon. Kunnskapsdepartementet har gitt ansvaret for forvaltning og utvikling av publiseringssystemet til Universitets- og høyskolerådet (UHR).

Det vises til kap. 5.3.2 for en oversikt over vekting og satser som ligger til grunn for uttelling i 2015-budsjettet.

4 Budsjett for universiteter og høyskoler

Samlet bevilgning under programkategori 07.60 Høyere utdanning og fagskoleutdanning utgjør 32,5 mrd. kroner i 2015. Av dette bevilges 31,1 mrd. kroner over kap. 260 Universiteter og høyskoler, 505,2 mill. kroner over kap. 270 Internasjonal mobilitet og sosiale formål for studenter, 66,7 mill. kroner over kap. 276 Fagskoleutdanning, 493,5 mill. kroner over kap. 280 Felles enheter og 399,3 mill. kroner over kap. 281 Felles tiltak for universiteter og høyskoler.

Nedenfor følger en oppsummering av større budsjettendringer over kap. 260 for universiteter og høyskoler i statsbudsjett for 2015. Nærmere spesifisering av budsjettendringene for hver enkelt institusjon følger under kap. 4.3.

4.1 Budsjett for 2015 over kap. 260 på Kunnskapsdepartementets budsjett

Nedenfor følger en oversikt over vesentlige budsjettendringer over kap. 260. Beløpene er avrundet til nærmeste 1 000 kroner⁴. Endringer på kap. 260 som følge av flytting av midler fra andre kapitler er ikke tatt med i oversikten.

	<i>(i 1 000 kroner)</i>
147 nye rekrutteringsstillinger ⁵ (kap. 260 post 50 og post 70)	91 256
Økning av midler til samarbeid, arbeidsdeling, konsentrasjon og sammenslåinger (kap. 260 post 50)	25 000
Midler til verdensledende fagmiljøer (kap. 260 post 50)	80 000
Økt resultatbasert uttelling i utdanningsinsentivene (kap. 260 post 50 og post 70)	166 089
Økt ramme knyttet til EU-indikatoren iforskningsinsentivene (kap. 260 post 50)	50 000
Økt finansiering av private høyskoler (kap. 260 post 70)	4 000
Midler til utstyr til sykepleie- og ingeniørutdanning (kap. 260 post 50 og post 70)	30 000
Midler til oppgradering av bygg ved selvforvaltende institusjoner (kap. 260 post 50)	75 000
Reduksjon knyttet til avbyråkratisering og effektivisering (kap. 260 post 50 og 70)	-180 573
Midler til utstyr og inventar til samlokaliseringsbygg for Kunst- og designhøgskolen i Bergen (kap. 260 post 50)	15 000
Husleiemidler til nytt samlokaliseringsbygg ved Høgskolen i Bergen (kap. 260 post 50)	20 000
Midler til utstyr og inventar til rehabilitering av universitetsmuseet ved Universitetet i Bergen, fase 1 (kap. 260 post 50)	49 200

⁴ Endringer som følge av konsekvensjusteringer av tidligere års budsjettvedtak er oppgitt i 2014-kroner, mens øvrige beløp er i 2015-kroner, jf. budsjettendringstabellene i kap. 4.3.1.

⁵ I tillegg tildeles tre nye rekrutteringsstillinger til stipendiatprogrammet i Program for kunstnerisk utviklingsarbeid over kap. 280 post 51.

Midler til utstyr og inventar til nytt teknologibygge ved Høgskolen i Sør-Trøndelag (kap. 260 post 50)	68 600
Utfasing av midler til utstyr og inventar til nytt teknologibygge ved Universitetet i Tromsø – Norges arktiske universitet (kap. 260 post 50)	-44 246
Utfasing av midler til utstyr og inventar til rehabilitering av Urbygningen ved Norges miljø- og biovitenskapelige universitet (kap. 260 post 50)	-26 100
Utfasing av midler til oppgradering av kjemiblokker og Varmeteknisk senter ved Norges teknisk-naturvitenskapelige universitet (kap. 260 post 50)	-100 000
Styrking av rammen til institusjoner som tilbyr de nye grunnskolelærerutdanningene, som følge av kategoriendring i 2012 (kap. 260 post 50 og post 70)	14 856
Videreføring av økt opptakskapasitet fra 2011 (kap. 260 post 50 og post 70)	77 960
Videreføring av økt opptakskapasitet fra revidert nasjonalbudsjett 2012 (kap. 260 post 50 og post 70)	75 718
Videreføring av økt opptakskapasitet fra 2014 (kap. 260 post 50 og post 70)	37 987

4.2 Budsjett for 2015 til universitets- og høyskolebygg over Kommunal- og moderniseringsdepartementets budsjett

Nedenfor presenteres midler til prosjektering, rehabilitering og oppføring av bygg i universitets- og høyskolesektoren. Oversikten viser anslag for utbetalinger som vil påløpe for hvert byggeprosjekt i 2015. Beløpene er i 2015-kroner og avrundet til nærmeste 1 000 kroner.

(i 1 000 kroner)

Prosjektering av nytt anlegg for livsvitenskap, farmasi og kjemi og prosjektering av nybygg for Vikingtidsmuseet ved Universitetet i Oslo (kap. 530 post 30) ⁶	58 000
Prosjektering av brukerutstyr for nytt anlegg for livsvitenskap, farmasi og kjemi ved Universitetet i Oslo (kap. 530 post 45)	3 000
Videreføring av byggeprosjekt for rehabilitering av bygg ved Norges idrettshøgskole (kap. 530 post 33)	80 000
Videreføring av byggeprosjekt for nybygg for medisin og helsefag ved Universitetet i Tromsø – Norges arktiske universitet (kap. 530 post 33)	360 000
Videreføring av byggeprosjekt for teknologiutdanningene ved Høgskolen i Sør-Trøndelag (kap. 2445 post 33)	250 000
Videreføring av byggeprosjekt for samlokalisering av Kunst- og designhøgskolen i Bergen (kap. 2445 post 33)	166 000
Videreføring av samlokaliseringssprosjekt for Norges miljø- og biovitenskapelige universitet og Veterinærinstituttet (kap. 530 post 33)	457 000

⁶ I tillegg kommer øvrige midler på kap. 530 post 30 Prosjekteringsmidler, over Kommunal og moderniseringsdepartementet.

Videreføring av rehabilitering av Urbygningen ved Norges miljø- og biovitenskapelige universitet (kap. 530 post 33)	210 000
Videreføring av rehabilitering av universitetsmuseet ved Universitetet i Bergen, fase 1 (kap. 530 post 33)	90 200
Midler til utstyr og inventar for Norges miljø- og biovitenskapelige universitet og Veterinærinstituttet på Ås (kap. 530 post 45)	60 000

I 2015 videreføres i tillegg følgende kurantprosjekter som er i gjennomføringsfase:

- nytt hybelbygg ved studiested Evenstad, Høgskolen i Hedmark, med en samlet kostnadsramme på 91,9 mill. kroner.
- nybygg for samfunnsvitenskapelige fag og auditorium ved Universitetet i Stavanger, med en samlet kostnadsramme på 197,3 mill. kroner.

Kostnadsrammene for begge prosjektene er oppgitt i 2015-kroner. Byggeprosjekter innenfor kurantordningen realiseres over Kommunal og moderniseringsdepartementets kap. 2445.

4.3 Budsjett per institusjon (kap. 260)

Kap. 4.3.1 og kap. 4.3.2 gir en nærmere oversikt over endringer fra 2014 til 2015 i budsjetttrammene for de enkelte statlige universiteter og høyskoler over kap. 260 post 50 og for private høyskoler over kap. 260 post 70. Institusjoner som har fusjonert i perioden f.o.m. januar 2014 t.o.m. januar 2015 presenteres med sammenslåtte bevilgningsendringer og under de nye institusjonsnavnene⁷.

I tillegg bevilges 75 mill. kroner til samarbeid, arbeidsdeling, konsentrasjon og sammenslåing, se omtale under kap. 4.3.3. Videre bevilges 75 mill. kroner til oppgradering av universitetsbygg, se omtale under kap. 4.3.4. Midler til disse to tiltakene er foreløpig ikke fordelt per institusjon.

Tabellene med budsjettendringer per institusjon er bygget opp som følger:

Utgangspunktet er *Saldert budsjett 2014*, og som fremgår i bevilging per institusjon i endelig tildelingsbrev/tilskuddsbrev for 2014.

Konsekvensjusteringer er videreføringer og opptrappingseffekter eller utfasinger av tidligere budsjettvedtak i Stortinget, målt i 2014-kroner. Konsekvensjusteringsbeløpene omfatter blant annet budsjetteffekt av nye studieplasser i 2011, 2012 og 2014, husleiekompensasjon, midler til utstyr og inventar til igangsatte byggeprosjekter og utfasing av engangsmidler.

Saldert budsjett 2014 og konsekvensjusteringene justeres deretter med anslått pris- og lønnsvekst fra 2014 til 2015. Denne pris- og lønnsvekstjusteringen fremgår i kolonnen *Pris- og lønnsjustering*.

Kolonnen *Nye rekrutteringsstillinger* viser budsjetteffekten i 2015-kroner for rekrutteringsstillingene som skal opprettes i 2015. Se også kap. 4.3.6 for oversikt over rekrutteringsstillingene per institusjon.

Kolonnen *Andre endringer* viser budsjetteffekten i 2015-kroner av tiltak som berører enkelte institusjoner, jf. omtalen for den enkelte institusjon. Reduksjon på 0,6 pst knyttet til tiltaket avbyråkratisering og effektivisering er lagt i denne kolonnen.

Kolonnene *Resultatbasert uttelling utdanningsinsentiver* og *Resultatbasert omfordeling forskningsinsentiver* viser budsjetteffekten i 2015-kroner. Det vises til kap. 5.3 for en oversikt over data som ligger til grunn for beløpene i disse kolonnene.

Budsjett for 2015 fremkommer som saldert budsjett 2014 justert for endringene i de påfølgende kolonnene.

⁷ Fra 1. januar 2014 er Universitetet for miljø- og biovitenskap og Norges veterinærhøgskole slått sammen til Norges miljø- og biovitenskapelige universitet. Fra 1. januar 2014 er Høgskolen i Buskerud og Høgskolen i Vestfold slått sammen til Høgskolen i Buskerud og Vestfold. Fra 1. juli 2014 er Westerdals Høgskole, NISS og Norges Informasjonsteknologisk Høgskole slått sammen til Westerdals Høgskole - Oslo School of Arts, Communication and Technology.

4.3.1 Statlige universiteter og høyskoler (kap. 260 post 50)

Oversikt over budsjettendringer per institusjon fra 2014 til 2015 (i 1 000 kroner)

Institusjon	Saldert budsjett 2014	Konsekvensjusteringer	Pris- og lønnsjustering ⁸	Nye rekrutteringsstillinger	Andre endringer	Resultatbasert uttelling utdanningsinsentiver ⁹	Resultatbasert omfordeling forskningsinsentiver ¹⁰	Budsjett 2015
Norges miljø- og biovitenskapelige universitet	1 129 070	-13 412	37 478	757	-49 929	12 094	-4 064	1 111 994
Norges teknisk-naturvitenskapelige universitet	3 985 388	-58 503	129 587	4 165	8 380	14 659	8 798	4 092 474
Universitetet i Agder	1 035 078	18 420	34 764	12 117	824	12 110	3 409	1 116 722
Universitetet i Bergen	2 759 200	69 933	93 361	1 893	4 632	9 473	31 149	2 969 641
Universitetet i Nordland	552 082	6 816	18 441	6 059	1 012	3 480	574	588 464
Universitetet i Oslo	4 761 512	37 626	158 371	3 408	45 095	5 180	-3 302	5 007 890
Universitetet i Stavanger	1 099 798	22 055	37 021	12 117	-848	10 627	1 853	1 182 622
Universitetet i Tromsø – Norges arktiske universitet	2 387 213	-22 838	78 024	1 893	7 944	-3 726	-2 155	2 446 355
Arkitektur- og designhøgskolen i Oslo ¹¹	156 101		5 151		-815	23	614	161 074
Høgskolen i Molde, vitenskapelig høgskole i logistikk	190 626	570	6 308		-489	519	-148	197 386
Norges handelshøgskole	392 534	2 090	13 022		-1 977	4 841	458	410 968
Norges idrettshøgskole	177 005	380	5 853		-930	3 959	6 026	192 293
Norges musikkhøgskole ⁹	238 629		7 874		-246	-1 020	1 691	246 928
Høgskolen i Bergen	867 377	36 736	29 835	5 301	-532	9 544	345	948 606

⁸ Pris- og lønnsjustering på 3,3 pst. fra 2014 til 2015.⁹ Se kap. 5.3.1 for dokumentasjon av resultatbasert uttelling utdanningsinsentiver.¹⁰ Se kap. 5.3.2 for dokumentasjon av resultatbasert omfordeling forskningsinsentiver.¹¹ Arkitektur- og designhøgskolen i Oslo og Norges musikkhøgskole er holdt utenfor den resultatbaserte uttellingen for midler fra Norges forskningsråd og regionale forskningsfond, EU-midler, samt publikasjonspoeng.

Budsjett 2015

Institusjon	Saldert budsjett 2014	Konsekvensjusteringer	Pris- og lønnsjustering ⁸	Nye rekrutteringsstillinger	Andre endringer	Resultatbasert uttelling utdanningsinsentiver ⁹	Resultatbasert omfordeling forskningsinsentiver ¹⁰	Budsjett 2015
Høgskolen i Buskerud og Vestfold	831 950	13 582	27 902	6 437	5 941	13 404	4 605	903 821
Høgskolen i Gjøvik	273 420	4 398	9 168	1 136	1 344	6 760	-8 807	287 419
Høgskolen i Harstad	136 385	3 719	4 625	1 136	-324	3 671	-539	148 672
Høgskolen i Hedmark	516 101	4 179	17 168	3 029	849	12 521	673	554 520
Høgskolen i Lillehammer	363 742	8 209	12 273	1 136	98	-15 672	-151	396 635
Høgskolen i Narvik	186 835	3 900	6 295	2 272	190	4 895	610	204 997
Høgskolen i Nesna	125 677	193	4 154		-563	1 170	-169	130 461
Høgskolen i Nord-Trøndelag	438 189	1 459	14 508	1 136	805	5 703	1 464	463 264
Høgskolen i Oslo og Akershus	1 842 945	26 834	61 702	5 301	31 180	6 841	6 865	1 981 668
Høgskulen i Sogn og Fjordane	340 261	3 317	11 338	1 136	1 181	5 346	715	363 293
Høgskolen Stord/Haugesund	287 688	2 942	9 591	2 651	962	-3 968	1 088	300 954
Høgskolen i Sør-Trøndelag	845 108	86 203	30 732	5 301	7 114	9 847	1 468	985 773
Høgskolen i Telemark	621 530	7 242	20 750	3 408	-3 879	10 195	248	659 493
Høgskulen i Volda	299 733	1 833	9 951	1 136	433	-783	-151	312 152
Høgskolen i Østfold	534 322	4 498	17 781	1 136	1 050	4 658	-832	562 612
Høgskolen i Ålesund	225 748	4 750	7 605	1 515	212	6 075	347	246 252
Kunsthøgskolen i Oslo ¹²	308 894	2 650	10 280		-1 611		-352	319 861
Kunst- og designhøgskolen i Bergen ¹⁰	110 525	3 975	3 779		14 423		337	133 038
Samisk høgskole	75 602	50	2 498		1 124	-810	-719	77 744

¹² Kunsthøgskolen i Oslo og Kunst- og designhøgskolen i Bergen er i hovedsak holdt utenfor den resultatbaserte uttellingen, men gis uttelling for resultater i doktorgradsindikatoren.

Forklaring på endringer foreslått for statlige universiteter og høyskoler

<i>Institusjon</i>	<i>Forklaring</i>
Norges miljø- og biovitenskapelige universitet	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 3 065 000 kroner som følge av nye studieplasser i 2011. Økning på 2 280 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 1 476 500 kroner som følge av nye studieplasser i 2014. Reduksjon på 26 100 000 kroner (inkl. prisjustering på 1 400 000 kroner) som følge av utfasing av midler til utstyr og inventar til rehabilitering av Urbygningen. Økning på 5 867 000 for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 757 000 kroner til to rekrutteringsstillinger til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. • <i>Andre endringer:</i> Økning på 1 000 000 kroner til etter- og videreutdanning for lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 2 345 000 for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 3 700 000 kroner til rekruttering av fremragende forskere. Reduksjon på 50 000 000 kroner i midler til brukerstyr som er rammeoverført til Kommunal- og moderniseringsdepartementet (brukerstyrbevilgningen økes til totalt 60 mill. kroner). Reduksjon på 6 974 000 kroner som tiltak for avbyråkratisering og effektivisering.
Norges teknisk-naturvitenskapelige universitet	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 790 000 kroner som følge av nye studieplasser i RNB 2009. Økning på 7 660 000 kroner som følge av nye studieplasser i 2011. Økning på 11 780 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 21 267 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. Reduksjon på 100 000 000 kroner som følge av utfasing av engangsmidler til oppgradering av kjemiblokker og Varmeteknisk senter ved NTNU. • <i>Nye rekrutteringsstillinger:</i> Økning på 4 165 000 kroner til elleve rekrutteringsstillinger til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. • <i>Andre endringer:</i> Økning på 3 000 000 kroner til etter- og videreutdanning for lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 9 516 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 12 500 000 kroner til Kavli Institute for Systems Neuroscience som følge av overføring fra kap. 285 post 52 under programkategori 07.70 Forskning. Økning på 15 800 000 kroner til rekruttering av fremragende forskere. Reduksjon på 7 820 000 kroner til Nasjonalt senter for realfagsrekruttering som følge av overføring til kap. 280 post 51. Reduksjon på 24 616 000 kroner som tiltak for avbyråkratisering og effektivisering.
Universitetet i Agder	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 3 040 000 kroner som følge av nye studieplasser i 2011. Økning på 4 940 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 530 000 kroner som følge av nye studieplasser i 2014. Økning på 1 133 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 8 777 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 4 544 000 kroner til fire rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning.

<i>Institusjon</i>	<i>Forklaring</i>
	<p>Økning på 7 573 000 kroner til 20 rekrutteringsstillinger for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder.</p> <ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 3 000 000 kroner til etter- og videreutdanning for lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 1 161 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 3 056 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 6 393 000 kroner som tiltak for avbyråkratisering og effektivisering.
Universitetet i Bergen	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 790 000 kroner som følge av nye studieplasser i RNB 2009. Økning på 3 820 000 kroner som følge av nye studieplasser i 2011. Økning på 4 390 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 49 200 000 kroner til utstyr og inventar til Universitetsmuseet i Bergen, fase én. Økning på 11 733 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 893 000 kroner til fem rekrutteringsstillinger til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. • <i>Andre endringer:</i> Økning på 1 000 000 kroner til etter- og videreutdanning for lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 6 973 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 13 700 000 kroner til rekruttering av fremragende forskere. Reduksjon på 17 041 000 kroner som tiltak for avbyråkratisering og effektivisering.
Universitetet i Nordland	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 872 500 kroner som følge av nye studieplasser i 2011. Økning på 511 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 680 000 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. Økning på 3 752 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 2 272 000 kroner til to rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. Økning på 3 787 000 kroner til ti rekrutteringsstillinger for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 1 000 000 kroner til etter- og videreutdanning for lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 2 000 000 kroner til samarbeid med Høgskolen i Nesna om etter- og videreutdanning for lærere. Midlene er overført fra kap. 281 post 01. Økning på 531 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 891 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 3 410 000 kroner som tiltak for avbyråkratisering og effektivisering.
Universitetet i Oslo	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 790 000 kroner som følge av nye studieplasser i RNB 2009. Økning på 10 280 000 kroner som følge av nye studieplasser i 2011. Økning på 7 490 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 19 066 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 3 408 000 kroner til ni rekrutteringsstillinger til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning for

<i>Institusjon</i>	<i>Forklaring</i>
	<p>lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 13 504 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2015. Økning på 17 800 000 kroner til de medisinske bibliotekene som følge av overføring fra virksomheten fra Ullevål Sykehus og Radiumhospitalet, dvs. fra kap. 732 post 22 og kap. 732 post 78 under Helse- og omsorgsdepartementet. Økning på 31 200 000 kroner til rekruttering av fremragende forskere. Økning på 10 000 000 kroner til utvikling av utdannings- og forskningssamarbeidet mellom Universitetet i Oslo, University of California, San Diego og Simula Research Laboratory. Reduksjon på 29 409 000 kroner som tiltak for avbyråkratisering og effektivisering.</p>
Universitetet i Stavanger	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 2 985 000 kroner som følge av nye studieplasser i 2011. Økning på 4 885 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 2 430 000 kroner som følge av nye studieplasser i 2014. Økning på 874 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 1 370 000 kroner som følge kategoriendring for barnevernspedagogutdanningen i 2014. Økning på 9 510 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger</i>: Økning på 4 544 000 kroner til fire rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. Økning på 7 573 000 kroner til 20 rekrutteringsstillinger for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer</i>: Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 1 548 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 2 397 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 6 793 000 kroner som tiltak for avbyråkratisering og effektivisering.
Universitetet i Tromsø – Norges arktiske universitet	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 790 000 kroner som følge av nye studieplasser i RNB 2009. Økning på 5 280 000 kroner som følge av nye studieplasser i 2011. Økning på 5 270 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 5 166 000 kroner som følge av nye studieplasser i 2014. Økning på 792 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 659 000 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. Reduksjon på 44 246 000 kroner (inkl. prisjustering på 1 496 000) som følge av utfasing av midler til utstyr og inventar til nytt teknologibygge. Økning på 3 451 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger</i>: Økning på 1 136 000 kroner til tre rekrutteringsstillinger til oppfølging av langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. Økning på 379 000 kroner til én rekrutteringsstilling i maritime fag. Økning på 379 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer</i>: Økning på 4 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 4 078 000 til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 311 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Økning på 5 600 000 kroner til rekruttering av fremragende forskere. Økning på 5 700 000 kroner til studiesenteret Finnsnes. Økning på 3 000 000 kroner til

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	utslippsreducerende tiltak på forskningsfartøyet F/F Helmer Hanssen. Reduksjon på 14 745 000 kroner som tiltak for avbyråkratisering og effektivisering.
Arkitektur- og designhøgskolen i Oslo	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 149 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 964 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Molde, vitenskapelig høgskole i logistikk	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 570 000 kroner som følge av nye studieplasser i 2011. • <i>Andre endringer:</i> Økning på 178 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 511 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 1 178 000 kroner som tiltak for avbyråkratisering og effektivisering.
Norges handelshøyskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 330 000 kroner som følge av nye studieplasser i 2011. Økning på 760 000 kroner som følge av nye studieplasser i RNB 2012. • <i>Andre endringer:</i> Økning på 447 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 2 424 000 kroner som tiltak for avbyråkratisering og effektivisering.
Norges idrettshøgskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 380 000 kroner som følge av nye studieplasser i 2011. • <i>Andre endringer:</i> Økning på 163 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 1 093 000 kroner som tiltak for avbyråkratisering og effektivisering.
Norges musikkhøgskole	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 227 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 000 000 kroner til talentutviklingsprogrammet som følge av overføring fra kap. 281 post 01. Reduksjon på 1 473 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Bergen	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 4 940 000 kroner som følge av nye studieplasser i 2011. Økning på 6 785 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 650 000 kroner som følge av nye studieplasser i 2014. Økning på 1 859 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 20 000 000 kroner i husleiemidler for nytt samlokaliseringsbygg. Økning på 2 502 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 5 301 000 kroner til seks rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 4 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 825 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 5 357 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Buskerud og Vestfold	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 3 800 000 kroner som følge av nye studieplasser i 2011. Økning på 3 800 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 2 160 000 kroner som følge av nye studieplasser i 2014. Økning på 760 000 kroner som følge av nye studieplasser i master i karriereveiledning i 2014. Økning på 1 078 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 1 984 000 kroner for videreføring

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	<p>av nye rekrutteringsstillinger i 2014.</p> <ul style="list-style-type: none"> • <i>Nye rekrutteringsstillinger:</i> Økning på 6 059 000 kroner til seks rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. Økning på 379 000 kroner til én rekrutteringsstilling i maritime fag. • <i>Andre endringer:</i> Økning på 3 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 854 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 4 523 000 kroner som følge av overføring av midler fra Høgskolen i Telemark knyttet til virksomhetsoverdragelse av barnehagelærerutdanningen. Økning på 2 703 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 5 139 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Gjøvik	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 140 000 kroner som følge av nye studieplasser i 2011. Økning på 1 900 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 1 358 000 kroner til videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 1 110 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 923 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 1 689 000 kroner som tiltak for avbyråkratisering og effektivisering. Reduksjon på 784 000 knyttet til tiltak for studieavgift for studenter utenfor EØS-området og Sveits.
Høgskolen i Harstad	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 2 600 000 kroner som følge av nye studieplasser i 2014. Økning på 1 118 500 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 129 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 390 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 843 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Hedmark	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 275 000 kroner som følge av nye studieplasser i 2011. Økning på 1 465 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 814 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 625 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 3 029 000 kroner til fire rekrutteringsstillinger i helse- og sosialfag, læreutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 490 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 300 000 kroner til desentralisert utdanning på Kongsvinger som følge av overføring fra kap. 281 post 01. Økning på 1 246 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 3 187 000 kroner som tiltak for avbyråkratisering og effektivisering.

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Høgskolen i Lillehammer	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 900 000 kroner som følge av nye studieplasser i 2011. Økning på 760 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 2 532 000 kroner som følge av nye studieplasser i 2014. Økning på 760 000 kroner som følge av nye studieplasser i master i karriereveiledning i 2014. Økning på 1 632 000 kroner som følge av kategoriendring av barnvernspedagogutdanningen i 2014. Økning på 625 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 344 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 2 246 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Narvik	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 3 900 000 kroner som følge av nye studieplasser i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 2 272 000 kroner til to rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 176 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 168 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 1 154 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Nesna	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 192 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. • <i>Andre endringer:</i> Økning på 121 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 93 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanning. Reduksjon på 777 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Nord-Trøndelag	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 1 080 000 kroner som følge av nye studieplasser i 2011. Økning på 379 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 417 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 094 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 2 706 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Oslo og Akershus	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 9 500 000 kroner som følge av nye studieplasser i 2011. Økning på 8 465 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 2 018 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 2 473 500 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. Økning på 4 377 000

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	<p>kroner for videreføring av nye rekrutteringsstillinger i 2014.</p> <ul style="list-style-type: none"> • <i>Nye rekrutteringsstillinger:</i> Økning på 5 301 000 kroner til seks rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 5 000 000 kroner til etter- og videreutdanning av lærere som følger av overføring av midler fra kap. 281 post 01. Økning på 1 844 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 33 523 000 kroner til Arbeidsforskningsinstituttet (AFI) og Norsk institutt for forskning om oppvekst, velferd og aldring (NOVA) som følge av overføring fra kap. 287 post 57 under programkategori 07.70 Forskning. Økning på 2 196 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 11 383 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskulen i Sogn og Fjordane	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 635 000 kroner som følge av nye studieplasser i 2011. Økning på 380 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 1 300 000 kroner som følge av nye studieplasser i 2014. Økning på 473 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 528 500 kroner som følge av kategoriendring av barnevernspedagogutdanningen i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 323 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 959 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 2 101 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen Stord/Haugesund	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 287 500 kroner som følge av nye studieplasser i 2011. Økning på 380 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 1 950 000 kroner som følge av nye studieplasser i 2014. Økning på 324 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. • <i>Nye rekrutteringsstillinger:</i> Økning på 2 272 000 kroner til to rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. Økning på 379 000 kroner til én rekrutteringsstilling i maritime fag. • <i>Andre endringer:</i> Økning på 1 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 273 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 466 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 1 777 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Sør-Trøndelag	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 5 700 000 kroner som følge av nye studieplasser i 2011. Økning på 3 800 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 1 264 000 kroner som følge av nye studieplasser i 2014. Økning på 2 018 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 1 693 500 som følge av kategoriendring for barnevernspedagogutdanningen i 2014. Økning på 68 600 000 kroner til utstyr og inventar til nytt teknologibygge. Økning på 3 127 000 kroner for videreføring av nye

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	<p>rekrutteringsstillinger i 2014.</p> <ul style="list-style-type: none"> • <i>Nye rekrutteringsstillinger:</i> Økning på 5 301 000 kroner til seks rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 3 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 822 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 2 512 000 kroner til utstyr. Økning på 6 000 000 kroner til etablering av arkivutdanning. Reduksjon på 5 220 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Telemark	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 700 000 kroner som følge av nye studieplasser i 2011. Økning på 380 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 3 124 000 kroner som følge av nye studieplasser i 2014. Økning på 863 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 924 000 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. Økning på 1 250 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 3 408 000 kroner til tre rekrutteringsstillinger i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning 2 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 589 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 894 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 4 523 000 kroner som følge av overføring av midler til HBV knyttet til virksomhetsoverdragelse av barnehagelærerutdanningen. Reduksjon på 3 839 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskulen i Volda	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 570 000 kroner som følge av nye studieplasser i 2011. Økning på 429 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 834 000 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, læreutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 284 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 1 851 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Østfold	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 2 160 000 kroner som følge av nye studieplasser i 2011. Økning på 1 140 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 511 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. Økning på 686 000 kroner som følge av kategoriendring for barnevernspedagogutdanningen i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. • <i>Andre endringer:</i> Økning på 2 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 508 000

<i>Institusjon</i>	<i>Forklaring</i>
	kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 842 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 3 300 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen i Ålesund	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 570 000 kroner som følge av nye studieplasser i 2011. Økning på 1 900 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 2 280 000 kroner som følge av nye studieplasser i 2014. • <i>Nye rekrutteringsstillinger</i>: Økning på 1 136 000 kroner til én rekrutteringsstilling i helse- og sosialfag, lærerutdanning og ingeniørutdanning. Økning på 379 000 kroner til én rekrutteringsstilling i maritime fag. • <i>Andre endringer</i>: Økning på 213 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 393 000 kroner til utstyrsmidler til sykepleie og ingeniørutdanningene. Reduksjon på 1 394 000 kroner som tiltak for avbyråkratisering og effektivisering.
Kunsthøgskolen i Oslo	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 2 650 000 kroner som følge av nye studieplasser i 2014. • <i>Andre endringer</i>: Økning på 297 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Reduksjon på 1 908 000 kroner som tiltak for avbyråkratisering og effektivisering.
Kunst- og designhøgskolen i Bergen	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 3 974 500 kroner som følge av nye studieplasser i 2014. • <i>Andre endringer</i>: Økning på 106 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 15 000 000 kroner til utstyr og inventar til samlokaliseringsprosjektet. Reduksjon på 683 000 kroner som tiltak for avbyråkratisering og effektivisering.
Samisk høgskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 49 500 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. • <i>Andre endringer</i>: Økning på 72 000 kroner til videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 120 000 kroner til Senter for samisk i opplæringen som er rammeoverført fra Kommunal- og moderniseringsdepartementet. Økning på 400 000 kroner til Samisk tidsskrift som følge av overføring fra kap. 285 post 52 under programkategori 07.70 Forskning. Reduksjon på 468 000 kroner som tiltak for avbyråkratisering og effektivisering.

4.3.2 Private høyskoler (kap. 260 post 70)

Oversikt over budsjettendringer per institusjon fra 2014 til 2015 (i 1 000 kroner)

Institusjon	Saldert budsjett 2014	Konsekvensjusteringer	Pris- og lønnsjustering ¹³	Nye rekrutteringsstillinger	Andre endringer	Resultatbasert uttelling utdanningsinsentiver ¹⁴	Resultatbasert omfordeling forskningsinsentiver ¹⁵	Budsjett 2015
Det teologiske Menighetsfakultet	72 750	938	2 432		-127	2 856	70	78 919
Handelshøyskolen BI	256 555	5 854	8 659		-443	-4 047	-2 662	263 916
Misjonshøyskolen	22 623	938	778		-41	-407	-381	23 510
Ansgar Teologiske Høgskole	12 814		423		-22	307	278	13 800
Barratt Due musikkinstittutt - Høgskoleavdelingen og Unge talenter	24 059		794		-40	39		24 852
Bergen Arkitektshøgskole	14 495		478		-22	5 878		20 829
Campus Kristiania - Markedshøgskolen	37 786		1 247		-64	7 277	-129	46 117
Den norske Eurytmihøgskole	3 484		115		-6	-81		3 512
Diakonhjemmet Høgskole	138 881	2 078	4 652	1 892	469	-485	-1 044	146 443
Dronning Mauds Minne, Høgskole for barnehagelærerutdanning	105 190	488	3 487	379	-178	3 951	1 228	114 545
Fjellhaug Internasjonale Høgskole	9 085		299		-15	275	-282	9 362
Haraldsplass diakonale høgskole	29 514	380	987	379	447	1 476	-188	32 995
Høgskolen Betanien	26 362	380	882		336	157	-12	28 104
Høgskolen Diakonova	45 367		1 497		606	-489	1	46 981
Høgskulen for landbruk og bygdeutvikling	2 905		95		-5	-303	-23	2 669

¹³ Pris- og lønnsjustering på 3,3 pst. fra 2014 til 2015.¹⁴ Se kap. 5.3.1 for dokumentasjon av resultatbasert uttelling utdanningsinsentiver.¹⁵ Se kap. 5.3.2 for dokumentasjon av resultatbasert omfordeling forskningsinsentiver.

Budsjett 2015

Institusjon	Saldert budsjett 2014	Konsekvensjusteringer	Pris- og lønnsjustering ¹³	Nye rekrutteringsstillinger	Andre endringer	Resultatbasert uttelling utdanningsinsentiver ¹⁴	Resultatbasert omfordeling forskningsinsentiver ¹⁵	Budsjett 2015
Høgskolen for Ledelse og Teologi	6 805		225		-12	111	-101	7 028
Lovisenberg diakonale høgskole	79 206	760	2 639	379	948	-4 267	-210	79 455
NLA Høgskolen	136 537	534	4 524	2 651	2 834	2 418	1 082	150 580
Norges Danseshøgskole	9 522		315		-19	-73		9 745
Rudolf Steinerhøgskolen	11 475		379		-19	-718	-178	10 939
Westerdals Høgskole - Oslo School of Arts, Communication and Technology ¹⁶	96 358		3 180		12 946	598	619	113 701

¹⁶ NISS Høgskole og Westerdals er holdt utenfor resultatbasert uttelling ettersom de er i en overgang fra voksenopplæring til høyere utdanning.

Forklaring på endringer foreslått for private høyskoler

<i>Institusjon</i>	<i>Forklaring</i>
Det teologiske Menighetsfakultet	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 938 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Andre endringer</i>: Økning på 68 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 254 000 kroner. Reduksjon på 449 000 kroner som tiltak for avbyråkratisering og effektivisering.
Handelshøyskolen BI	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 3 040 000 kroner som følge av nye studieplasser i 2011. Økning på 2 814 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Andre endringer</i>: Økning på 243 000 kroner for videreføring av styrkingen av strategiske ramme fra RNB 2014. Økning av tilskuddet på 896 000 kroner. Reduksjon på 1 582 000 kroner som tiltak for avbyråkratisering og effektivisering.
Misjonshøgskolen	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer</i>: Økning på 938 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Andre endringer</i>: Økning på 20 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 79 000 kroner. Reduksjon på 140 000 kroner som tiltak for avbyråkratisering og effektivisering.
Ansgars Teologiske Høgskole	<ul style="list-style-type: none"> • <i>Andre endringer</i>: Økning på 12 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 45 000 kroner. Reduksjon på 79 000 kroner som tiltak for avbyråkratisering og effektivisering.
Barrat Due musikk institutt - Høyskoleavdelingen og Unge talenter	<ul style="list-style-type: none"> • <i>Andre endringer</i>: Økning på 24 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 84 000 kroner. Reduksjon på 148 000 kroner som tiltak for avbyråkratisering og effektivisering.
Bergen Arkitekt høgskole	<ul style="list-style-type: none"> • <i>Andre endringer</i>: Økning på 15 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 51 000 kroner. Reduksjon på 88 000 kroner som tiltak for avbyråkratisering og effektivisering.
Campus Kristiania - Markedshøyskolen	<ul style="list-style-type: none"> • <i>Andre endringer</i>: Økning på 37 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 132 000 kroner. Reduksjon på 233 000 kroner som tiltak for avbyråkratisering og effektivisering.
Den norske Eurytmihøgskole	<ul style="list-style-type: none"> • <i>Andre endringer</i>: Økning på 3 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 12 000 kroner. Reduksjon på 21 000 kroner som tiltak for avbyråkratisering og effektivisering.

<i>Institusjon</i>	<i>Forklaring</i>
Diakonhjemmet Høgskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 380 000 kroner som følge av nye studieplasser i 2011. Økning på 760 000 kroner som følge av nye studieplasser i RNB 2012. Økning på 938 000 kroner for videreføring av nye rekrutteringsstillinger i 2014. • <i>Nye rekrutteringsstillinger:</i> Økning på 1 136 000 kroner til én rekrutteringsstilling innenfor helse- og sosialfag, læreutdanning og ingeniørutdanning. Økning på 756 000 kroner til to rekrutteringsstillinger for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 135 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 705 000 kroner til utstyr til sykepleie og ingeniørutdanningene. Økning av tilskuddet på 485 000 kroner. Reduksjon på 856 000 kroner som tiltak for avbyråkratisering og effektivisering.
Dronning Mauds Minne, Høgskole for barnehagelærerutdanning	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 488 000 kroner som følge av nye studieplasser i RNB 2012. • <i>Nye rekrutteringsstillinger:</i> Økning på 379 000 kroner til én rekrutteringsstilling for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 103 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 367 000 kroner. Reduksjon på 648 000 kroner som tiltak for avbyråkratisering og effektivisering.
Fjellhaug internasjonale Høgskole	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 8 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 32 000 kroner. Reduksjon på 55 000 kroner som tiltak for avbyråkratisering og effektivisering.
Haraldsplass diakonale høgskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 380 000 kroner som følge av nye studieplasser i RNB 2012. • <i>Nye rekrutteringsstillinger:</i> Økning på 379 000 kroner til én rekrutteringsstilling for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 29 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 497 000 kroner til utstyr til sykepleie og ingeniørutdanningene. Økning av tilskuddet på 103 000 kroner. Reduksjon på 182 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskolen Betanien	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 380 000 kroner som følge av nye studieplasser i RNB 2012. • <i>Andre endringer:</i> Økning på 26 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 380 000 kroner til utstyr i sykepleie og ingeniørutdanningene. Økning av tilskuddet på 92 000 kroner. Reduksjon på 162 000 kroner som tiltak for avbyråkratisering og effektivisering.

<i>Institusjon</i>	<i>Forklaring</i>
Høyskolen Diakonova	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 46 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 681 000 kroner til utstyr til sykepleie og ingeniørutdanningene. Økning av tilskuddet på 158 000 kroner. Reduksjon på 279 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høgskulen landbruk og bygdeutvikling	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 3 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 10 000 kroner. Reduksjon på 18 000 kroner som tiltak for avbyråkratisering og effektivisering.
Høyskolen for ledelse og Teologi	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 6 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 24 000 kroner. Reduksjon på 42 000 kroner som tiltak for avbyråkratisering og effektivisering.
Lovisenberg diakonale høyskole	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 760 000 kroner som følge av nye studieplasser i RNB 2012. • <i>Nye rekrutteringsstillinger:</i> Økning på 379 000 kroner til én rekrutteringsstilling for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 79 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 1 080 000 kroner til utstyr til sykepleie og ingeniørutdanningene. Økning av tilskuddet på 277 000 kroner. Reduksjon på 488 000 kroner som tiltak for avbyråkratisering og effektivisering.
NLA Høgskolen	<ul style="list-style-type: none"> • <i>Konsekvensjusteringer:</i> Økning på 534 000 kroner som følge av kategoriendring for grunnskolelærerutdanningene i 2011. • <i>Nye rekrutteringsstillinger:</i> Økning på 2 272 000 kroner til to rekrutteringsstillinger innenfor helse- og sosialfag, læreutdanning og ingeniørutdanning. Økning på 379 000 kroner til én rekrutteringsstilling for å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder. • <i>Andre endringer:</i> Økning på 1 000 000 kroner til etter- og videreutdanning av lærere som følge av overføring av midler fra kap. 281 post 01. Økning på 2 200 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 477 000 kroner. Reduksjon på 843 000 kroner som tiltak for avbyråkratisering og effektivisering.
Norges Dansehøyskole	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 8 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 33 000 kroner. Reduksjon på 60 000 kroner som tiltak for avbyråkratisering og effektivisering.
Rudolf Steinerhøyskolen	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 11 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning av tilskuddet på 40 000 kroner. Reduksjon på 70 000 kroner som tiltak for

<i>Institusjon</i>	<i>Forklaring</i>
	avbyråkratisering og effektivisering.
Westerdals Høyskole – Oslo School of Arts, Communication and Technology	<ul style="list-style-type: none"> • <i>Andre endringer:</i> Økning på 23 000 kroner for videreføring av styrkingen av strategisk ramme fra RNB 2014. Økning på 931 000 kroner knyttet til studium i lydproduksjon som følge av overføring fra kap. 228 post 72 under programkategori 07.20 Grunnopplæringen. Økning på 12 251 000 kroner knyttet til studier ved Nordisk Institutt for Scene og studio AS (NISS) som følge av overføring fra kap. 228 post 72 under programkategori 07.20 Grunnopplæringen. Økning av tilskuddet på 336 000 kroner. Reduksjon på 595 000 kroner som tiltak for avbyråkratisering og effektivisering.

4.3.3 Samarbeid, arbeidsdeling, konsentrasjon og sammenslåinger

Kunnskapsdepartementet tar sikte på å legge frem en stortingsmelding om struktur i høyere utdanning i 2015. Målet er å heve kvaliteten i utdanning og forskning, fremme solide fagmiljøer og en sektor som utnytter ressursene mer effektivt. Derfor ønsker regjeringen å etablere en struktur med færre og sterkere institusjoner.

Stortinget har vedtatt å bruke 75 mill. kroner til samarbeid, arbeidsdeling, konsentrasjon og sammenslåinger, som innebærer en økning på 25 mill. kroner i tillegg til 50 mill. kroner årlig til tidligere SAK-prosesser. Midlene skal stimulere igangsatte og nye struktur- og sammenslåingsprosesser i sektoren. Tiltaket må ses i lys av stortingsmeldingen om struktur i høyere utdanning som Kunnskapsdepartementet vil legge frem. Departementet vil komme tilbake til konkretisering av målsettinger og fordeling av midler til de enkelte prosessene i løpet av 2015.

4.3.4 Midler til oppgradering av bygg ved selvforvaltende institusjoner

Riksrevisjonenes undersøkelse om statens forvaltning av eiendomsmasse i universitets- og høyskolesektoren (Dokument 3:4 2012-2013), viser at opp til 40 pst. av bygningsmassen ved de selvforvaltende institusjonene er i dårlig stand. Det bevilges derfor 75 mill. kroner til oppgradering av bygg ved institusjoner som forvalter egen bygningsmasse. Oppgradering innebærer rehabilitering og tilpasning av eksisterende bygg og lokaler. Departementet forventer at tildelingene skal utløse tilsvarende beløp til samme formål fra de institusjonene som mottar midler. Departementet vil komme tilbake til fordeling av midlene i begynnelsen av 2015.

4.3.5 Midler til verdensledende fagmiljøer

Stortinget har vedtatt å bruke 70 mill. kroner til verdensledende fagmiljøer. Disse midlene fordeles til følgende institusjoner: Norges miljø- og biovitenskapelige universitet, Norges teknisk-naturvitenskapelige universitet, Universitetet i Bergen, Universitetet i Oslo og Universitetet i Tromsø –Norges arktiske universitet. Det bevilges også 10 mill. kroner til å utvikle videre det etablerte utdannings- og forskningssamarbeidet mellom Universitetet i Oslo, Simula Research Laboratory (SIMULA) og University of California, San Diego (UCSD). I tillegg

bevilges 20 mill. kroner til et partnerskapsprogram for forskning og høyere utdanning over programkategori 07.70 Forskning.

Rekruttering av fremragende forskere som skal være en ressurs for høyere utdanning og forskning, er avgjørende for å heve kvaliteten på de norske fagmiljøene. Formålet med satsingen er å styrke institusjonenes evne til å tiltrekke seg internasjonalt ledende forskere og bidra til finansiering av den faglige aktiviteten til forskerne som ansettes. Institusjonene er selv ansvarlig for rekruttering og tilsetting, men departementet legger til grunn at forskeren som får støtte, er internasjonalt ledende innenfor sitt felt, og skal ha hovedtilknytning til den norske institusjonen.

I fordelingen av midler til rekruttering av toppforskere er institusjonene målt etter spisse og objektive kvalitetskriterier. Midlene fordeles etter uttelling på følgende arenaer: Sentre for fremragende forskning (SFF), Sentre for forskningsdrevet innovasjon (SFI) og Forskningscentre for miljøvennlig energi (FME), Fri prosjektstøtte (FRIPRO), koordinatorroller i prosjekter innenfor EUs 7. rammeprogram og European Research Council (ERC). Departementet legger til grunn at institusjonene som har hatt uttelling på samtlige av disse konkurransearenaene i perioden 2009-2013 har best forutsetninger for å knytte til seg internasjonalt ledende forskere.

4.3.6 Rekrutteringsstillinger

I statsbudsjettet for 2015 er det over kap. 260 bevilget midler til 147 nye rekrutteringsstillinger. Økte midler til rekrutteringsstillinger er del av oppfølgingen av langtidsplanen for forskning og høyere utdanning, jf. Meld. St. 7 (2014–2015) *Langtidsplan for forskning og høyere utdanning 2015–2024*. 47 av de nye stillingene legges inn med et helårs budsjetteffekt og 100 av de nye stillingene legges inn med en tredjedels budsjetteffekt i 2015. Tabellen på neste side gir en oversikt over tildelte rekrutteringsstillinger per institusjon. Satsen per nye rekrutteringsstilling er 1 136 000 kroner.

57 rekrutteringsstillinger er fordelt til helse- og sosialfag, lærerutdanning og ingeniørutdanning. Stillingene skal bidra til kompetanse- og kapasitetsbygging i sentrale fagmiljøer ved flere høyskoler og noen av universitetene. 30 rekrutteringsstillinger er tildelt for å følge opp langtidsplanens fremheving av MNT-fagene, med særlig vekt på IKT. Fire rekrutteringsstillinger er fordelt til Høgskolen i Buskerud og Vestfold, Høgskolen i Ålesund, Universitetet i Tromsø – Norges arktiske universitet og Høgskolen Stord/Haugesund som tilbyr høyere utdanning innenfor maritime fag. Videre tildeles seks rekrutteringsstillinger til private høyskoler og 50 rekrutteringsstillinger til Universitetet i Stavanger, Universitetet i Agder og Universitetet i Nordland. Midlene skal bidra til å styrke doktorgradsutdanning innenfor langtidsplanens prioriterte områder.

Forskningsrådet vil fra og med 2015 fjerne toppfinansiering av nye Marie Sklodowska Curie Actions (MSCA)-stipendiater i Horisont 2020. Norske universiteter og høyskoler kan fra og med 2015 bruke øremerkede midler til rekrutteringsstillinger for å toppfinansiere MSCA-stipendiater. Departementet forventer at summen av KD-finansierte rekrutteringsårsverk og

MSCA-stipendiatårsverk tilsvarer minst måltallet for rekrutteringsstillinger per institusjon oppgitt i *Orientering om statsbudsjettet 2015 for universiteter og høyskoler*.

Totalt antall rekrutteringsstillinger bevilget over kap. 260, post 50 og post 70

Institusjon	Antall nye rekrutteringsstillinger i 2015	Totalt antall rekrutteringsstillinger
Norges miljø- og biovitenskapelige universitet	2	155
Norges teknisk-naturvitenskapelige universitet	11	637
Universitetet i Agder	24	90
Universitetet i Bergen	5	540
Universitetet i Nordland	12	50
Universitetet i Oslo	9	906
Universitetet i Stavanger	24	112
Universitetet i Tromsø – Norges arktiske universitet	5	313
Arkitektur- og designhøgskolen i Oslo		15
Høgskolen i Molde, vitenskapelig høgskole i logistikk		18
Norges handelshøyskole		70
Norges idrettshøgskole		33
Norges musikkhøgskole		15
Høgskolen i Bergen	6	30
Høgskolen i Buskerud og Vestfold	7	49
Høgskolen i Gjøvik	1	17
Høgskolen i Harstad	1	7
Høgskolen i Hedmark	4	24
Høgskolen i Lillehammer	1	22
Høgskolen i Narvik	2	13
Høgskolen i Nesna		6
Høgskolen i Nord-Trøndelag	1	15
Høgskolen i Oslo og Akershus	6	58
Høgskolen i Sogn og Fjordane	1	12
Høgskolen Stord/Haugesund	3	15
Høgskolen i Sør-Trøndelag	6	34
Høgskolen i Telemark	3	27
Høgskolen i Volda	1	15
Høgskolen i Østfold	1	16
Høgskolen i Ålesund	2	12
Samisk høgskole		7
Det teologiske menighetsfakultet		20
Handelshøyskolen BI		31
Misjonshøgskolen		6
Diakonhjemmet Høgskole	3	9

Totalt antall rekrutteringsstillinger bevilget over kap. 260, post 50 og post 70

Institusjon	Antall nye rekrutteringsstillinger i 2015	Totalt antall rekrutteringsstillinger
Dronning Mauds Minne Høgskole, Høgskole for barnehagelærerutdanning	1	2
Haraldsplass diakonale høgskole	1	1
Lovisenberg diakonale høgskole	1	1
NLA Høgskolen	3	5
Sum	147	3 408

5 Dokumentasjon av finansieringen for universiteter og høyskoler

Dette kapittelet dokumenterer videreføring og opptrapping av studieplasser, fastsatte kandidatmåltall for sykepleier- og lærerutdanningene og kandidatmåltall for kunsthøyskolene. Kap 5.1 og 5.2 viser de strategiske tildelingene knyttet til studieplasser og en oversikt over kandidatmåltall. Kap 5.3 viser dokumentasjon av datagrunnlaget som ligger til grunn for den resultatbaserte uttellingen.

5.1 Videreføring og opptrapping av studieplasser

Dette kapittelet viser endringer i studieplasser som påvirker institusjonenes rammebevilgning. Kunnskapsdepartementet forventer en vekst i antall studieplasser i sektoren som følge av videreføring og opptrapping med nye kull av studieplasstildelinger fra 2011, 2012 og 2014. Midlene til studieplasser skal gå til opprettelse av nye studieplasser og skal ikke finansiere allerede opprettede plasser.

En studieplass er definert som 60 studiepoengsenheter (SPE) og tilsvarer en heltidsekvivalent. En student avlegger i gjennomsnitt mindre enn 60 studiepoeng per år, blant annet som følge av deltidsstudier.

Studiene er delt inn i seks kategorier (A-F)¹⁷. Hvis departementet tildeler/trekker tilbake/flytter midler til studieplasser, justeres institusjonenes ramme tilsvarende 60 pst. av satsen for det aktuelle studiet. Uttellingen for avlagte studiepoeng utgjør resterende 40 pst. av denne satsen og tildeles etter at studiepoengene er avlagt ved institusjonen.

5.1.1 Videre oppbygging av studieplasser opprettet i 2011, 2012 og 2014

I dette kapittelet presenteres tabeller med oversikt over studieplasser (antall 60 SPE) på flerårige utdanninger som fortsatt er under oppbygning med nye kull.

Studier som er ferdig oppbygget i 2014 med hensyn til antall studentkull, men som har siste halvårs budsjetteffekt i 2015, er ikke presentert i tabellene. Dette gjelder:

- Seksårig profesjonsdanning innenfor psykologi vedtatt i revidert nasjonalbudsjett for 2009
- Fireårig grunnskolelærerutdanning og strategiske fireårige studieplasser innenfor lærerutdanning (kat. D og E), realfagsutdanning, helse- og sosialfagutdanning, samt fireårig strategiske studieplasser, alle vedtatt i statsbudsjettet for 2011
- Treårig barnehagelærerutdanning, vedtatt i revidert nasjonalbudsjett for 2012

Bevilgningen som følge av videreføring og siste års og halvårs budsjetteffekt inngår i kolonnen *Konsekvensjusteringer* i tabellene i kap. 4.3.1 og kap. 4.3.2.

¹⁷ Det vises til kap. 5.3.1 for en oversikt over innplassering av utdanninger i kategorier med tilhørende satser.

Videre oppbygging som følge av studieplasstilldelinger i 2011

Tabellen nedenfor viser økning i antall studieplasser fra 2014 til 2015 som følge av videreføring av antall studieplasser i tråd med tildeling gjennom statsbudsjettet for 2011.

Videre oppbygging som følge av studieplasstilldelinger i 2011

	Lærerutdanning	MNT-fag og jussutdanning		Helse- og sosialfagsutdanning		Studieplasser per institusjon
	Integrert lærerutd. Kat. D, 5 år	Master i realfag og teknologi, Kat. D, 5 år	Juss prof. utd. Kat. E, 5 år	Psykologi prof. utd. Kat. B, 6 år	Master i klinisk ernæringsfysiologi, Kat. C, 3+ 2 år	
Norges miljø- og biovitenskapelige universitet		5	15			20
Norges teknisk-naturvitenskapelige universitet		25		10		35
Universitetet i Bergen			30		5	35
Universitetet i Nordland						0
Universitetet i Oslo	15		30	10	15	70
Universitetet i Tromsø- Norges arktiske universitet			50			50
Sum	15	30	125	20	20	210

Videre oppbygging som følge av studieplasztildelinger i 2012

Tabellen nedenfor viser økning i antall studieplasser fra 2014 til 2015 som følge av videreføring av antall studieplasser i tråd med tildeling gjennom revidert nasjonalbudsjett for 2012.

Med *strategiske studieplasser* menes uspesifiserte studieplasser som institusjonen kan benytte i tråd med egne strategier for å spisse fagprofilen i utdanninger der det er god rekruttering og for å møte regionale og nasjonale behov.

Videre oppbygging av studieplasztildelinger i 2012

Institusjon	Lærerutdanning			MNT-fag			Helsefagsutd.				Studieplasser per institusjon
	Kat. D, 4 år Strategiske studieplasser	Grunnskolelærerutdanning Kat. D, 4 år	5-årig integrert lærerutdanning Kat. D, 5 år	Strategiske studieplasser Katt. D, 4 år	Strategiske studieplasser teknologi, Kat. D, 4 år	5-årig teknologisk utdanning Kat. D, 5 år	Medisin Kat. A, 6 år	Psykologi profesjonsutdanning Kat. B, 6 år	Strategiske studieplasser helsefag Kat. D, 4 år	Strategiske studieplasser ikke fagfordelt, Kat. D, 4 år	
Norges miljø- og biovitenskapelige universitet	15		10	20						10	30
Norges teknisk-naturvitenskapelige universitet			10	10		100				20	155
Universitetet i Agder			10		15					40	65
Universitetet i Bergen				20			10			10	40
Universitetet i Oslo	10			20			10	10		20	70
Universitetet i Stavanger			10		15			15		20	60
Universitetet i Tromsø - Norges arktiske universitet				10	10					20	50
Norges handelshøyskole										10	10

Videre oppbygging av studieplasstildelinger i 2012

Høgskolen i Bergen										50						15	20	85
Høgskolen i Buskerud og Vestfold										20						20		50
Høgskolen i Gjøvik										10						10	5	25
Høgskolen i Hedmark																	15	15
Høgskolen i Lillehammer																	10	10
Høgskolen i Oslo og Akershus			10							30						30	20	90
Høgskolen i Sogn og Fjordane																5		5
Høgskolen i Sør-Trøndelag										20							20	50
Høgskolen Stord/Haugesund										5								5
Høgskolen i Telemark										5								5
Høgskolen i Østfold										15								15
Høgskolen i Ålesund										25								25
Høgskolen Betanien																5		5
Diakonhjemmet høgskole																10		10
Haraldsplass diakonale høgskole																5		5
Lovisenberg diakonale høgskole																10		10
Sum			35			20	30	80	220	100	20	20	20	125	240			890

Videre oppbygging som følge av studieplasstildelinger i 2014

Tabellen nedenfor viser økning i antall studieplasser fra 2014 til 2015 som følger av videreføring av antall studieplasser i tråd med tildeling gjennom statsbudsjettet for 2014.

Videre oppbygging som følge av studieplasstildelinger i 2014

Institusjon	Bachelor ingeniør Kat. E, 3 år	Bachelor ingeniør Kat. E, 4 år	Bachelor og master ingeniør, Kat. D, 3+2 år	Master teknologi Kat. D, 5 år	Medisin Kat. A, 6 år	Veterinær Kat. A, 5 år	Bachelor rettsvitenskap Kat. F, 3 år	Master maritim ledelse Kat. C, 2 år	Bachelor internasjonal beredskap, Kat. E, 3 år	Masterutdanninger Kat. B, 2 år	Bachelor i utøvende tradisjonelt bygg håndverk Kat. B, 3 år	Master film og fjernsyn Kat. A, 2 år	Strategiske studieplasser Kat. D, 4 år	Studieplasser per institusjon
Norges miljø- og biovitenskapelige universitet						7								7
Universitetet i Agder							10							10
Universitetet i Stavanger				25			10							35
Universitetet i Tromsø- Norges arktiske universitet		60			6									66
Høgskolen i Bergen	10													10
Høgskolen i Buskerud og Vestfold								20						20
Høgskolen i Harstad									40					40
Høgskolen i Lillehammer												12		12
Høgskolen i Narvik	60													60
Høgskulen i Sogn og Fjordane	20													20
Høgskolen Stord/Haugesund	30													30
Høgskolen i Sør-Trøndelag											8			8
Høgskolen i Telemark	20												24	44

Videre oppbygging som følge av studieplassestildeling i 2014

Institusjon	Bachelor ingeniør Kat. E, 3 år	Bachelor ingeniør Kat. E, 4 år	Bachelor og master ingeniør, Kat. D, 3+2 år	Master teknologi Kat. D, 5 år	Medisin Kat. A, 6 år	Veterinær Kat. A, 5 år	Bachelor rettsvitenskap Kat. F, 3 år	Master maritim ledelse Kat. C, 2 år	Bachelor internasjonal beredskap, Kat. E, 3 år	Masterutdanninger Kat. B, 2 år	Bachelor i utøvende tradisjonelt bygg håndverk Kat. B, 3 år	Master film og fjernsyn Kat. A, 2 år	Strategiske studieplasser Kat. D, 4 år	Studieplasser per institusjon
Høgskolen i Ålesund			30							10			24	30
Kunsthøgskolen i Oslo										15				10
Kunst- og designhøgskolen i Bergen										25				15
Sum	140	60	30	25	6	7	20	20	40	25	8	12	24	417

5.2 Kandidatmåltall for 2015

Departementet innførte fra 2014 kandidatmåltall for helse- og lærerutdanningene. Dette er utdanninger der det er kritisk at samfunnets behov imøtekommes. Kunnskapsdepartementet regulerer derfor produksjonen av kandidater innenfor disse utdanningene. Kandidatmåltallene angir et minstekrav om antall uteksaminerte kandidater den enkelte institusjonen skal ha.

Beregningen for kandidatmåltallene ble redegjort for i *Orientering om forslag til statsbudsjettet 2014 for universiteter og høyskoler*. Endelig kandidatmåltall i tildelingsbrevene for 2014 var justert etter dialog med sektoren.

Tabellen på neste side viser endelige kandidatmåltall for 2015 fordelt på utdanning og institusjon.

Kandidatmåltall for 2015

	Helsefagutdanningene														Lærerutdanningene											
	ABIOK- utd.	Audioграфutd.	Bioingeniørutd.	Døvetolkutd.	Ergoterapitd.	Ernæringsutd.	Farmasitd., 3 år	Farmasitd., 5 år	Fysioterapitd.	Jordmorutd.	Medisintd.	Odontologitd.	Psykologi prof.utd.	Radiografutd.	Sykepleierutd.	Tannteknikerutd.	Tannpleierutd.	Vernepbleierutd.	Barnhagelærerutd.	GLU 1-7	GLU 5-10	Integert, 5 år	PPU og PPU-Y	Faglærerutd.	Yrkesfaglærerutd.	
Institusjon																										
Norges miljø- og biovitenskapelige universitet																						20	56			
Norges teknisk-naturvitenskapelige universitet							114					55										67	198			34
Universitetet i Agder	25	20													203			35	113	65	43	20	103	28		
Universitetet i Bergen						20					156	45	80				30					28	103			
Universitetet i Nordland	26													139						45	29	20	20	20		
Universitetet i Oslo						20					192	62	96				20					97	265			
Universitetet i Stavanger	34													163						115	56	37	86	20		
Universitetet i Tromsø – Norges arktiske universitet	50	20			20						84	32	31	24	166		12 ¹⁸		106	67	63	50	124	25		
Høgskolen i Molde, vitenskapelig høgskole for logistikk															79			38								
Norges idrettshøgskole																										
Norges musikkhøgskole																							30	20		
Høgskolen i Bergen	41	23	20	30				60	35					25	180			65	168	136	91		64	28		

¹⁸ Institusjonen er bedt om å legge frem en plan i *Årsrapport* for økning til 20 over en periode på tre år, jf. tildelingsbrev for 2014.

Kandidatmåltall for 2015

	Helsefagutdanningene													Lærerutdanningene											
	ABIOK- utd.	Audioграфutd.	Bioingeniørutd.	Døvetolkutd.	Ergoterapitd.	Ernæringsutd.	Farmasitd., 3 år	Farmasitd., 5 år	Fysioterapitd.	Jordmorutd.	Medisintd.	Odontologitd.	Psykologi prof.utd.	Radiografutd.	Sykepleierutd.	Tannteknikerutd.	Tannpleierutd.	Vernepoleiutd.	Barnehagelærerutd.	GLU 1-7	GLU 5-10	Integert, 5 år	PPU og PPU-Y	Faglærerutd.	Yrkesfaglærerutd.
Institusjon	51								20					20	233		20		91	89	59		116	20	
Høgskolen i Buskerud og Vestfold																									
Høgskolen i Gjøvik	20												20	166											
Høgskolen i Harstad														62				64							
Høgskolen i Hedmark	23													164			20		117	71	47		63	43	
Høgskolen i Lillehammer																		57							
Høgskolen i Narvik														33											
Høgskolen i Nesna														20					28	20	20				
Høgskolen i Nord-Trøndelag							21							169					51	48	32	74	21		
Høgskolen i Oslo og Akershus	120	50	20	51	23	41		134	34				34	492	20			147	323	151	102	181	88	104	
Høgskolen i Sogn og Fjordane	11 ¹⁹													110					30	51	48	32	74	21	
Høgskolen Stord/Haugesund	8 ²⁰													145					45	20	20	80	20		
Høgskolen i Sør-Trøndelag	83	29	49	20	57			52	25				31	155				70		141	94			35	
Høgskolen i Telemark														103					45	141	41	27	74	48	
Høgskulen i Volda																			59	43	29	60			
Høgskolen i Østfold	20	22												109				61	94	47	32	103			
Høgskolen i Ålesund	31	24												104											

¹⁹ Institusjonen er bedt om å legge frem en plan i *Årsrapport* for økning til 20 over en periode på tre år, jf. tildelingsbrev for 2014.

²⁰ Institusjonen er bedt om å legge frem en plan i *Årsrapport* for økning til 20 over en periode på tre år, jf. tildelingsbrev for 2014.

Kandidatmåltall for 2015

Institusjon	Helsefagutdanningene											Lærerutdanningene														
	ABIOK- utd.	Audioigrafutd.	Bioingeniørutd.	Døvetolkutd.	Ergoterapitd.	Ernæringsutd.	Farmasitd., 3 år	Farmasitd., 5 år	Fysioterapitd.	Jordmorutd.	Medisintd.	Odontologitd.	Psykologi prof.utd.	Radiografutd.	Sykepleierutd.	Tannteknikerutd.	Tannpleierutd.	Vernepoleiutd.	Barnhagelærerutd.	GLU 1-7	GLU 5-10	Integert, 5 år	PPU og PPU-Y	Faglærerutd.	Yrkesfaglærerutd.	
Kunsthøgskolen i Oslo																							13 ²¹			
Kunst- og designhøgskolen i Bergen																							20			
Samisk høgskole																										
Barratt Due Musikk institutt - Høyskoleavdelingen																										
Diakonhjemmet Høgskole					30																			20		
Dronning Mauds Minne, Høgskole for barnehagelærerutdanning																										
Haraldsplass diakonale høgskole																										
Høgskolen Betanien	22																									
Høgskolen Diakonova	28																									
Lovisenberg diakonale høgskole	48																									
NLA Høgskolen																										
Rudolf Steinerhøgskole																										
Sum	641	29	208	60	188	63	62	105	271	134	546	139	262	154	7	20	102	743	5	111	0	787	322	1921	361	173

²¹ Institusjonen er bedt om å legge frem en plan i *Årsrapport* for økning til 20 over en periode på tre år, jf. tildelingsbrev for 2014.

Kandidatmåltall for kunsthøgskolene

Kunsthøgskolen i Oslo og Kunst- og designhøgskolen i Bergen er ikke inkludert i den resultatbaserte uttellingen for utdanningsinsentiver. Departementet setter måltall for antall kandidater fra kunsthøgskolene, jf. tabellen nedenfor. Tabellen endres ved en økning/reduksjon i departementets bevilgning knyttet til studieplasser. Institusjonene fastsetter egne ambisjoner utover dette.

Institusjon	2014	2015
Kunsthøgskolen i Oslo	194	194 ²²
Kunst- og designhøgskolen i Bergen	110	110
Sum	304	304

²² Institusjonen er bedt om å legge frem en plan i *Årsrapporten* for økning i kandidatmåltall for PPU til 20 over en periode på tre år og dermed en økning i totalt kandidatmåltall til 201, jf. tildelingsbrev for 2014.

5.3 Resultatbasert uttelling

5.3.1 Utdanningsinsentiver

Det vises til kap. 3 for beskrivelse av Kunnskapsdepartementets finansiering med informasjon om de ulike indikatorene. Institusjonene rapporterer antall avlagte studiepoeng og antall utvekslingsstudenter til Database for statistikk om høgre utdanning (DBH) ved Norsk samfunnsvitenskapelig datatjeneste (NSD). I budsjettet for legges innrapporterte tall for 2013 til grunn og sammenlignes med innrapporterte tall fra 2012.

Uttelling for avlagte studiepoeng i 2015-budsjettet er beregnet ved at satsen (40 pst.) for den enkelte kategori er multiplisert med differansen mellom antall avlagte studiepoengsenheter fra 2012 til 2013, jf. tabell i kap. 5.3.1.1. I tillegg er det en sats for inn- og utreisende studenter. Institusjonenes resultatbaserte uttelling økes/redueres dersom en institusjon økte/reduerte faktisk avlagte studiepoeng og/eller antall utvekslingsstudenter i 2013 sammenlignet med 2012.

Nedenfor vises en oversikt over satsene for kategoriene A-F og inn- og utvekslingsstudenter.

Kategorier og satser for utdanningsinsentivene i 2015 (tall i kroner)

Kategori	Utdanning	Uttelling (40 pst.)	Strategisk tildeling (60 pst.)	Sum
Kategori A	Kliniske utdanninger o.a.	145 000	218 000	363 000
Kategori B	Utøvende musikkutdanning, arkitektur- og designutdanninger o.a.	111 000	163 000	274 000
Kategori C	Realfag på høyere grads nivå o.a.	73 000	112 000	185 000
Kategori D	Samfunnsvitenskapelige og humanistiske fag på høyere grads nivå, grunnskolelærerutdanning, enkelte kostnadskrevende helsefag- og faglærerutdanninger, samt praktiske mediefag	53 000	79 000	132 000
Kategori E	Helsefag-, lærer- og realfagsutdanninger på lavere grads nivå	44 000	67 000	111 000
Kategori F	Teorifag og sosialfaglige utdanninger på lavere grads nivå	36 000	55 000	91 000
Utvekslingsstudenter	Inn- og utreisende studenter			8 000

Oversikten nedenfor viser nærmere hvordan ulike utdanninger er fordelt på kategorier.

Kategori	Utdanning
Kategori A	Profesjonsutdanningene i medisin og odontologi, veterinærutdanning, kunstakademiet (NTNU), film- og fjernsynsutdanning (HiL) og scenografi og skuespill (HiØ).
Kategori B	Fem-årige masterprogram i arkitektur og industridesign, utøvende kunst- og

Dokumentasjon

Kategori	Utdanning
	musikkutdanninger på lavere og høyere grad, grunnutdanning i produktdesign, grunnutdanning i animasjon, profesjonsstudiene i psykologi og farmasi, samt grunnutdanning i ortopediingeniør.
Kategori C	Realfag, teknologi, fiskerifag og kunst på høyere grads nivå, faglærerutdanning i musikk, dans og drama.
Kategori D	Humanistiske, samfunns- og idrettsvitenskapelige fag på høyere grads nivå, fem-årige masterprogram i teknologi, bibliotek, samt økonomi og administrasjon på høyere grads nivå. Grunnutdanning i fysioterapi, mensendieck, bioingeniør, ergoterapi, radiografi, audiografi, døvetolk, reseptar, tannteknikk, tannpleie, fotojournalist, jordmor, stråleterapi, ABIOK-utdanninger (videreutdanning i anestesi-, barne-, intensiv-, operasjons- og kreftsykepleie). Visuell kommunikasjon, tekniske mediefag (film- og fjernsynsproduksjon), grunnskolelærerutdanning, faglærerutdanning i kunst- og håndverksfag, allmennlærerutdanning med fordyping i musikk, fem-årig integrert lærerutdanning, samt årsstudium i praktisk pedagogisk utdanning.
Kategori E	Sykepleier-, vernepleier-, barnevernspedagog-, allmennlærer-, førskolelærer-, yrkesfaglærer, journalist-, ingeniør- og dyrepleierutdanning. Profesjonsstudiet i juss, faglærerutdanning i praktisk estetiske fag og faglærerutdanning i kroppsøving. Teknologisk og maritim utdanning, realfag, idrettsfag, friluftsfag, kunsthøgskolefag, landbruksfag, skogfag, husdyrfag og fiskerifag på lavere grads nivå. Videreutdanning i helsesøster, psykisk helse og tegnspråk.
Kategori F	Humanistiske og samfunnsvitenskapelige fag på lavere grads nivå, økonomi og administrasjon på lavere grads nivå, revisor-, sosionom- og bibliotekarutdanning, reiseliv og ex.phil.

Dataspesifikasjon for utdanningsinsentivene

Studiepoeng	<p>Omfatter eksamensdata for egenfinansierte studenter omregnet til 60-studiepoengsenheter. Dataene omfatter kun nye studiepoeng avlagt av personer med studierett ved institusjonen, dvs. at studiepoeng ved gjentak og studiepoeng avlagt av privatister ikke inngår i beregningsgrunnlaget. Studiepoeng avlagt av doktorgradsstipendiater er holdt utenfor. Studiepoeng som institusjonens utvekslingsstudenter tar ved annet lærested i utlandet, skal ikke rapporteres. Statlige institusjoner med ekstern finansiering av studieprogram skal oppgi prosentandelen som er finansiert av institusjonens grunnbudsjett for den enkelte utdanning. Hverken statlige eller private institusjoner vil motta resultatbasert uttelling for studiepoeng avlagt i studieprogrammer som mottar fullfinansiering etter egne avtaler eller vedtak. Dette gjelder for eksempel ved oppbygning av en ny utdanning med særskilte midler over statsbudsjettet og studieprogram som finansieres fullt ut av offentlige oppdragsgivere, som for eksempel Utdanningsdirektoratet.</p> <p>Ved anbudskonkurranser kan det ikke legges til grunn i tilbud til oppdragsgiver at det aktuelle studietilbudet vil bli gitt resultatbasert uttelling for avlagte studiepoeng.</p> <p>Det vises for øvrig til Kunnskapsdepartementets gjeldende rapporteringskrav tilgjengelig</p>
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	på DBHs hjemmesider.
Uttekslingsstudenter	<p>Omfatter alle inn- og utreisende utvekslingsstudenter som er omfattet av en utvekslingsavtale eller utvekslingsprogram med varighet på tre måneder eller mer. Studenter under kvoteprogrammet er inkludert, mens individbaserte avtaler ikke inngår i beregningsgrunnlaget. Utveksling av stipendiater eller andre doktorgradskandidater skal ikke rapporteres.</p> <p>Det vises for øvrig til Kunnskapsdepartementets gjeldende rapporteringskrav tilgjengelig på DBHs hjemmesider.</p>

Institusjonene legger inn forslag til kategori for nye utdanninger i forbindelse med den årlige rapporteringen til DBH. Departementet går gjennom de nye studieprogrammene og innplasserer disse hvert år. Søknad om å få endret innplassering av et eksisterende studieprogram må sendes departementet som en del av institusjonens samlede satsningsforslag utenfor rammen, jf. frist 1. november for innsendelse av budsjettforslag. Departementet behandler ikke søknader om endret innplassering av studieprogram som sendes utenom institusjonens samlede satsningsforslag.

Innplassering i en høyere kategori gjøres budsjettneutralt dersom det ikke er gjort vedtak i Stortingets budsjettbehandling om at det følger friske midler med kategorihevingen. Endring av kategori medfører dermed ikke i seg selv endret bevilgning. En budsjettneutrale heving av kategori medfører at departementet i endringsåret justerer ned de langsiktige og strategiske midlene og tilsvarende opp den resultatbaserte uttellingen, slik at total budsjetttramme er uendret. En økning/reduksjon i resultatbasert uttelling i påfølgende år vil være resultat av en eventuell økning/reduksjon i antall avlagte studiepoeng, beregnet med den nye kategorisatsen.

- Ved endret innplassering av utdanningsprogram i kategori*
 For å oppnå sammenlignbare data for 2012 og 2013 er tallene for begge årene korrigert i Kunnskapsdepartementets beregningsgrunnlag for budsjettet 2015, det vil si at studiepoengene for det aktuelle programmet ligger i ny kategori både i 2012 og 2013. Derimot endres dataene i DBH kun for rapporteringsåret 2013
- Ved feilrapporteringer som har gitt for høy uttelling i budsjettet for 2013*
 Hvis en institusjon har rapportert for mange SPE for 2012 og dermed har fått for høy uttelling i budsjettet for 2014, trekkes midlene tilbake i nysaldering av budsjettet for 2014. Kunnskapsdepartementet legger den korrekte 2012-rapporteringen (SPE) til grunn i beregningen av differansen fra 2012 til 2013. Derimot endres dataene i DBH kun for rapporteringsåret 2013.

Korrigeringsene nevnt ovenfor innebærer at det kan være differanser mellom antall SPE i hver kategori som er registrert i DBH og i tabell i kap. 5.3.1.1, som viser Kunnskapsdepartementets beregningsgrunnlag.

5.3.1.1 Oversikt antall studiepoeng og utvekslingsstudenter per institusjon

Nedenfor følger en oversikt over datagrunnlaget som inngår i beregningen av uttelling for studiepoeng og utvekslingsstudenter i statsbudsjettet for 2015. Tabellene viser avlagte studiepoengsenheter (SPE) fordelt på kategori og antall utvekslingsstudenter i 2012 og 2013.

	SPE Kategori A		SPE Kategori B		SPE Kategori C		SPE Kategori D		SPE Kategori E		SPE Kategori F		Utsvekslingsstudenter		Endret uttelling i 2015 (i 1 000 kroner)
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	
Institusjon	325	351	218	263	823	880	903	872	788	787	494	523	273	273	12 094
Norges miljø- og biovitenskapelige universitet	829	796	802	821	613	672	8 443	8 700	735	722	3 701	3 701	1 896	1 881	14 659
Norges teknisk-naturvitenskapelige universitet			87	87	309	323	1 347	1 513	2 606	2 629	2 413	2 458	618	581	12 110
Universitetet i Agder	1 066	1 071	626	642	785	815	1 176	1 215	2 807	2 904	3 541	3 469	1 483	1 616	9 473
Universitetet i Nordland					20	20	859	951	1 001	978	1 368	1 350	167	194	3 480
Universitetet i Oslo	1 355	1 355	769	794	870	983	3 894	3 860	3 427	3 434	6 514	6 358	1 804	1 860	5 180
Universitetet i Stavanger			168	175	627	629	1 093	1 305	2 215	2 224	2 068	2 014	348	350	10 627
Universitetet i Tromsø – Norges arktiske universitet	829	706	370	382	253	254	1 756	1 921	2 156	2 156	2 519	2 616	521	576	-3 726
Arkitektur- og designhøgskolen i Oslo			502	502									96	94	23
Høgskolen i Molde, vitenskapelig høgskole i logistikk					4		246	208	443	478	660	694	58	63	519
Norges handelshøgskole							1 308	1 381			1 210	1 232	734	757	4 841
Norges idrettshøgskole							223	287	573	589	6	3	124	118	3 959
Norges musikkhøgskole			536	503		1	23	15		1	8	9	31	29	-1 020
Høgskolen i Bergen					19	24	1 527	1 741	3 368	3 318	593	600	322	298	9 544
Høgskolen i Buskerud og Vestfold					110	174	1 257	1 371	2 334	2 347	1 555	1 602	257	305	13 404
Høgskolen i Gjøvik					98	135	204	206	1 310	1 360	199	242	82	94	6 760
Høgskolen i Harstad							49	53	401	459	424	445	47	59	3 671

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	SPE Kategori A		SPE Kategori B		SPE Kategori C		SPE Kategori D		SPE Kategori E		SPE Kategori F		Utvekslings- studenter		Endret utførelse i 2015 (i 1 000 kroner)
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	
Institusjon															
Høgskolen i Hedmark			58	65	82	97	799	986	1 816	1 782	983	1 049	167	162	12 521
Høgskolen i Lillehammer	257	121					177	219	367	451	2 431	2 385	132	115	-15 672
Høgskolen i Narvik					115	114	13	0	507	577	130	200	17	19	4 895
Høgskolen i Nesna					7	10	79	108	364	345	307	314	1	11	1 170
Høgskolen i Nord-Trøndelag			27	30	71	75	651	754	1 614	1 534	413	498	17	29	5 703
Høgskolen i Oslo og Akershus			179	179	72	103	3 162	3 451	5 928	5 663	2 723	2 757	632	609	6 841
Høgskulen i Sogn og Fjordane					3	1	272	354	1 400	1 349	692	790	73	66	5 346
Høgskolen Stord/Haugesund					27	31	334	303	1 210	1 163	286	277	113	84	-3 968
Høgskolen i Sør-Trøndelag					20	33	2 036	2 277	2 747	2 646	1 337	1 355	177	170	9 847
Høgskolen i Telemark			48	48	119	120	692	884	2 448	2 455	1 281	1 264	186	226	10 195
Høgskulen i Volda			46	47			461	532	1 040	930	809	818	237	208	-783
Høgskolen i Østfold	24	31			29	25	609	675	1 664	1 697	1 015	981	136	157	4 658
Høgskolen i Ålesund					38	37	120	138	813	871	469	542	51	62	6 075
Samisk høgskole			4	3			18	26	42	25	36	30	16	10	-810
Det teologiske Menighetsakademiet					83	114	127	156	116	110	300	281	21	19	2 856
Handelshøgskolen BI ²³							1 872	1 651	501	478	9 388	9 374	970	946	-4 047
Misjonshøgskolen					33	37	52	53	20	22	100	78	7	4	-407
Ansgar Teologiske Høgskole							11	17			118	117			307
Barratt Due musikkinnstittutt - Høyskoleavdelingen og Unge talenter			63	64	3	2							3	4	39

²³ Handelshøgskolen BI har tilskudds-sats på 30 pst.

Institusjon	SPE Kategori A		SPE Kategori B		SPE Kategori C		SPE Kategori D		SPE Kategori E		SPE Kategori F		Utvekslings- studenter		Endret utførelse i 2015 (i 1 000 kroner)
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	
Bergen Arkitektthøgskole ²⁴			126	202									18	20	5 878
Campus Kristiania – Markedshøgskolen ²⁵						41					1 328	1 569	15	41	7 277
Den norske Eurytmihøgskole					19								1		-81
Diakonhjemmet Høgskole						296	272	779	760	519	563	31	37		-485
Dronning Mauds Minne, Høgskole for barnehagelærerutdanning								791	887	8	8	77	43		3 951
Fjellhaug Internasjonale Høgskole						12	17			70	69		1		275
Haraldsplass diakonale høgskole								279	298	27	46	25	18		1 476
Høgskolen Betanien						20	21	205	208			8	6		157
Høgskolen Diakonova						39	35	371	371	35	26	6	5		-489
Høgskulen for landbruk og bygdeutvikling										36	28				-303
Høgskolen for Ledelse og Teologi										136	139				111
Lovisenberg diakonale høgskole						73	45	632	562		3	6	28		-4 267
NLA Høgskolen			14	20		319	381	472	427	574	588	24	10		2 418
Norges Dansehøgskole			80	79								3	5		-73
Westerdals Høgskole-Oslo School of Art, Communication and Technology ²⁶					8	19	22	161	185	308	289		2		598
Rudolf Steinerhøgskolen						28		83	70	7	13				-718

²⁴ Bergen Arkitektthøgskole har tilskudds-sats på 70 pst.

²⁵ Campus Kristiania – Markedshøgskolen har tilskudds-sats på 70 pst.

²⁶ Norges informasjonsteknologiske høgskole har tilskudds-sats på 50 pst.

5.3.1.2 Rapportering av 2014-data som gir uttelling i statsbudsjettet for 2016

Det forutsettes at institusjonene kvalitetssikrer tallene som leveres til DBH hvert år, og at de rapporterer innen fastsatte frister. Institusjonene vil bli bedt om å forklare følgende endringer i sine resultater i forbindelse med rapporteringen til DBH for 2013-data:

- studieprogram med endring på mer enn 20 pst. i antall avlagte studiepoengsenheter (SPE)
- utveksling med endring på mer enn 20 pst.
- endring i antall SPE på mer enn fem pst. innenfor en kategori

5.3.2 Forskningsinsentiver (RBO)

Det vises til kap. 3 for beskrivelse av Kunnskapsdepartementets finansiering med informasjon om de ulike indikatorene som inngår i resultatbasert omfordeling. Tildelingen i 2015-budsjettet er beregnet på grunnlag av institusjonenes rapporterte resultater i 2013.

Nedenfor følger en oversikt over indikatorer, vekter og satser for RBO i 2015-budsjettet. Satsene fremkommer ved å dele RBO-rammen på de fire indikatorene etter vektene nedenfor og deretter på rapporterte resultater fra institusjonene. Ettersom rammen som omfordeles ligger fast, mens de rapporterte resultatene endres fra et år til neste, vil satsene variere fra år til år²⁷.

Forskningsindikatorer, satser og vekter

Indikator	Vekt	Satser for 2015 (i kroner)
Doktorgradskandidater, kandidater for Program for kunstnerisk utviklingsarbeid	0,3	336 669 per kandidat
Midler fra EUs rammeprogrammer for forskning	0,18	893 per 1 000 kroner
Midler fra Forskningsrådet og Regionale forskningsfond	0,22	167 per 1 000 kroner
Publiseringspoeng	0,3	34 919 per publiseringspoeng

Publiseringspoeng beregnes ut fra publiseringsform, kvalitetsnivå og forfatterandeler. Institusjonene skal rapportere data om vitenskapelige monografier, vitenskapelige artikler i antologier, samt vitenskapelige artikler i tidsskrift og serier. De enkelte publikasjonene må tilfredsstillende Universitets- og høyskolerådets definisjon av vitenskapelig publisering, og publikasjonskanalene må være godkjent.

Tabellen på neste side viser hvordan de ulike publikasjonsformene vektet i to kvalitetsnivåer, samt uttellingen for den enkelte publikasjonsform innenfor de to nivåene i budsjettet for 2015.

²⁷ I Kunnskapsdepartementets beregning benyttes flere desimaler enn hva som oppgis i satsene her. Det vil derfor kunne være noe avvik hvis data per indikator multipliseres med tilhørende sats.

Publiseringsindikator

Vitenskapelige publikasjoner	Vekting nivå 1	Vekting nivå 2	Uttelling i nivå 1 (i kroner)	Uttelling i nivå 2 (i kroner)
Artikler i vitenskapelige tidsskrift	1	3	34 919	104 756
Artikler i antologier	0,7	1	24 443	34 919
Monografier	5	8	174 594	279 350

Tabellen nedenfor inneholder en nærmere spesifisering av data som inngår i beregningsgrunnlaget for RBO for 2015-budsjettet²⁸.

Dataspesifisering forskningsinsentiver

Doktorgradskandidater, samarbeid om doktorgradsutdanning og kandidater fra Program for kunstnerisk utviklingsarbeid	<p>Omfatter stipendiater som har fullført og disputert ved en norsk institusjon. Kalenderåret disputasen gjennomføres, er tellingstidspunktet for rapporteringen.</p> <p>Institusjoner som har ansatte (stipendiater eller andre faglige ansatte) som disputerer ved en annen norsk institusjon, gis uttelling på 20 pst. av den ordinære doktorgradsuttellingen.</p> <p>Har vedkommende vært ansatt flere steder, gis full uttelling til gradsgivende institusjon og 20 pst. uttelling til den uh-institusjonen der vedkommende har hatt det lengste ansettelsesforholdet i løpet av doktorgradsperioden.</p> <p>Kandidater fra Program for kunstnerisk utviklingsarbeid gir uttelling på lik linje med doktorgrader.</p>
Forskningsmidler fra EU	<p>Midler fra EUs rammeprogrammer for forskning og fra enkelte definerte randsoneprogrammer/ partnerskapsprogrammer (se egen tabell neste side) gir uttelling.</p> <p>Det vises for øvrig til note 21 i linjen N21.18 i årsregnskapet for statlige institusjoner og note 1 for private institusjoner, samt gjeldende rapporteringskrav fra Kunnskapsdepartementet tilgjengelig på DBHs hjemmesider.</p> <p>Midler som overføres fra koordinator til samarbeidspartner gir uttelling kun for samarbeidspartneren.</p>
Forskningsrådsmidler og midler fra regionale forskningsfond	<p>Midler fra Norges forskningsråd (NFR) og regionale forskningsfond som går til forskning ved institusjonen, gir uttelling. Det vises til note 22 linje N22.3 (NFR) og linje N22.5 (regionale forskningsfond) i årsregnskapet for statlige institusjoner og note 1 for private institusjoner, samt gjeldende rapporteringskrav fra Kunnskapsdepartementet tilgjengelig på DBHs hjemmesider.</p> <p>Midler som overføres fra koordinator til samarbeidspartner gir uttelling kun for samarbeidspartneren.</p>

²⁸ Det vises til kap. 5.3.2.2 for omtale av rapporteringen for 2014-data som gir uttelling i statsbudsjettet for 2016.

Publiseringspoeng	Prinsippene i rapporteringskravene er uendret siden 2005. Det skal rapporteres data om vitenskapelige monografier, vitenskapelige artikler i antologier, samt vitenskapelige artikler i tidsskrift og serier. Det vises til Kunnskapsdepartementets rapporteringskrav for vitenskapelig publisering tilgjengelig på DBHs hjemmesider.
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Tabellen nedenfor viser de randsoneaktivitetene som i tillegg til rammeprogrammet gir uttelling i indikatoren forskningsmidler fra EU i 2015-budsjettet.

<i>Randsoneaktiviteter til 7. Rammeprogram (FP7)</i>	<i>Kortnavn</i>
<i>Joint Technology Initiatives (JTIER)</i>	
Innovative Medicine Initiative	IMI
Advanced Research & Technology for Embedded intelligence and Systems	ARTEMIS
The European Nanoelectronics Initiative Advisory Council	ENIAC
Fuel Cells and Hydrogen	FCH
Clean Sky	Clean Sky
<i>Aktiviteter med hjemmel i art. 185</i>	
Ambient Assisted Living	AAL
Eurostars	Eurostars
European Metrology Research Programme	EMRP
BONUS-169	
<i>Andre randsoneaktiviteter</i>	
Single European Sky ATM Research Joint undertaking	SESAR JU
Copernicus ²⁹	Copernicus
Galileo	Galileo
ERA-NET	ERA-NET

Som følge av Horisont 2020, vil EU-indikatoren også omfatte de nye partnerskapsaktivitetene for mottatte EU midler fra og med 2014-rapporteringen. Partnerskapsaktivitetene som gir uttelling fra og med 2016-budsjettet er som følger:

Partnerskapsaktiviteter i Horisont 2020	Kortnavn
<i>Aktiviteter med hjemmel i art. 187 (Public-Private Partnership)</i>	
Innovative Medicine Initiative 2 (2014-2024)	IMI2
Electronic Components and Systems for European Leadership	ECSEL

²⁹ Global Monitoring for Environment Security (GMES) har skiftet navn til Copernicus. Programmet mottar midler fra ESA/FP7.

Partnerskapsaktiviteter i Horisont 2020	Kortnavn
Bio-Based Industries Initiative	BBI
Fuel Cells and Hydrogen 2	FCH 2
Clean Sky 2	Clean Sky 2
Shift2Rail	Shift2Rail
ERA-NET CoFund	ERA-NET CoFund
<i>Aktiviteter med hjemmel i art. 185 (Public-Public-Partnership)</i>	
Active and Assisted Living Research and development Programme	AAL
Eurostars 2	Eurostars 2
European Metrology Research Programme	EMPIR
European Developing Countries Clinical Trials Partnership 2	EDCTP 2
Single European Sky ATM research	SESAR
Andre aktiviteter relatert til partnerskapsaktivitetene	
Galileo	Galileo

5.3.2.1 Oppnådde resultater med uttelling i RBO

Tabellen nedenfor viser hvilke resultater institusjonene enkeltvis har oppnådd i 2013 per indikator som gir uttelling i budsjettet for 2015.

Resultater per indikator i 2013 med uttelling i 2015

Institusjon	Doktorgradskandidater, kandidater fra Program for kunstnerisk utviklingsarbeid (PKU) og samarbeidskandidater			EU-midler (i 1000 kr)	Midler fra Forskningsrådet og regionale forskningsfond (i 1000 kr)	Antall publiserings-poeng
	Doktorgradskandidater	Kandidater fra PKU	Samarbeidskandidater			
Norges miljø- og biovitenskapelige universitet	103			13 221	174 979	668
Norges teknisk-naturvitenskapelige universitet	371	2		86 284	628 358	3 119
Universitetet i Agder	18		3	2 819	22 643	568
Universitetet i Bergen	265			85 274	343 867	2 048
Universitetet i Nordland	19		2	804	17 733	130
Universitetet i Oslo	524		1	123 667	709 707	3 843
Universitetet i Stavanger	34		1	9 840	31 790	478
Universitetet i Tromsø – Norges arktiske universitet	123		4	20 062	165 906	1 130
Arkitektur- og designhøgskolen i Oslo	6					
Høgskolen i Molde, vitenskapelig høgskole i logistikk	6			418	4 594	47
Norges handelshøgskole	10			668	19 990	188
Norges idrettshøgskole	13		1	2 152		181
Norges musikkhøgskole	6	3	1			
Høgskolen i Bergen			7		14 267	132

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Institusjon	Doktorgradskandidater, kandidater fra Program for kunstnerisk utviklingsarbeid (PKU) og samarbeidskandidater			EU-midler (i 1000 kr)	Midler fra Forskningsrådet og regionale forskningsfond (i 1000 kr)	Antall publiserings-poeng
	Doktorgradskandidater	Kandidater fra PKU	Samarbeidskandidater			
Høgskolen i Buskerud og Vestfold	2		10	1 594	32 661	260
Høgskolen i Gjøvik	2		1	2 084	9 808	89
Høgskolen i Harstad			1		593	18
Høgskolen i Hedmark			6		15 036	98
Høgskolen i Lillehammer		1	5		6 099	95
Høgskolen i Narvik			2		8 271	68
Høgskolen i Nesna			1			16
Høgskolen i Nord-Trøndelag			5		3 455	90
Høgskolen i Oslo og Akershus	5		12	-85	19 354	415
Høgskolen i Sogn og Fjordane			4		10 413	40
Høgskolen Stord/Haugesund			2		9 923	65
Høgskolen i Sør-Trøndelag			11	895	4 228	151
Høgskolen i Telemark	4		2		6 239	150
Høgskolen i Volda			7	349	3 770	68
Høgskolen i Østfold				262	953	83
Høgskolen i Ålesund			3	334	14 060	33
Kunsthøgskolen i Oslo						
Kunst- og designhøgskolen i Bergen		1				
Samisk høyskole			1		1 266	7
Det teologiske Menighetsfakultet	3				73	103
Handelshøyskolen BI	9				14 332	180
Misjonshøgskolen	1				958	69
Ansgar Teologiske Høyskole						25
Barratt Due musikk institutt - Høyskoleavdelingen og Unge talenter						
Bergen Arkitekt høyskole						
Campus Kristiania - Markedshøyskolen						16
Den norske Eurytmihøyskole						
Diakonhjemmet Høyskole			3	88	1 353	39
Dronning Mauds Minne, Høyskole for barnehagelærerutdanning					2 200	62
Fjellhaug Internasjonale Høyskole						21
Haraldsplass diakonale høyskole						8
Høgskolen Betanien						2
Høyskolen Diakonova						7
Høgskolen for landbruk og bygdeutvikling						
Høyskolen for Ledelse og						3

Dokumentasjon

Institusjon	Doktorgradskandidater, kandidater fra Program for kunstnerisk utviklingsarbeid (PKU) og samarbeidskandidater			EU-midler (i 1000 kr)	Midler fra Forskningsrådet og regionale forskningsfond (i 1000 kr)	Antall publiserings-poeng
	Doktorgradskandidater	Kandidater fra PKU	Samarbeidskandidater			
Teologi						
Lovisenberg diakonale høyskole						12
NLA Høgskolen						91
Norges Danskehøyskole						
Westerdals Høyskole – Oslo School of Arts, Communication and Technolgy ³⁰						29
Rudolf Steinerhøyskolen						1

Tabellen nedenfor gir en oversikt over endring i budsjettuttelling for den enkelte institusjon som følge av den resultatbaserte omfordelingen av midler i 2015-budsjettet. Samlet ramme for RBO i 2015 tilsvarer en videreføring av rammen for 2014, justert med anslått prisvekst til og med 2015.

Sum RBO i 2015 viser institusjonenes uttelling etter omfordelingen i budsjettet for 2015. En institusjons uttelling avhenger av institusjonenes oppnådde resultater på indikatorene sammenlignet med resultatene de andre institusjonene oppnår, jf. tabellen over.

Oversikt uttelling i RBO (i 1000 kroner)

Institusjon	SUM RBO 2015	Sum RBO 2014 prisjustert til 2015-kr	Endret uttelling 2014-2015
Norges miljø- og biovitenskapelige universitet	100 813	104 877	-4 064
Norges teknisk-naturvitenskapelige universitet	428 480	419 682	8 798
Universitetet i Agder	32 796	29 387	3 409
Universitetet i Bergen	306 297	275 148	31 149
Universitetet i Nordland	14 860	14 286	574
Universitetet i Oslo	556 893	560 195	-3 302
Universitetet i Stavanger	43 696	41 843	1 853
Universitetet i Tromsø - Norges arktiske universitet	129 541	131 696	-2 155
Arkitektur- og designhøgskolen i Oslo	2 020	1 406	614
Høgskolen i Molde, vitenskapelig høyskole I logostikk	4 864	5 012	-148
Norges handelshøyskole	13 962	13 504	458
Norges idrettshøyskole	13 007	6 981	6 026
Norges musikkhøgskole	3 097	1 406	1 691
Høgskolen i Bergen	7 441	7 096	345
Høgskolen i Buskerud og Vestfold	17 512	12 907	4 605
Høgskolen i Gjøvik	7 655	16 462	-8 807
Høgskolen i Harstad	805	1 344	-539

³⁰ Oppnådde resultater med uttelling i RBO gjelder for NITH.

Oversikt uttelling i RBO (i 1000 kroner)

Institusjon	SUM RBO 2015	Sum RBO 2014 prisjustert til 2015-kr	Endret uttelling 2014-2015
Høgskolen i Hedmark	6 312	5 639	673
Høgskolen i Lillehammer	5 012	5 163	-151
Høgskolen i Narvik	3 876	3 266	610
Høgskolen i Nesna	623	792	-169
Høgskolen i Nord-Trøndelag	4 051	2 587	1 464
Høgskolen i Oslo og Akershus	20 122	13 257	6 865
Høgskolen i Sogn og Fjordane	3 406	2 691	715
Høgskolen Stord/Haugesund	4 067	2 979	1 088
Høgskolen i Sør-Trøndelag	7 661	6 193	1 468
Høgskolen i Telemark	7 755	7 507	248
Høgskolen i Volda	3 850	4 001	-151
Høgskolen i Østfold	3 329	4 161	-832
Høgskolen i Ålesund	4 027	3 680	347
Kunst- og designhøgskolen i Bergen	337	-	-337
Kunsthøgskolen i Oslo		352	-352
Samisk høyskole	518	1 237	-719
Det teologiske Menighetsfakultet	4 619	4 549	70
Handelshøgskolen BI	11 719	14 381	-2 662
Misjonshøgskolen	2 921	3 302	-381
Ansgar teologiske høyskole	857	578	278
Barratt Due musikk institutt - Høyskoleavdelingen og Unge talenter		-	
Bergen Arkitekthøyskole		-	
Campus Kristiania - Markedshøyskolen	565	694	-129
Den norske Eurytmihøyskole		-	
Diakonhjemmet høyskole	1 886	2 929	-1 044
Dronning Mauds Minne, Høyskole for barnehagelærerutdanning	2 544	1 316	1 228
Fjellhaug Internasjonale Høyskole	733	1 015	-282
Haraldsplass diakonale høyskole	274	462	-188
Høgskolen Betanien	84	96	-12
Høyskolen Diakonova	229	227	1
Høgskulen for landbruk og bygdeutvikling		23	-23
Høyskolen for ledelse og teologi	105	206	-101
Lovisenberg diakonale høyskole	416	627	-211
NLA Høgskolen	3 228	2 146	1 082
Norges Dansehøyskole		-	
Westerdals Høyskole – Oslo School of Arts, Communcation and Techonolgy ³¹	1 018	400	618
Rudolf Steinerhøyskolen	35	213	-178
Sum	1 789 918	1 739 901	-

5.3.2.2 Rapportering av 2014-data som gir uttelling i statsbudsjettet for 2016³¹ Den resultatbaserte omfordelingen i 2015-budsjettet gjelder for NITH.

Det forutsettes at institusjonene kvalitetssikrer tallene som leveres til DBH, og at de rapporterer innen fastsatte frister. Institusjonene vil bli bedt om å forklare følgende endringer i sine resultater i forbindelse med rapporteringen til DBH for 2014:

- endring i antall doktorgrader på mer enn 20 pst. fra året før
- midler fra Norges forskningsråd med endring på mer enn 20 pst. fra året før
- midler fra EU med endring på mer enn 20 pst. fra året før

For statlige institusjoner

Det kan bli endringer i malene i økonomirapporteringen for 2014-regnskapet. Det vil bli sendt et eget brev til institusjonene i desember 2014 om rapporteringen for regnskap 2014.

Regnskapsrapporteringen skal utføres korrekt og til rett tid. Dette er særlig viktig der data fra regnskapet benyttes for å beregne resultatbasert uttelling. Rapporten *Spesifikasjon av EU-midler* skal fylles ut fullstendig med riktig prosjekt i riktig kolonne. Den skal være avstemt med linjen N21.18 i note 21 i årsregnskapet for de statlige institusjonene. Midler fra Norges forskningsråd vil framgå i linje N22.3 og linje N22.5 for regionale forskningsfond i note 22 i rapporteringspakken. Rapporteringen inngår som en del av økonomirapporteringen for statlige institusjoner. Rapporteringskrav fra Kunnskapsdepartementet er tilgjengelig på DBHs hjemmesider.

For private institusjoner

Økonomirapporteringskrav for 2014 ble gjort kjent i brev av 13. mars 2014 om rapporteringskrav for årsrapport 2014. Regnskapsrapporteringen skal utføres korrekt og til rett tid. Dette er særlig viktig der data fra regnskapet benyttes for å beregne resultatbasert uttelling. EU-finansierte prosjekter i avlagt årsregnskapet som er tilgjengelig på DBHs hjemmeside skal fylles ut fullstendig med riktig prosjekt i riktig kolonne. Den skal være avstemt med linjen N21.18 i note 21. Midler fra Norges forskningsråd vil framgå i linje N22.3 og midler fra regionale forskningsfond framgå i linje N22.5 i note 22.

Private institusjoner rapporterer eventuelle endringer i det som nevnes ovenfor som egen rapport sammen med avlagt årsregnskap.

Utgitt av:
Kunnskapsdepartementet

Offentlige institusjoner kan bestille flere eksemplarer fra:
Departementenes sikkerhets- og serviceorganisasjon
E-post: publikasjonsbestilling@dss.dep.no
www.publikasjoner.dep.no
Tlf.: 22 24 20 00

Oppgi publikasjonskode: F-4259/5

Internett:
http://www.regjeringen.no/orientering_statsbudsjettet_uh

Trykk: DSS - 12/2014 - opplag 60





Kunnskapsdepartementet

Deres ref

Vår ref

Dato

2013/11603-EVBE

16.01.2015

Statsbudsjett 2015- Bevilgning til oppgradering av bygg ved selvforvaltende institusjoner

Viser til brev fra Kunnskapsdepartementet datert 12.12.14, ref. 14/1604.

Universitetet i Bergen arbeider målrettet med å redusere vedlikehold- og oppgraderingsetterslep for vår bygningsmasse. Universitetsstyret har vedtatt en årlig realvekst i investeringsbudsjettet knyttet til bygg på minimum 5 % de kommende år. Veksten fra 2014 – 2015 er på 10,7 %.

UiB har på tross av dette flere viktige prosjekt av vesentlig betydning som ikke er finansiert. Vi har satt opp tre av disse prosjektene i prioritert rekkefølge, slik forutsatt:

1. Rehabilitering og oppgradering av Jahnebakken 5
2. Rehabilitering og oppgradering av fasader og tak i Allegaten 41, Real FAGbygget
3. Rehabilitering og oppgradering av Årstadveien 21, Overlege Danielsens hus

1. Rehabilitering og oppgradering av Jahnebakken 5

UiB har lenge arbeidet med å samlokalisere våre klimaforskningsmiljø som i dag sitter spredd i flere bygg. Det er av stor viktighet for UiB og fagmiljøet at vi kan tilby samlokalisering.

Bjerknessenteret er et av Norges mest anerkjente forskningsmiljø, og er Nordens fremste og største klimaforskningsmiljø. I Regjeringens langtidsplan for forskning ble Bjerknessenteret ved UiB sammen med nobelprisvinnerne Moser ved NTNU spesielt fremhevet som eksempel på norske forskningsmiljø som holder den høyeste internasjonale kvalitet. Bjerknessenteret sitter i dårlige, trange og slitte lokaler, og er spredd på flere bygg, noe som er til hinder for fortsatt faglig vekst og synergier i et flerfaglig forskningsmiljø. Det er mangel på faglige møteplasser for forskerne og miljøet trenger fleksible lokaler der forskningsgrupper kan etableres og utvikles, og der det er rom for videre vekst. UiB ønsker i sin satsning på forskningskvalitet å tilrettelegge for at Bjerknessenteret kan samlokaliseres i formålstjenlige og gode lokaler i tilknytning til øvrig klimarelatert undervisning og forskning i meteorologi og oseanografi ved Geofysisk Institutt.

Det er utarbeidet detaljprosjekt for rehabilitering og oppgradering av Jahnebakken 5 for å gi plass til dette fagmiljøet og ca 110 arbeidsplasser i tidsmessige og funksjonelle areal. Bygget har stått tomt siden høsten 2010 etter at vårt institutt for Biologi flyttet til Marineholmen. Det var tidligere brukt til generelle kontorformål og laboratorievirksomhet.

Jahnebakken 5 ble oppført i 1951-53 i nyklassistisk stil, tegnet av arkitekt Egill Reimers. Bygningen ble etablert som vestre sidefløy til midtbygningen –«Det geofysiske institutt» (oppført i 1929).

Arealet utgjør 3.275 m². Geofysisk Institutt (bygget) er eit signalbygg for UiB og ein landemerke for Bergen som by. Da kong Håkon i 1946 la ned grunnsteinen til universitetet i 1946 var det nettopp

byggingen av sidefløyene på Geofysisk institutt som skulle bli universitets første nye formålsbygg. I 2014 ble anlegget med park og bygninger fredet (eksteriør og deler av interiør) som del av Landsverneplanen til Kunnskapsdepartementet.

Bygningen er verdifull både av vernehensyn og i forhold til brukerpotensiale for UiB. UiB får her muligheten til å samlokalisere institutter og miljø knyttet til klimaforskning i anlegget som består av midtbygningen og den andre sidefløyen Jahnebakken 3. Disse rommer Geofysisk institutt og Meteorologisk institutt.

Prosjektet har en kostnadsramme på 93 millioner kroner og byggearbeidene kan starte høsten 2015, hvis det gis ekstraordinær bevilgning fra Kunnskapsdepartementet på helst 46, 5 millioner og minimum 30 millioner kroner.

2. Rehabilitering og oppgradering av fasader og tak i Allegaten 41, Realfagbygget

UiB ønsker å gjennomføre en totalrehabilitering av Realfagbygget og det arbeides videre med en langsiktig plan og løsning for dette arbeidet. I påvente av dette er det stort behov for en fasade- og tak-rehabilitering.

Bygget er tegnet av arkitekt Harald Ramm Østgaard og stod ferdig i 1977. Byggets areal utgjør 47.000 m² og er av de største enkeltstående bygninger i Norge. Realfagbygget er et godt eksempel på arkitekturstilen brutalisme og står på den internasjonale listen til Docomomo over modernismens sentrale verk. Bygget har likhetstrekk med både moderne japansk arkitektur og Le Corbusier sine bygninger fra 1950-tallet. Realfagbygget ble bygget som et kombinert bygg med laboratorier, kontor, undervisningsrom og studentarbeidsplasser (blant annet universitetets største lesesal Hangaren). Fasaden i Realfagbygget og fellesarealet er underlagt vern gjennom Landsverneplanen for til Kunnskapsdepartementet.

Det er stort behov for å oppgradere taktekking, skifte vinduer og generelt utbedre sår og skader i betongelementfasadene. Tiltakene er viktig for å unngå videre forfall og sikre bedre inn klima og energieffektivitet.

Prosjektet har en foreløpig kostnadsramme på 85 millioner kroner. Det er utarbeidet detaljprosjekt for deler av arbeidene og disse kan derfor starte høsten 2015, hvis det gis en ekstraordinær bevilgning fra Kunnskapsdepartementet på minimum 30 millioner kroner.

3. Rehabilitering og oppgradering av Årstadveien 21, Overlege Danielsens hus


Det er behov for en full oppgradering av fasader, ventilasjon og varmeanlegg i dette bygget. På bakgrunn av lekkasjeproblematikk, asbestutfordringer og annet er deler av bygget tatt ut av bruk. Dette innebærer blant annet at et av våre senter for fremragende forskning (Centre for Intervention Science in Maternal and Child Health) midlertidig er plassert i brakker utenfor huset.

Overlege Danielsens hus har et areal på 5.092 m². Brukere er deler av Institutt for global helse og samfunnsmedisin og deler av odontolgimiljøet.

Forprosjekt er utarbeidet og ombyggingen har en total kostnadsramme på 74 millioner kroner.

Prosjektet kan få byggestart innen utløpet av 2015, hvis det gis en ekstraordinær bevilgning fra Kunnskapsdepartementet på minimum 30 millioner kroner.

Vi håper på positiv behandling av vårt innspill og ser frem til svar.

Vennlig hilsen

 Dag Rune Olsen
 Rektor


 Kjell Bernstrøm
 Universitetsdirektør



Styre: Universitetsstyret

Styresak: 8/15

Møtedato: 12.02.2015

Dato: 30.01.2015

Arkivsaksnr: 2012/11598

Årsrapport 2014

Bakgrunn

Finansdepartementet har fastsatt nye standarder for årsrapport og årsregnskap i statlige virksomheter. Dette er gjort gjennom endringer i bestemmelser om økonomistyring i staten av 18.sept.2013 (*Bestemmelsene*).

Den viktigste endringen er at statlige virksomheter skal avlegge en *årsrapport* med en felles overordnet struktur og at styrets beretning og årsregnskapet skal signeres av styret. Dette innebærer at *årsrapporten* vil erstatte tidligere *rapport og planer*.

Årsrapporten har følgende struktur:

- Styrets beretning
- Introduksjon til virksomheten og hovedtall
- Årets aktiviteter og resultater
- Styring og kontroll i virksomheten
- Vurdering av framtidsutsikter
- Årsregnskap

Årsrapport (2014-2015) skal sendes elektronisk til Kunnskapsdepartementet innen 15. mars 2015 og vil bli publisert på departementets nettsider.

Hovedtrekk

Hovedtall og aktivitet

Forskning, utdanning og formidling er universitetets hovedoppgaver, og faglig bredde, mangfold og høy kvalitet er fundamentet. All aktivitet ved UiB er tuftet på forskningsuniversitetets akademiske verdier. UiB skal frembringe kunnskap og innsikt gjennom nyskapende og kreativ forskning av høy kvalitet og internasjonalt format.

Hovedmålet for forskningen er å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner. Samtidig skjer mye forskning i skjæringspunktet mellom disipliner. Klimaforskningen ved UiB er for eksempel fremragende, tverrfaglig og internasjonalt synlig og konkurransedyktig. Tilrettelegging for tverrfaglig forskning og undervisning er avgjørende for å lykkes i framtiden.

Universitetet er i 2014 tildelt ett (av tre i Norge) ERC-stipend og har nå totalt 7 ERC-Advanced grants, 1 Synergy grant og 2 Starting grant. UiBs målsetting er å øke deltagelsen i det nye rammeprogrammet Horisont 2020 sammenlignet med FP7 - både som koordinator og samarbeidspartner i prosjekter. Forholdene skal legges best mulig til rette for at forskningsmiljøene skal være godt rustet til å konkurrere om og forvalte eksterne midler. Økt profesjonell hjelp i søknadsprosesser og drift av forskningsprosjekter ble prioritert i 2014. Det er satset særskilt på mobilisering til utarbeiding av nye søknader til Horisont 2020.

I følge QS, en av de mest anerkjente rangeringene innen forskning og høyere utdanning, skårer UiB veldig høyt på antall siteringer per vitenskapelig ansatt. UiB har i følge QS den 54. største vitenskapelige påvirkningen i verden (nummer 69 i 2013). Siteringstallene er et objektivt mål som viser at UiBs forskning har gjennomslagskraft, at den er viktig og betyr noe for andre forskere. UiB sterkes posisjon bekreftes ved at UiB har ansatte blant de 1% mest siterte forskere i verden.

Ved UiB ble det avlagt 218 doktorgrader i 2014. Dette er en nedgang på 47 disputaser sammenliknet med 2013. Nedgangen må ses i lys av antallet nye doktorgradsavtaler 4-7 år tilbake i tid. Mens 2006 var et toppår hva angår nye avtaler (273 nye avtaler), var det et merkbart fall i 2007 med 218 nye avtaler, i 2009 og 2010 falt nye avtaler ned til 183. Det er sannsynlig at det er disse tallene som nå gir seg utslag i antall avlagte doktorgrader. En ny markant oppgang i antall avtaler finner man først i 2012 med 268 nye avtaler. Disse vil antakelig vis ikke gi utslag på antall doktorgrader før 2016.

Om lag 35 % av de nye doktorene er utenlandske. Den høye andelen utenlandske doktorer bidrar til å synliggjøre UiB som et internasjonalt anerkjent forskningsuniversitet. Økt grad av gjennomføring og kvalitet i forskerutdanningen er særlig vektlagt. Til tross for mange gode resultat peker NOKUT- evalueringen av forskerutdanningen i 2013 på utfordringer. Dette gjelder særlig punkt om manglende veiledningskapasitet, organisering og midtveisevalueringer.

Høsten 2014 var det registrert 14.807 ordinære studenter ved UiB, en økning på 356 fra 2013. Økningen fra 2013 til 2014 skyldes i hovedsak flere tilførte studieplasser. Det er positivt at økningen i antall studenter innenfor realfagene fortsetter. Det store frafallet er imidlertid bekymringsfullt.

I 2014 var universitetets inntekter vel 3,9 mrd. kroner: Av dette var 792 millioner bidrags- og oppdragsinntekter (BOA), en økning på vel 70 mill. kroner fra 2013.

Tabell 1. Noen nøkkeltall for Universitetet i Bergen (oppdateres)

	2009	2010	2011	2012	2013	2014
Studenter høst	14 083	14 358	14 085	14 290	14 451	14 807
Avlagt 60- studiepoengsenheter*	10 059	10 186	10 028	10 011	10 125	10 046
Publikasjoner*	1 862	1 935	1 946	2 036	2 048	
Doktorgrader	223	237	254	251	265	218
Omsetning (i mill. kroner)	3 250	3 346	3 690	3 460	3 754	3 921
Årsverk	3 371	3 365	3 370	3 471	3 463	3 566
andel kvinner	50 %	50 %	51 %	52 %	52 %	52 %

* Omfanget av publikasjonspoeng er ikke klart før 1.april.

Framtidsutsikter

Universitetet i Bergen er et internasjonalt anerkjent forskningsuniversitet innenfor en rekke fagområder. Denne rollen skal videreutvikles og styrkes. Slik kan UiB best fremstå som et offensivt, utadvendt og samfunnsengasjert universitet. UiB skal frambringe kunnskap og innsikt gjennom nyskapende og kreativ forskning av høy kvalitet og internasjonalt format.

Det er en sentral målsetting å få fram flere verdensledende forskningsmiljø. og en betydelig vekst i forskningsmidler fra EUs forskningsprogram. Samtidig skal UiB bidra til å gjøre Bergen til Norges mest attraktive studentby.

Universitetets aktivitetsplaner for 2015 gjenspeiler at UiB nå er midt i en strategiprosess, der nye målsetninger og ambisjoner vurderes og der noen endringer allerede er tydelige. Dette gjelder en vesentlig satsing på digitalisering av undervisningen og en fornyelse av dagens studietilbud. Det gjelder videre klyngesatsingen der en etablerer flere miljø der både forskning og undervisning skal nyte godt av samspill med både andre interne og eksterne aktører.

Stortingsmeldingen om struktur i universitets- og høyskolesektoren legges fram våren 2015. Strukturelle endringer er ønskelig dersom dette støtter opp om og legger til rett for økt kvalitet i forskning, utdanning og innovasjon, flere framragende fagmiljø og en tydelig videreutvikling av samarbeidet med samfunnslivet innenfor rammen av fullskalauniversitet. En styrking av den faglige aktiviteten gjennom økt samarbeid kan være mulig på flere områder, og UiB har vurdert fusjoner og tettere samarbeid med ulike institusjoner i regionen. Klyngesatsingen er det viktigste strategiske grepet for å realisere arenaer for styrket samarbeid.

Sammen med Langtidsplanen, vil regjeringens strukturmelding og forslaget til ny finansieringsmodell utgjøre viktige rammebetingelser for UiB i tiden framover.

I tildelingsbrevet for 2015 har Kunnskapsdepartementet revidert målstrukturen for universiteter og høyskoler. Hensikten med revisjonen har vært å tydeliggjøre regjeringens mål og prioriteringer, jf. regjeringsplattformen.

Departementet har også vurdert mulighetene for forenkling. På denne bakgrunn er det fastsatt fire sektormål for 2015. Sektormålene skal være langsiktige og gi en stabil ramme som institusjonene kan utvikle egne strategier og planer innenfor.

Til tross for endring i målstruktur har departementet valgt å videreføre styringsparametrene fra 2014 i ett år til, med tillegg av en ny styringsparameter for oppfølging av EU-strategien.

Gjeldende strategi for Universitetet i Bergen utløper 2015, og de første diskusjonene om en ny strategi startet under styreseminaret i oktober 2013. Siden styremøtet 23. februar i fjor har styret vært orientert om og gitt innspill til arbeidet med den nye strategien, både i styremøtene og i egne seminarer.

Et utkast til ny strategi for Universitetet i Bergen legges fram for Styret i møte 12.02.15. Her foreslås at endelig forslag til ny strategi, etter at forslaget har vært til høring i organisasjonen, legges frem for styret til behandling i møtet 28. mai 2015. Gitt denne prosessen foreslås det ingen nye virksomhetsmål for UiB for 2015 i denne saken. Universitetsledelsen vil komme tilbake til forslag om nye virksomhetsmål med tilhørende

resultatindikatorer og handlingsplaner i løpet av høsten 2015, etter at ny strategi er endelig vedtatt i Styret.

Årsregnskap

Universitetet i Bergen gjennomfører oppdraget Kunnskapsdepartementet har gitt i tildelingsbrevet for 2014. Det blir gjennomført grunnleggende forskning, gitt forskerutdanning og gjennomført forskningsbasert undervisning med forventet omfang og kvalitet.

Universitets inntekter var i 2014 3,9 mrd. kroner, hvorav 794 mill. kroner var bidrags- og oppdragsinntekter(BOA). Den totale inntektsveksten var på 4,5%, fordelt med 3,2% innenfor grunnbevilgningen og 9,5% innenfor BOA aktiviteten.

Overføringene til universitetet har tidligere år vært høye, men har blitt bygget ned og det er en målsetning å holde overføringene på et forsvarlig nivå. Regnskapet for 2014 viser et resultat og en overføring som er lavere enn budsjettet, som bidrar til å nå målsetningen om lave overføringer. I tiden framover vil det være viktig å sørge for at nivået for overføringer ikke blir for lavt og blir en begrensning på handlingsrommet til universitetet fra år til år.

Bidrags- og oppdragsaktivitet utgjør en viktig del av universitetsbudsjettet. Aktiviteten ble høyere enn budsjettet og høyere enn i 2013. Fakturert inntekt var lavere enn i fjor, der det var størst nedgang innen EU. Det vil være viktig å øke den fakturerte inntekten, slik at inntektsgrunnetil universitetet ikke svekkes i kommende år.

Det har vært høyt prioritert ved universitetet å allokere betydelige midler til å sikre vedlikehold og investering i bygg og infrastruktur. Prioritering av dette vil fortsette og økte investeringer og driftskostnader innenfor byggområdet vil ventes å kreve større del av universitetets budsjetter i årene fremover. Det er viktig med sunn økonomistyring for å kunne legge til rette for dette arbeidet.

Universitetsdirektørens merknader

Utkastet til årsrapport gir uttrykk for oppnådde resultater ut fra konkrete mål og ambisjoner. I arbeidet med rapporten er det gjort vurderinger av resultater ved hvert fakultet og enhet og for institusjonen samlet. Fagevalueringene i 2014 viser at Universitetet i Bergen har flere forskningsmiljø i verdensklasse.

Samtidig er det utfordringer, blant annet knyttet til organisering, omfanget av midlertidighet, oppnåelse av kvalitet i hele universitetets forskningsbredde og frafall i studiene.

Årsrapport 2014 legges frem som utkast og det bes om Styrets innspill. Ikke alle data for resultatområdene er klare før styremøtet, men blir lagt inn før rapporteringsfristen til departementet 15. mars. Det kan gjøre det nødvendig å justere vurderinger og uttrykk for ambisjoner.

Med dette fremmes følgende forslag til

vedtak:

Universitetsledelsen gis fullmakt til å ferdigstille universitetets årsrapport for 2014 i tråd med styrets kommentarer.

Kjell Bernstrøm
universitetsdirektør

30.01.15 Kirsti Aarøen/ Kathrine Levin/ Steinar Vestad/

Vedlegg
1 Årsrapport og årsregnskap 2014

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Styrets beretning

Forskning, utdanning, formidling og innovasjon er universitetets hovedoppgaver, og faglig bredde, mangfold og høy kvalitet er fundamentet. All aktivitet ved UiB er tuftet på forskningsuniversitetets akademiske verdier. UiB skal frembringe kunnskap og innsikt gjennom nyskapende og kreativ forskning av høy kvalitet og internasjonalt format.

Hovedmålet for forskningen er å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner. Samtidig skjer mye forskning i skjæringspunktet mellom disipliner. Tilrettelegging for tverrfaglig forskning og undervisning er avgjørende for å lykkes i framtiden. Klimaforskningen ved UiB er for eksempel fremragende, tverrfaglig og internasjonalt synlig og konkurransedyktig.

Universitetets forskningsresultater de siste årene viser at satsingen på kvalitet har gitt resultater i form av publikasjoner, doktorgrader, ERC-stipender og andre forskningsprosjekter av høy kvalitet. I den nye Langtidsplanen vil regjeringen stimulere til flere fremragende fagmiljøer. Slike miljøer finner vi i dag for eksempel på Bjerknessenteret, som trekkes frem som et verdensledende forskningsmiljø i Langtidsplanen og som har gitt vesentlige bidrag til FNs klimapanel. Dette er ett av flere eksempler på hvordan ordningen med Sentre for fremragende forskning (SFF) og andre spissede virkemidler har gjort det mulig å bygge opp og videreutvikle slike miljøer ved UiB.

Universitetet i Bergen har gjennomført oppdraget Kunnskapsdepartementet har gitt i tildelingsbrevet for 2014. Det er gjennomført grunnleggende forskning, gitt forskerutdanning og gjennomført forskningsbasert undervisning med forventet omfang og kvalitet.

Universitetet er i 2014 tildelt ett (av tre i Norge) ERC-stipend og har nå totalt 7 ERC-Advanced grants, 1 Synergy grant og 2 Starting grant. UiBs målsetting er å øke deltagelsen i det nye rammeprogrammet Horisont 2020 sammenlignet med FP7 - både som koordinator og samarbeidspartner i prosjekter. Forholdene skal legges best mulig til rette for at forskningsmiljøene skal være godt rustet til å konkurrere om og forvalte eksterne midler. Økt profesjonell hjelp i søknadsprosesser og drift av forskningsprosjekter ble prioritert i 2014. Det er satset særskilt på mobilisering til utarbeiding av nye søknader til Horisont 2020.

Ved UiB ble det avlagt 218 doktorgrader i 2014, en nedgang på 47 disputaser sammenliknet med 2013. Nedgangen må ses i lys av antallet nye doktorgradsavtaler 4-7 år tilbake i tid. En ny markant oppgang i antall avtaler finner man først i 2012 med 268 nye avtaler. Disse vil antakeligvis ikke gi utslag på antall doktorgrader før 2016. NOKUT- evalueringen av doktorgradsutdanningen fra 2013 er fulgt opp i 2014. Dette gjelder særlig punktet om manglende veiledningskapasitet, organisering og midtveisevalueringer.

Høsten 2014 var det registrert 14.807 ordinære studenter ved UiB, en økning på 356 fra 2013. Økningen fra 2013 til 2014 skyldes i hovedsak flere tilførte studieplasser. Det er positivt at økningen i antall studenter innenfor realfagene fortsetter. Det store frafallet er imidlertid bekymringsfullt. Universitetets arbeid med økt studiekvalitet har ennå ikke medført reduksjon i frafallet.

I 2014 ble det avlagt om lag 10150 årsheter studiepoeng og 2500 grader. Dette er om lag samme antall som i 2013. Universitetets inntekter var vel 3,9 mrd. kroner. Av dette var 792 millioner bidrags- og oppdragsinntekter (BOA), en økning på vel 70 mill. kroner fra 2013.

Arbeidet med struktur i universitets- og høyskolesektoren har vært sentralt i 2014. Strukturelle endringer er ønskelig dersom dette støtter opp om og legger til rett for økt kvalitet i forskning, utdanning og innovasjon, flere framragende fagmiljø og en tydelig videreutvikling av samarbeidet med samfunnslivet innenfor rammen av breddeuniversitet. En styrking av den faglige aktiviteten gjennom økt samarbeid kan være mulig på flere områder, og UiB har vurdert fusjoner og tettere samarbeid med ulike institusjoner i regionen.

Klyngesatsingen er det viktigste strategiske grepet for å realisere arenaer for styrket samarbeid.

Universitetets strategi fram mot 2022 skal vedtas i løpet av våren 2015. UiBs hovedprioritet i dette arbeidet er at strukturelle endringer skal legge til rette for utvikling av fremragende fagmiljøer og styrke samarbeidet med samfunnslivet. I strategiarbeidet er det i 2014 gjort en selvevaluering av virksomheten der universitetets sterke og svake sider vurderes.

Marin og utviklingsrettet faglig virksomhet har status som særskilte, tverrfaglige satsinger ved UiB. Disse to fagområdene har lange tradisjoner ved UiB og bunner i både geografiske fortrinn og menneskelige ressurser og entreprenørskap over tid. I arbeidet med ny strategi er det gjort internasjonale evalueringer av begge områdene.

De to evalueringsrapportene konkluderer begge med at forskningen og utdanningsprogrammene holder høy internasjonal standard og at enkelte miljøer er i verdensklasse. Samtidig påpeker panelene at det mangler en overordnet organisering og at strukturen har vært kompleks og til dels uoversiktlig.

Oppfølgingen av evalueringen vil være sentral i det videre strategiarbeidet og organisering av satsinger, tverrfaglig samarbeid, kvalitetssikring og synliggjøring av forskningen vil være viktige utfordringer. Det samme gjelder oppfølging av organisasjonsutviklingsprosjektet, der målsettingen er å utvikle de administrative tjenestene slik at de støtter best mulig opp om universitetets oppgaver innen forskning, utdanning og formidling.

UiB har som hovedmål å videreutvikle seg som et anerkjent breddeuniversitet med høy faglig kvalitet over en stor faglig bredde. Ambisiøse kvalitetskrav til eksellense i utvalgte forskningsmiljøer må balanseres mot en målrettet fornyelse av fagene, i takt med den internasjonale kunnskapsutviklingen, ut fra universitetets fortrinn og samfunnets behov.

Bergen, 12.02.2015

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Introduksjon til virksomheten og hovedtall

Forskning, utdanning og formidling er universitetets hovedoppgaver, og faglig bredde, mangfold og høy kvalitet er fundamentet. All aktivitet ved UiB er tuftet på forskningsuniversitetets akademiske verdier. UiB skal frembringe kunnskap og innsikt gjennom nyskapende og kreativ forskning av høy kvalitet og internasjonalt format.

Hovedmålet for forskningen er å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner. Samtidig skjer mye forskning i skjæringspunktet mellom disipliner. Klimaforskningen ved UiB er for eksempel fremragende, tverrfaglig og internasjonalt synlig og konkurransedyktig. Tilrettelegging for tverrfaglig forskning og undervisning er avgjørende for å lykkes i framtiden.

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I følge QS, en av de mest anerkjente rangeringene innen forskning og høyere utdanning, skårer UiB veldig høyt på antall siteringer per vitenskapelig ansatt. UiB har i følge QS den 54. største vitenskapelige påvirkningen i verden (nummer 69 i 2013). Siteringstallene er et objektivt mål som viser at UiBs forskning har gjennomslagskraft, at den er viktig og betyr noe for andre forskere. UiB sterkes posisjon bekreftes ved at UiB har ansatte blant de 1% mest siterte forskere i verden.

Ved UiB ble det avlagt 218 doktorgrader i 2014. Dette er en nedgang på 47 disputaser sammenliknet med 2013. Nedgangen må ses i lys av antallet nye doktorgradsavtaler 4-7 år tilbake i tid. Mens 2006 var et toppår hva angår nye avtaler (273 nye avtaler), var det et merkbart fall i 2007 med 218 nye avtaler, i 2009 og 2010 falt nye avtaler ned til 183. Det er sannsynlig at det er disse tallene som nå gir seg utslag i antall avlagte doktorgrader. En ny markant oppgang i antall avtaler finner man først i 2012 med 268 nye avtaler. Disse vil antakelig vis ikke gi utslag på antall doktorgrader før 2016.

Om lag 35 % av de nye doktorene er utenlandske. Den høye andelen utenlandske doktorer bidrar til å synliggjøre UiB som et internasjonalt anerkjent forskningsuniversitet. Økt grad av gjennomføring og kvalitet i forskerutdanningen er særlig vektlagt. Til tross for mange gode resultat peker NOKUT- evalueringen av forskerutdanningen i 2013 på utfordringer. Dette gjelder særlig punkt om manglende veiledningskapasitet, organisering og midtveiseevalueringer.

Høsten 2014 var det registrert 14.807 ordinære studenter ved UiB, en økning på 356 fra 2013. Økningen fra 2013 til 2014 skyldes i hovedsak flere tilførte studieplasser. Det er positivt at økningen i antall studenter innenfor realfagene fortsetter. Det store frafallet er imidlertid bekymringsfullt.

I 2014 var universitetets inntekter vel 3,9 mrd. kroner: Av dette var 792 millioner bidrags- og oppdragsinntekter (BOA), en økning på vel 70 mill. kroner fra 2013.

Tabell 1. Noen nøkkeltall for Universitetet i Bergen (oppdateres)

	2009	2010	2011	2012	2013	2014
Studenter høst	14 083	14 358	14 085	14 290	14 451	14 807
Avlagt 60- studiepoengsenheter*	10 059	10 186	10 028	10 011	10 125	10 146
Publikasjoner*	1 862	1 935	1 946	2 036	2 048	
Doktorgrader	223	237	254	251	265	218
Omsetning (i mill. kroner)	3 250	3 346	3 690	3 460	3 754	3 921
Årsverk	3 371	3 365	3 370	3 471	3 463	3 566
andel kvinner	50 %	50 %	51 %	52 %	52 %	52 %

* Omfanget av publikasjonspoeng er ikke klart før 1.april.

Årets aktiviteter og resultater

Utdanning og læringsmiljø

Sektormål 1:

Universiteter og høyskoler skal gi utdanning av høy internasjonal kvalitet i samsvar med samfunnets behov

Universitetet i Bergen har som hovedmål for utdanningen å tilby internasjonalt anerkjent forskningsbasert utdanning, med høy faglig kvalitet og vekt på danning, kritisk refleksjon og etisk bevissthet. Å være utdannet ved Universitetet i Bergen skal være et kvalitetsstempel. Universitetet skal tilby den beste forskningsbaserte utdanningen i Norge og utmerke seg ved å ha en sterk forankring i en europeisk universitetstradisjon (*Strategi 2011-2015, Universitetet i Bergen*).

Å opprettholde en stor bredde i studieporteføljen, med krav til forskningsbasert undervisning, er i midlertid ressursmessig svært krevende. Dette tilsier at det bør utarbeides en nasjonal faglig arbeidsdeling hvor studietilbud som har få ressurser og studenter kan samles ved en av institusjonene.

Flere av universitetets studieprogrammer er etter dette vurdert i mulige samarbeidsprosesser. Dette gjelder bl.a. teatervitenskap, italiensk, fransk, tysk, spansk, japansk, klassiske fag og religionsvitenskap. I teatervitenskap og master italiensk litteratur har UiB har tatt et nasjonalt ansvar. I tillegg er det satt i gang et samarbeidsprosjekt med NTNU om felles undervisning på masternivå i fransk og tysk. Arbeidet med samarbeid og nasjonal arbeidsdeling vil fortsette i tiden framover og må også ses i sammenheng med den pågående strukturdebatten.

Institusjonen gjennomgår programporteføljen årlig, og har i 2014 hatt et spesielt fokus på robusthet i porteføljen, samtidig som høyt spesialiserte forsknings- og utdanningsdisipliner blir ivaretatt. Kunnskapsdepartementet legger til grunn at det som hovedregel «ikke er hensiktsmessig å gi undervisningstilbud til grupper under 20 studenter. Laveste kandidatmåltall settes derfor til 20.» Den viktigste målsettingen med en slik grense, er å sikre kvaliteten i utdanningene gjennom å sikre at det fagmiljøet hvor utdanningen blir tilbudt, er tilstrekkelig stort til at kvaliteten på utdanningene kan bli ivaretatt.

En gjennomgang av små studieprogrammer, har ført til etablering av masterprogram i helsefag på det medisinsk-odontologiske fakultet, via en fusjon av 4 tidligere masterprogrammer. På Det matematisk-naturvitenskapelige fakultet ble to fellesgrader vedtatt nedlagt i 2014, blant annet på grunn av for lave studenttall.

Det psykologiske fakultet har arbeidet aktivt med temaet kvalitet i utdanningene, og har satt i gang en større gjennomgang med den målsetting å styrke instituttens fagmiljø, øke studiekvaliteten og muligheter for gradsstudier. Dette innebærer blant annet omlegging av programporteføljen. Sentrale utfordringer har vært «svak gjennomføring» og «lav fagtilhørighet» på bachelornivå og i årsstudiet i psykologi, og i tillegg små studieprogram og

et misforhold i mange masterprogrammer mellom opptak kun hvert andre år og de «relativt mange studieplasser» på bachelornivå.

Tabell 2 gir oversikt over resultater innenfor universitetets utdanningsvirksomhet.

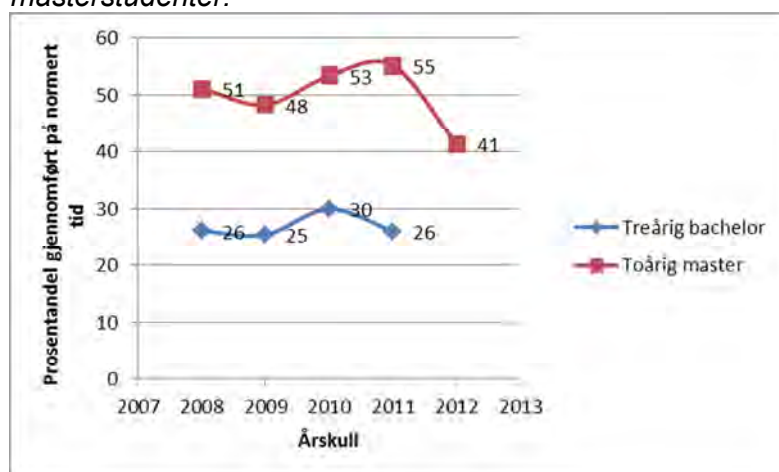
Tabell 2. Utviklingstrekk innenfor utdanning

	2010	2011	2012	2013	2014	Endring 13-14
Avlagte 60- studiepoengsenheter	10 186	10 028	10 011	10 125	10 146	21
Studiepoeng/ student*	42,6	42,7	42,0	42,0	41,1	-1
Utvekslingsstudenter	1 302	1 372	1 584	1 716	1 575	-141
Kandidattall	2 406	2 528	2 547	2 565	2 427	-138
- mastergrad	719	787	761	754		-754
- profesjon/ integrert master	577	613	650	646		-646
- bachelor/PPU	1 110	1 128	1 136	1 165		-1 165
Primærsøkere	8 600	8 540	8 560	9 176	8 452	-724
Nye studenter	4 727	4 816	4 907	5 033	4 790	-243
Registrerte studenter høst	14 359	14 085	14 290	14 451	14 807	356
Antall studieprogram SO	98	94	93	94	95	1
Antall studieprogram, master	63	68	72	70	70	0
Studentopptak SO	3 681	3 905	3 961	4 018	4 092	74

Sektormål 1: Universiteter og høyskoler skal gi utdanning av høy internasjonal kvalitet i samsvar med samfunnets behov

Nasjonal styringsparameter: Gjennomføring på normert tid

Figur 1. Prosentandel som har fullført på normert tid av henholdsvis bachelorstudenter og masterstudenter.



UiBs beregninger av studiegjennomføring tar utgangspunkt i aktive studiesemestre (tar hensyn til permisjon og deltidsstudenter) og viser en noe høyere grad av gjennomføring enn hva som framkommer i Kunnskapsdepartementets tilstandsrapport 2014. Frafallet er likevel under ønsket nivå og trenden går mot lavere gjennomføring. Målsettingen om høyere andel fullføring på normert tid, kan derfor ikke sies å være nådd.

Frafall og mobilitet

Frafall er en av hovedårsakene til at studentene ikke gjennomfører på normert tid. Tabell 3 gir oversikt over frafall i kullene 2008- 2013 ved UiB. I snitt var frafallet etter første semester 8,2% på lavere grad. Dette er studenter som startet studier, men som ikke registrerte seg i andre semester. Første semesters frafall økte noe i perioden. Frafallet i semester 2 og 3 er noe redusert på bachelor- og profesjonsnivå, mens det er stabilt innenfor masterstudiene. Antall nullytere er definert som frafalte studenter som ikke har avlagt studiepoeng. De fleste nullytere faller fra i første semester. Antall nullytere har økt noe i perioden.

Frafall og andel nullytere er betydelig lavere på høyere grad og i profesjonsstudiene enn på lavere grad. I snitt var frafallet på høyere grad 4,2% og 2,6% for profesjonsstudentene.

Tabell 3. Frafall og nullytere

Kull	Kullstørrelse	1 Frafall etter første semester %	2 Frafall etter 2. eller 3. semester %	Totalsum	Frafallsprosent fra inst.	Nullytere	Prosent nullytere
LG	14472 1185	8,2 2372	16,4 3557	24,6	1281	8,9	
2008	2093 148	7,1 269	12,9 417	19,9	142	6,8	
2009	2364 201	8,5 385	16,3 586	24,8	232	9,8	
2010	2448 181	7,4 436	17,8 617	25,2	188	7,7	
2011	2480 218	8,8 433	17,5 651	26,3	239	9,6	
2012	2483 209	8,4 462	18,6 671	27,0	229	9,2	
2013	2604 228	8,8 387	14,9 615	23,6	251	9,6	
HG	4627 194	4,2 193	4,2 387	8,4	210	4,5	
2008	626 27	4,3 22	3,5 49	7,8	28	4,5	
2009	776 33	4,3 28	3,6 61	7,9	31	4,0	
2010	752 30	4,0 33	4,4 63	8,4	33	4,4	
2011	809 27	3,3 39	4,8 66	8,2	31	3,8	
2012	792 26	3,3 40	5,1 66	8,3	31	3,9	
2013	872 51	5,8 31	3,6 82	9,4	56	6,4	
PROF	4800 127	2,6 306	6,4 433	9,0	119	2,5	
2008	803 21	2,6 52	6,5 73	9,1	16	2,0	
2009	743 21	2,8 42	5,7 63	8,5	22	3,0	
2010	765 19	2,5 52	6,8 71	9,3	20	2,6	
2011	797 18	2,3 57	7,2 75	9,4	13	1,6	
2012	864 21	2,4 66	7,6 87	10,1	19	2,2	
2013	828 27	3,3 37	4,5 64	7,7	29	3,5	
Totalsum	23899 1506	6,3 2871	12,0 4377	18,3	1610	6,7	

Kilde: FS

Frafall etter 2 og 3 semester vil i tillegg til studenter som slutter, også inneholde studenter som flytter mellom institusjoner. Slik mobilitet er ikke ubetydelig. I perioden fra høsten 2011 til høsten 2013 sluttet til sammen 1630 studenter ved UiB for å fortsette sine studier ved andre institusjoner. Flest studenter (357) flyttet til UiO, HiB 268 og NTNU 138. I samme periode kom 1362 studenter fra andre institusjoner. De fleste kom fra HiB (224), UiO 172 og NTNU 144).

Høyt frafall og mobilitet er kjennetegn ved norsk høyere utdanning generelt, særlig for de disiplinbaserte bachelorprogrammene. Et samarbeid med de andre breddeuniversitetene for å undersøke på mobiliteten mellom institusjonene er derfor aktuelt og det er tatt initiativ til et samarbeid med NTNU om temaet.

Fra et institusjonsperspektiv er det viktig å ha fokus på frafall av flere grunner. God studiekvalitet bidrar til lavere frafall. I tillegg vil det å redusere frafall gi bedre utnyttelse av institusjonens samlede ressurser. Dersom det nasjonalt legges mer vekt på «fullføring av studieprogram» enn på studiepoengproduksjon i årene som kommer, vil dette kunne få betydning for ressurstildeling i årene framover. Reduksjon av frafall vil i så fall også ha økonomiske konsekvenser.

Rekruttering av studiemotiverte og høyt kompetente søkere er viktig for å øke gjennomføringsandelen. Informasjonstiltak til elever i videregående skoler, kanskje også til ungdomsskoleelever, slik at førstegangsstudentene har best mulig grunnlag for å gjøre rett valg av studier i første forsøk er viktig. I den forbindelse er det vurdert å gi informasjon til elever i videregående skole på et tidligere tidspunkt enn tidligere.

UiB vurderer nå å stille krav om et eget motivasjonsbrev, der søkerne til UiB må reflektere over og begrunne sine studievalg.

Nasjonalt styringsparameter: Studentene skal lykkes med å oppnå læringsutbyttet som er definert for studieprogrammene

Universitetets system for kvalitetssikring av utdanningen ble evaluert, og godkjent av NOKUT i 2014.

Utdanningsledelse har vært et viktig element i universitetets lederutvikling. En sentral målsetting har vært å utveksle erfaringer og styrke kompetansen, blant annet gjennom nettverksbygging mellom faglige og administrative ledere. Det er gjennomført to seminarer i 2014 med programstyreledere som hovedmålgruppe. Fokus var programledelse, roller og prosesser knyttet til utvikling av utdanningskvalitet, samt evaluering, undervisningsformer, studentaktiv læring og digitale læringsformer.

Gode studieplaner og emnebeskrivelser er viktige utgangspunkt for å utvikle og gjennomføre utdanningsforløp som gir gode resultater i den forstand at studentene og kandidatene oppnår det foreskrevne læringsutbyttet. Det er nå utarbeidet felles maler for studieplaner og for emnebeskrivelser.

Økt bruk av digitale løsninger i utdanning er en viktig satsing og DigUiB- programmet er utvidet i 2014. Satsing på digitalisering skal bidra til å fremme læring og studentenes oppnåelse av læringsutbytte. Satsingen omfatter blant annet et nytt web-basert læringsstøttesystem, stimulering av nye digitale studentaktive læringsformer, og verktøy for opptak og strømming av forelesninger. Digital eksamen og alternative digitale vurderingsformer er høyt prioritert. Høsten 2014 fikk om lag 1200 kandidater tilbud om digital eksamen. Av disse takket om lag 700 ja.

Planene for *digitalisering av undervisning* har som hovedmål å få til en videreutvikling og spredning av pedagogisk bruk av digitale undervisningsformer. Hovedvekten av aktiviteten rundt *ny læringsplattform* har pågått i høsten 2014. Det har særskilt vært jobbet med utvelgelseskriterier for valg av løsning og anbefaling av teknologivalg kan forventes å være klar tidlig på vårparten 2015.

Handlingsplan for styrking av det fysiske og psyko-sosiale læringsmiljøet utgjør et viktig virkemiddel for å videreutvikle læringsmiljøet, og dermed også styrke studentenes mulighet for å oppnå det forventede læringsutbyttet. Rehabiliteringen av jusbygget startet i 2014 og er planlagt ferdig i 2015. Ombyggingen av undervisningslokaler, bibliotek og lesesalsplasser ved Det psykologiske fakultet starter i januar 2015, og er planlagt ferdig til semesterstart samme år.

Ansettelse av et studentombud har til hensikt å bidra til å styrke *det psyko-sosiale læringsmiljøet* for studentene.

Studentens helse- og trivselsundersøkelse (SHoT) ble gjennomført for andre gang i 2014. Sentrale tema er var psykisk helse, studiemiljø, studiemestring. Undersøkelsen viser at 22% av de kvinnelige studentene ved UiB hadde alvorlige symptomer i 2014. Tilsvarende tall for de mannlige studentene var 14%. Dette er høyere enn i befolkningen totalt og må følges opp internt ved UiB. Tallene viser store forskjeller mellom fakultetene og det vurderes i hvilken grad ulik organisering av studieprogrammene kan være deler av årsaken til dette.

NOKUTS Studiebarometer viser at 63 % av studentene mente at faglig interesse er «svært viktig» for deres valg av studier hos UiB, mens kun 18 % mente at selve institusjonen var «svært viktig» for deres valg. 88 % mente at studiet var faglig utfordrende i mer eller mindre «stor grad».

Studiebarometeret har definert oppnåelse av læringsutbytte som en indeks bestående av en rekke spørsmål, blant andre, angående om teoretisk kunnskap, evnen til refleksjon og kritisk tenkning, skriftlig/muntlig kommunikasjonsevne, kunnskap om vitenskapelig arbeidsmetode og forskning. Høyeste verdi som studenter kunne velge var 5. UiBs læringsutbytteindeks var her 3,7, lik det nasjonale snittet og på linje med de andre breddeuniversitetene.

UiBs virksomhetsmål 1: Å tilby internasjonal anerkjent forskningsbasert utdanning med høy faglig kvalitet

UiBs styringsparameter: Fulltidsekvivalente studenter per vitenskapelig ansatt

Kvalitetssikring og dimensjonering av utdanningsprogrammene avgjørende for å sikre den forskningsbaserte utdanningen som kjennetegner forskningsuniversitetene. Å få til riktig dimensjonering har vært en viktig oppgave de siste årene. Studentopptaket er økt tilsvarende økningen som følger av tildeling av nye studieplasser fra Kunnskapsdepartementet. Det er ikke ønskelig å øke opptaksrammene uten at det gis nye, fullfinansierte studieplasser. UiBs

studieprogramportefølje skal være framtidsrettet, ambisiøs med tydelig profil. Denne skal være samfunnsrelevant, ha god kvalitet og gjenspeile vår egenart med en hovedprofil og faglig bredde. Fulltidsekvivalente studenter per vitenskapelig tilsatt har etter dette vært svært stabil over tid, med en variasjon mellom 7,1 - 7,4 student per tilsatt i perioden 2010- 2014.

Tabell 4. Studenter per undervisnings-, forsknings og formidlingsstilling

	2010	2011	2012	2013	2014
HF	9,4	8,6	8,3	8,6	8,4
MN	4,1	4,3	4,5	4,7	4,9
MO	3,7	4	3,5	3,4	3,4
SV	12,7	12,5	12,3	12,1	12,5
JUS	31,2	30	28,2	26,2	22,8
PSYK	11	11,3	9,9	10,4	10,8
SUM	7,4	7,3	7,1	7,2	7,2

Der stor variasjon i forholdstallet mellom fakultetene, i hovedsak forklart ut i fra fagenes egenart. Lavest forholdstall er ved MN og MOF, der det i gjennomsnitt er under 5 studenter per UFF- stilling. De senere årene er det særlig lagt vekt på å styrke kapasiteten ved Det juridiske fakultet, gjennom økte basisbevilgninger. Antall studenter per årsverk er etter dette redusert fra vel 31 til 23. For MN kan det registreres en mindre økning, som kan knyttes til økt studenttall.

UiB styringsparameter: Andelen av studentene som har utenlandsopphold

I 2014 hadde 29% av universitetets kandidater hatt et studieopphold utenlands i løpet av sitt studium. Dette er om lag samme nivå som er fastsatt i universitetets handlingsplan, der målsettingen er satt til minimum 30%. Tilsvarende tall for 2013 var 26%.

Etter at UiB i 2013 satt ny rekord i antall utvekslingsstudenter er antallet noe redusert fra 2013 til 2014. Det er størst nedgang i antall utreisende studenter der antallet sank fra 758 studenter i 2013 til 632 studenter i 2014. Antall innreisende studenter sank fra 958 i 2013 til 943 i 2014. Misforholdet mellom inn- og utreisende er en utfordring, og det har ikke lyktes å redusere dette forholdet i 2014.

I 2014 ble det tilrettelagt for å utvikle nye internasjonale fellesgrader. Til tross for dette ble det ikke opprettet nye fellesgrader i 2014. Fire fellesgrader ble lagt ned, tre av dem internasjonale. Nedleggelsene har blant annet vært begrunnet med lave studenttall.

Fellesgrader vurderes faglig sett veldig positivt, men at de er administrativt tunge å drive. Blant annet knyttes det flere praktiske og økonomiske utfordringer til studenter utenfor EU.

Forskning og forskerutdanning

Sektormål 2:

Universiteter og høyskoler skal i tråd med sin egenart utføre forskning, kunstnerisk og faglig utviklingsarbeid av høy internasjonal kvalitet

Strategien for 2011-2015 har kvalitet som rettesnor for den faglige utviklingen ved UiB. Hovedmålet for forskningen er å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner. Universitetets forskningsresultater de siste årene viser at satsingen på kvalitet har gitt resultater i form av publikasjoner, doktorgrader, ERC-stipender og andre forskningsprosjekter av høy kvalitet.

Med forskningskvalitet, fagtradisjoner og langsiktig målrettet innsats, har UiB bygd opp klimaforskning som et sterkt forskningstema og et viktig satsingsområde. I 2014 fikk UiB et ERC Starting Grant knyttet til satsingen på klimaforskning. I tillegg mottok klimaforsknings-

miljøet et Starting Grant i 2013 og ble i januar 2015 tildelt et Consolidator Grant. I løpet av 1,5 år har dette miljøet således fått gjennomslag hos ERC 3 ganger. Stipendene er resultat av den pågående satsningen på den tverrfaglige klimaforskningen ved UiB og Bjerknessenteret, et forskningsarbeid som får stadig mer gjennomslag internasjonalt. Senteret trekkes frem som et verdensledende forskningsmiljø i Langtidsplanen og har gitt vesentlige bidrag til FNs klimapanel.

Bjerknessenteret er et eksempel på hvordan ordningen med Sentre for fremragende forskning (SFF) og andre spissede virkemiddel fra Kunnskapsdepartementet har gjort det mulig å bygge opp og videreutvikle slike miljøer.

UiB fremste strategiske grep for å utvikle flere fremragende forskningsmiljøer er å etablere kunnskapsklynger. Målet med klyngene er å etablere nye faglige tyngdepunkt og styrke allerede internasjonalt ledende fagmiljøer som forskning vår på klima og på det marine. Her skal utdanningsinstitusjonene, instituttsektoren, samt kunnskapsintensivt og forskningstungt næringsliv møtes under samme tak for å utvikle talenter til fremtidens kunnskapssamfunn.

I 2014 ble universitetets to hovedsatsinger, marin forskning samt global- og utviklingsrelatert forskning og utdanning evaluert av et internasjonalt panel. Evalueringene har gitt viktig bakgrunnsmateriale i arbeidet med universitetets nye strategi for 2016-2022. For begge evalueringene pekes det på at områdene har forskning og utdanning på imponerende høy nivå og flere miljøer i verdensklasse. Samtidig påpeker panelet at organiseringen av forskningen kunne vært bedre.

Oppfølgingen av evalueringene vil være sentral i det videre strategiarbeidet og organisering av satsninger, tverrfaglig samarbeid, sikre kvalitet og synliggjøre forskningen, vil være viktige utfordringer.

En rekke andre innspill er også utarbeidet, bl. a. om universitets samfunnsansvar, behovet for energiomstilling og om klimaforskningen. Marint utvalg har utarbeidet et forslag til strategi for marin forskning og utdanning 2015 – 2020.

I følge QS, en av de mest anerkjente rangeringene innen forskning og høyere utdanning, skårer UiB veldig høyt på antall siteringer per vitenskapelig. UiB har i følge QS den 54. største vitenskapelige påvirkningen i verden. Siteringstallene er et objektivt mål som viser at UiBs forskning har gjennomslagskraft, at den er viktig og betyr noe for andre forskere. UiB sterkes posisjon bekreftes ved at UiB har tilsatte blant de 1% mest siterte forskere i verden.

Fra 2013 til 2014 har det vært økning på vel 70 mill. kroner i universitetets bidrags- og oppdragsinntekter (BOA). NFR-aktiviteten er økt med 79,2 mill. kroner, i hovedsak knyttet til en tildeling til nasjonal infrastruktur ved MN- fakultetet, samt økt aktivitet ved SFF sentrene ved MO- fakultetet. EU finansiert aktivitet har økt med vel 18 mill. kroner. I hovedsak ved de to fakultetene MN og MO. På annen bidragsaktivitet har aktiviteten vært 24,5 mill. lavere enn i 2013. Den største nedgangen er å finne på MOF, 15,8 mill. kroner, og har sammenheng med endring i regnskapsføringsprinsipper. Oppdragsaktivitet var 3,7 mill. lavere i 2014 enn i 2013.

Organisasjonsutviklingsprosjekt, som startet i 2014, skal bidra til å utvikle de sentraladministrative tjenestene slik at de best mulig støtter opp om universitetets primæroppgaver. Det er oppnevnt arbeidsgrupper for en rekke utfordrende temaer bl.a. strategisk arbeid for et anerkjent forskningsuniversitet, søknader med konkurransekraft og profesjonell prosjektstøtte. Arbeidsgruppene har gjennomført sitt arbeid høsten 2014 og arbeidet følges videre opp i 2015.

UiB målsetting er å øke deltagelsen i det nye rammeprogrammet Horisont 2020 sammenlignet med FP7 - både som koordinator og samarbeidspartner i prosjekter.

Forholdene skal legges best mulig til rette for at forskningsmiljøene skal være godt rustet til å konkurrere om og forvalte eksterne midler. Tilrettelegging for å forsterke universitetets SFF-er og ERC- prosjekter, er gitt prioritet i 2014. Det samme gjelder oppfølging av fellesløftet fra 2013(tildelinger i 2014), samt tilrettelegging for nytt fellesløft fra 2016.

Det er gjennomført tiltak for å øke inntektene blant annet gjennom økt administrativ støtte i søknadsfasen og incentivmidler/ tilrettelegging for å utarbeide prosjektsøknader.

Nasjonale styringsparameter:

Resultatoppnåelse på forskning utfra institusjonens egenart

UiB er et internasjonalt forskningsuniversitet som skal være en sentral premissleverandør i utformingen av fremtidens samfunn. For å kunne svare både tematisk og spisset på samfunnets utfordringer, skal UiB være et breddeuniversitet med sterk satsing på grunnforskning. Breddeuniversitetets unike muligheter for mobilisering og samarbeid på tvers er en styrke skal videreutvikles.

Erfaringene fra fellesløftet mellom universitetene og departementet for fri prosjektstøtte er viktige og positive. Ordningen gir finansiering til svært gode prosjekter evaluert av fagkomiteer, men som likevel ikke får finansiering gjennom forskningsrådets ordinære programmer på grunn av knappe midler. Erfaringen med fellesløftet er god og sammen med de andre breddeuniversitetene er det tatt initiativ til nytt fellesløft fra 2016.

Tabell 5 gir oversikt over antall bevilgende prosjekter per år i perioden 2010- 2014. En gjennomgang viser at UiB ikke kan sies å ha nådd sine målsettinger om uttelling i FRIPRO i denne perioden.

Tabell 5. Nye FRIPRO prosjekter 2010 - 2014

	2010	2011*	2012	2013*	2014
UiB	21	35	11	18	24
NTNU	12	15	19	27	30
UiO	46	59	46	57	66
Sum	79	109	76	102	120

Kilde:NFR

*Tall for 2011 og 2013 inkluderer fellesløftet

I 2010 hadde UiB god uttelling relativt til antall søknader og størrelse. I 2011 fikk både UiO og UiB en positiv økning i antall prosjekter bevilget innenfor FRIPRO prosjekter (inkl. fellesløftet), henholdsvis 59 og 35. NTNU hadde en mindre økning. I 2012 (uten fellesløftet) gikk UiO tilbake til tidligere nivå med 46 nye prosjekt, mens UiB kun fikk 11 nye prosjekter, også betydelig lavere enn NTNU. Dette var ca. halvdelen av tidligere nye tildelinger til UiB innenfor FRIPRO og kun 6 % suksessrate. I 2013 fortsatte nedgangen ved at UiB kun fikk innvilget 8 ordinære FRIPRO prosjekter og totalt 18 inkludert fellesløftet. I 2014 er det gitt et betydelig løft til FRIPRO ordningen og UiB fikk innvilget 24 prosjekter.

Selv om ambisjonen er flere prosjekter vurderes uttellingen i 2014 som tilfredsstillende. UiB vil fortsatt arbeide videre med profesjonalisering av søknadsprosessen, både til FRIPRO og andre kilder. I dette ligger også en vurdering av den totale søknadsaktiviteten inn mot ulike forskningsprogram.

UiB har i dag en betydelig rolle som kunnskapsleverandør av marin forskning. Det reflekteres i det høye vitenskapelige nivået, på tvers av faglige disipliner. Dette gjør UiB til en regional og nasjonal node for marin forskning, noe som understrekes av at om lag 55% av all marin FoU finner sted på Vestlandet. Siden 2008 har UiB hatt en ledende rolle i å etablere og utvikle Bergen Marine Forskningsklynge (BMF) som består av 8 partnere (CMR, IMR, UNI, Helse-Bergen, Nansensenteret, NIFES, NOFIMA og ikke minst UiB). UiB er også

representert med styreleder og vara i organisasjonen Storbymarin som promoterer marin forskning på et nasjonalt nivå.

I tillegg til å samle og forene marine ressurser lokalt, er UiB partner i European Marine Board (EMB). Som medlem av dette sentrale forumet sikrer og representerer UiB alle universiteter i Norge en stemme i europeisk sammenheng. UiB er representert i Intergovernmental Oceanographic Commission (IOC, National Vice-President) så vel som i University of the Arctic (Uarctic, Vice-Chair for Research) og ikke minst i Intergovernmental Panel on Climate Change (IPCC).

Utviklingsrelatert og globalt orientert forskning har lange tradisjoner ved UiB og foregår ved alle fakulteter og ved de fleste institutter, som grunnforskning, som anvendt disiplinorientert forskning og som tverrfaglig forskning.

Samspill mellom forskning og utdanning

Institutt for biologi ved UiB har sammen med Avdeling for arktisk biologi UNIS, Institutt for pedagogikk UiB og Havforskningsinstituttet blitt tildelt status som Senter for fremragende utdanning innen biolog, bioCEED. Visjonen bak bioCEED er at den rivende utviklingen innenfor biologiens og biologenes rolle i samfunnet stiller nye krav, ikke bare til innholdet i biologiutdanningene, men også til hvordan vi utdanner morgendagens biologer. Senteret ble åpnet i april 2014.

Samspillet mellom forskning og utdanning skal styrkes gjennom økt lokalt og regionalt samarbeid. Universitetet i Bergen deltok aktivt i utformingen av Regional forskningsstrategi Hordaland 2015. Samarbeide med ungdomsskoler og videregående skoler er videreutviklet bl.a. med Amalie Skram videregående skole som blir Hordalands første universitetsskole gjennom et utstrakt samarbeid med fagmiljøer ved UiB om forskning og videreutdanning.

Forskningsinnsats i MNT-fag og profesjonsfag

UiB har satset betydelig på MNT-fagene, gjennom rammestyrking, tildeling av stipendiater og postdoktorer og med sterk oppmerksomhet om infrastruktur gjennom bevilgninger til utstyr og opprustning av bygningsmassen. Fem av universitetets 9 ERC Grants og to av universitetets fire SFF- sentre ligger innenfor universitetets MNT- satsing. Satsingen ønskes forsterket i tråd med regjeringens forslag, gjennom tiltak utenfor rammen i budsjettet for 2016. Dette gjelder tiltak for bedre infrastruktur, studentarbeidsplasser og styrket ramme.

God og hensiktsmessig infrastruktur er viktige forutsetninger for forskning og utdanningen innenfor MNT-fagene. Det arbeides nå med et skisseprosjekt for et nytt teknologibyg (EnTek- bygg). Arbeidet med EnTek-bygg inngår også i et initiativ for å etablere en energiklynge med navnet «Science City Bergen» som et samarbeid mellom forsknings- og utviklingsmiljøer, utdanningsinstitusjoner og næringsliv i regionen. Målsettingen er blant annet å:

- Styrke framtidig samarbeidet mellom UiB og datterselskapene, øke tilgangen på forsknings- og utdanningsmidler samt å øke samfunnsrelevansen av forskning og utdanning regionalt og nasjonalt.
- Bygge robuste fagmiljø innenfor teknologisk forskning og utdanning i Bergen.
- Muliggjøre fleksible flerbruksløsninger mellom enheter innenfor og utenfor UiB som har felles behov for infrastruktur, vitenskapelig utstyr, drift og tilknyttet kompetanse

Samarbeidet med HiB og NHH om etablering av ny sivilingeniørutdanning inngår som del av arbeidet med å etablere «Science City Bergen». Målsettingen er å uteksaminere 200 kandidater årlig. Det legges opp til at de første kandidatene kan uteksamineres allerede våren 2015.

UiB er partner og koordinator for Bergen marine forskningsklynge, et forpliktende samarbeid blant sentrale aktører innen marin forskning og utdanning i Bergensregionen. Bergen marine forskningsklynge kobler sammen ca. 700 forsker- og tekniske årsverk med målet å svare på regionale, nasjonale og globale utfordringer innenfor klima, miljø og ressurser, teknologi og helse.

Universitetet i Bergen ønsker nå å synliggjøre polarforskningen ved universitetet i større grad enn tidligere. Samarbeidet mellom forskere på tvers av fakultetene skal derfor styrkes. Det første steget var en Polardag i september som dannet grunnlaget for et nettverk som på sikt kan bli et Senter for polarforskning ved UiB. De polare områdene er viktige med tanke på matressurser, klima, mineraler, urbefolkning, internasjonal havrett, skipstrafikk, miljø, økonomi og dyre- og planteliv. fremover. Polarnettverket er aktuelt for forskere fra alle fakultet.

Horisont 2020, mobilisering og søknader

Tilrettelegging for en styrket posisjon i EUs nye rammeprogram, og medvirke til å skape motivasjon og interesse blant fagmiljøene for deltakelse i Horisont 2020 er prioritert. I 2014 er det sendt inn 140 søknader. Av disse har 26 vært sendt inn 2 ganger (2-steps prosess), noe som gir totalt 114 unike søknader. UiB er koordinator i 51 av søknadene, en andel på 37 % av den samlede søknadsmassen.

UiBs målrettede og aktive arbeid med Horisont 2020 siktet i første omgang mot å øke antall søknader fra UiB. Faglig ledelse har en bred plass i mobiliseringen for å sikre volum og kvalitet. Det var en utfordring å få frem helt nye og sterke søknader til de første søknadsfristene, og det vil fortsatt ta tid å komme i dialog med nye potensielle søkere ved UiB og i randsonen.

UiB fikk tilsagn om 10 Horisont 2020 prosjekt i 2014. Disse prosjektene har deltagelse fra til sammen 220 institusjoner med en total finansiering fra EU på 489 millioner kroner. UiB-andelen utgjør om lag 53 millioner kroner.

Dr. Nele Meckler ble tildelt ERC Starting Grant og skal ha tilhold på Institutt for geovitenskap. Hun bringer med en seg en ny metodikk som kan gi viktige bidrag til klimaforskningen gjennom rekonstruksjoner av fortidsklima ved hjelp av sediment fra havet og stein fra huler. Meckler ble i 2014 også tildelt rekrutteringsstipend fra Bergens forskningsstiftelse (BFS).

Virksomhetsmål 2.1

Å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner

Styringsparametere innenfor virksomhetsmål 2.1

Antall publiseringspoeng (siteringer) per ansatt per år

Antall publiseringer er økt de siste årene, økningen er likevel . På individnivå er imidlertid publiseringshyppigheten sterkt skjevfordelt. Tall fra 2013 viser at 20% av personalet stod for 57% av publikasjonspoengene, mens de 50% minst produktive kun står for 16% av publiseringspoengene.

Fra 2009 til 2013 er andelen UiB publikasjoner med utenlandsk medforfatter økt fra 47% til 52%. Internasjonalt samforfatterskap er høyest ved MN- fakultetet (78%) fulgt av MO og UM med ca 58%. Lavest samforfatterskap finner vi innenfor de humanistiske fagene (14%) og jus(3%).

De senere år har det vært et økende fokus på å gjøre offentlig finansiert forskning åpent tilgjengelig. Også ved UiB har man tilrettelagt for at publikasjoner gjøres tilgjengelig utenom bibliotekets eksklusive abonnementsstjenester. Det er blitt implementert et institusjonelt

fulltekstarkiv (BORA) og det er opprettet en budsjettpost der UiBs forskere kan søke om støtte til åpen publisering (OA). Ren OA-publisering har en tydelig stigende trend på tvers av fakultetene ved UiB. Det er imidlertid store fakultetsvise forskjeller. Det medisinsk-odontologiske fakultet har det klart høyeste antallet OA-artikler, noe som reflekterer at OA-publisering er mest utbredt innen dette fagområdet. På den andre siden er Det juridisk fakultet ikke representert i det hele tatt.

Virksomhetsmål 2.2

Å sørge for fremragende forskerutdanning i universitetets fagdisipliner

Styringsparametere innenfor virksomhetsmål 2.2

Kandidatenes gjennomføringstid

Ved UiB ble det avlagt 218 doktorgrader i 2014, to av disse var dr. philos.-avhandlinger, og to av dem var cotuteller. Dette er en nedgang på 47 disputaser sammenliknet med 2013. Nedgangen må ses i lys av antallet nye doktorgradsavtaler 4-7 år tilbake i tid. Mens 2006 var et toppår hva angår nye avtaler (273 nye avtaler), var det et merkbart fall i 2007 med 218 nye avtaler, i 2009 og 2010 falt nye avtaler ned til 183. Det er sannsynlig at det er disse tallene som nå gir seg utslag i antall avlagte doktorgrader. En ny markant oppgang i antall avtaler finner man først i 2012 med 268 nye avtaler. Disse vil antakelig vis ikke gi utslag på antall doktorgrader før 2016.

Tabell 6. Nye avtaler doktorgrad UiB. 2006-2013

Fakultet	2010	2011	2012	2013
HF	34	22	32	42
MN	26	38	63	90
MO	71	89	122	78
SV	27	27	20	23
JUS	6	9	8	16
PSYK	19	14	23	17
Sum	183	199	268	266

Vel 63% av kandidatene som ble tatt opp på doktorgradsprogrammet i 2007 disputert innen utgangen av 2013(oppdateres). Kunnskapsdepartementets tilstandsrapport peker på at dette er svakere enn den nasjonale målsettingen for andelen som fullfører etter seks år i doktorgradsutdanningene. De nasjonale målsettingene varierer fra 75% til 85% avhengig av fagområde.

Måles gjennomstrømmingen i netto tid (fratrasket pliktarbeid, permisjoner osv) gjennomførte UiB kandidatene i gjennomsnitt 3,5 år i 2013 (oppdateres). Basert på normert tid på 3 år er dette relativt gode resultater, i motsetning til målemetoden i departementets tilstandsrapport. Dersom den nasjonale målsettingen skal nås etter disse metodene, tyder data på at det bør fokuseres mer på kandidatens tid brukt på pliktarbeid, permisjoner osv.

I alt ble 9 avhandlinger underkjent ved UiB i 2014; Antallet underkjenninger er en nedgang fra 7,7 % i 2013 til 4 % i 2014.

Ph.d.-kandidatene med stillingskode ved UiB står for mer enn 10 % av UiBs samlede vitenskapelige publikasjoner. I 2013 ble det registrert 439 av totalt 3040 publikasjoner av kandidater i stipendiatstillinger. På nivå 2 står kandidater i stipendiatstillinger for 13,51 % av de totale publikasjoner (97 av 718 publikasjoner på nivå 2). Tallene for 2014 er enda ikke klare.

Andelen av doktorgradskandidater som har utenlandsopphold

Registrering av doktorgradskandidatenes utenlandsopphold ble innført med virkning fra 2013. For registreringen i 2014 ble det spesifisert at registreringen gjelder utenlandsopphold

med en varighet på tre måneder eller mer. Denne gjør sammenligninger mellom 2013 og 2014 utfordrende.

Det er en målsetting for UiB at ph.d.-kandidatene skal ha et lengre forskningsopphold i utlandet og det er foreløpig ikke mange nok kandidater som gjør det. Det er imidlertid fortsatt en utfordring å tilrettelegge bedre for mobilitet og utveksling på doktorgradsnivå.

I 2014 hadde 8% av kandidatene et utenlandsopphold med en varighet på tre måneder eller mer i 2014. Dette skulle tilsa at ca. 24% av UiBs kandidater har et lengre utenlandsopphold i løpet av forskerutdanningen.

Forbedring av veiledningsoppleggene for doktorgradskandidatene

UiB har i 2014 tilbudt et kurs i veilederopplæring som en modul i uniped-kurset. Det er også påbegynt kartlegging og vurdering av tiltak for å forbedre veilederopplæringen på ph.d.-nivå. Disse vil følges opp videre i 2015.

Antall stipendiatstillinger knyttet til eksterntfinansierte prosjekter

I de siste årene har det vært nedgang i eksternt finansierte stipendiatstillinger ved UiB. Nedgangen fortsetter i 2014 og det er nå 125 slike stillinger mot 134 i 2013. Nedgang i eksternt finansierte stillinger, i kombinasjon med liten eller ingen vekst i KD finansierte stillinger, samt lave opptakstall gir grunn til å tro at antall avlagte kandidater blir relativt lavt også i 2015.

I tillegg til stipendiater tilsatt ved institusjonen er det også doktorgradsstudenter uten finansiering eller som er finansiert ved andre institusjoner uten rett til uteksaminering. Ved UiB utgjør disse studentene om lag 60% av studentene i universitetets doktorgradsprogrammer. Det har imidlertid vært mindre fokus på utvikling i antall studenter innenfor denne kategorien i forhold til ansatte stipendiater, både når det gjelder antall og samarbeidende institusjoner. I en periode der flere institusjoner gis anledning til å uteksaminere doktorgradskandidater er det grunn til å fokusere på dette forholdet.

Samfunnskontakt og formidling

Sektormål 3:

Universiteter og høyskoler skal være tydelige samfunnsaktører og bidra til internasjonal, nasjonal og regional utvikling, formidling, innovasjon og verdiskaping
Universitetets uavhengige kunnskap, bygd på langsiktige forskningsinteresser og -aktiviteter, gjør institusjonen viktig for et levende demokrati og for utviklingen av framtidens kultur-, nærings- og samfunnsnivå. Kunnskapen som utvikles ved universitetet formidles i et bredt nettverk av forskere og forskergrupper, gjennom et bredt tilbud av studieprogrammer, ved institutter, fakulteter og sentre, samt ved Universitetsbiblioteket og Universitetsmuseet.

Råd for samfunnskontakt er en oppfølging av universitetets handlingsplan for forholdet til omverdenen. Råd for samfunnskontakt hadde i løpet av 2014 to møter.

Christiekonferansen, en viktig arena for samfunnskontakt, ble arrangert for femte gang i 2014 og hadde over 300 deltakere. Perspektivet for konferansen var «Sikkerhet og risiko i en turbulent tid», et tema som ble svært godt mottatt. Det var 11 ulike medier i salen. Totalt ble det notert 35 omtaler i media, inkludert kronikker. Christieprisen 2014 ble tildelt, post mortem, til tidligere redaktør i Bergens Tidende Sjur Holsen.

UiB arrangerte de første felles Alumnusdagene for hele universitetet i 2014. Ca. 600 alumner deltok ved 40 forskjellige alumnusarrangementer. Dette blir nå et årlig arrangement og det er

nå 3440 registrerte alumner i Alumnusportalen, en økning på 753 fra 2013. Målsettingen er 5000 registrerte innen alumnusdagen 12. september 2015.

Bergen Resource Centre for International Development har Norges største samling av spesiallitteratur for Afrika, Asia, Midtøsten og Latin-Amerika. Ressurscenteret har gode digitale ressurser, men er først og fremst et fysisk møtested med en fantastisk samling publikasjoner på papir. Litteratur om utviklingsforskning utgjør hovedtyngden i samlingen.

I 2014 feiret UiB grunnlovsjubileet med over 30 arrangementer som bokutgivelser, debatter, festmøte, utstillinger, seminarer. Vitenskapelig ansatte fra mange fagmiljøer samarbeidet om forskning og formidling, innen rettsvitenskap, samfunnsvitenskap og humaniora og fra Universitetsmuseet og Universitetsbiblioteket

Etableringen av et skeivt historisk arkiv ved Universitetsbiblioteket i Bergen er et spennende tilskudd til Universitetet i Bergen. Gjennom å starte innsamling, bevaring og formidling av materiale som belyser den skeive historien bidrar Universitetet i Bergen med viktig arbeid i forhold til kulturvern, mangfoldstenking og samfunnskontakt, og legger også til rette for nye undervisnings- og forskningsområder. Norsk kulturråd, Fritt Ord og Nasjonalbiblioteket har bidratt til forprosjekter til Skeivt arkiv, men Universitetet i Bergen vil arbeide videre for å sikre permanent drift og forsvarlig bemanning av arkivet.

Nasjonale styringsparametere:

Andel inntekter fra bidrags- og oppdragsfinansiert aktivitet (BOA) utenom forskningsfinansiering fra EU og NFR

Tabell 7. Bidrags- og oppdragsvirksomhet utenom EU og NFR.

	2010	2011	2012	2013	2014
Statlige etater	135 077	133 225	152 754	122 218	108 088
Kommunale/ fylkeskommunale etater	3 891	4 917	7 924	11 623	6 216
Næringsliv/ private	88 126	75 714	74 595	84 513	63 929
Utlandet eks. EU.	12 594	21 400	21 805	15 218	14 897
Stiftelser og organisasjoner	71 621	77 334	76 739	76 879	51 274
Gaver/ gaveforsterkning og tilskudd	33 757	28 607	44 523	59 335	97 596
SUM	345 066	341 197	378 340	369 786	342 000

Totalt var det en liten nedgang i inntekter fra bidrags- og oppdragsfinansiert aktivitet (BOA) utenom forskningsfinansiering fra EU og NFR (fra 370 millioner kroner til 342 millioner kroner).

Største post innenfor denne er bidrag fra andre statlige forvaltningsorganer. Denne utgjør 109 mill. i 2014 en nedgang på 14 mill. fra 2013. Årsaken til nedgangen er av teknisk karakter ved at tidligere bidrag fra helse- og omsorgsdepartementet til spesialistutdanningen i odontologi nå er definert som del av grunnbevilgningen. Dette utgjør om lag 20. mill. kroner.

Bidrag fra organisasjoner og stiftelser er lik fjoråret med 74 mill. kroner. Næringsliv og private er redusert fra 84 mill. kroner til 72 mill. kroner. Videre er det som ventet en økning i bruk av gaver og gaveforsterkning. Denne er opp fra 59 mill. til 73 mill. kroner.

I de ti årene som er gått siden *Bergens forskningsstiftelse* (BFS) startet sin virksomhet, er forskningen ved UiB støttet med om lag 350 mill. kroner. Stiftelsen har i hovedsak arbeidet for å sikre rekruttering av fremragende forskere ved hjelp av rekrutteringsstipender og vitenskapelig utstyr. I alt er det tildelt 25 rekrutteringspakker til fagmiljøer ved UiB i denne perioden, 3 av disse ble tildelt i desember 2014. I 2014 er det regnskapsført inntekter på 27 mill. kroner fra stiftelsen.

Universitetet i Bergen og Bergens forskningsstiftelse har inngått en ny 5 årig samarbeidsavtale som skal legge til rette for strategisk langsiktig samarbeid om forskning og forskningsfremmende tiltak.

Andre viktige langsiktige forskningsbidrag kommer fra *Kreftforeningen*. I 2014 bevilget foreningen 33 millioner kroner til 17 prosjekter ved UiB. Dette er et viktig bidrag til kreftforskningen ved UiB.

Oppdragsinntektene ble redusert med om lag 4 millioner kroner.

Samarbeid med samfunns- og arbeidsliv

Åpenhet for omverdenen er viktig i universitetets samfunnsoppdrag. Samarbeid er viktig for å nå universitetets målsettinger og er sentralt i universitetets strategi. Akademisk frihet og institusjonell autonomi vil være basis for alt samarbeid vi er involvert i.

Samarbeid med samfunns- og arbeidsliv har også fysiske aspekter, og samlokalisering av samarbeidspartnere i klynger er viktige virkemidler. Arbeidet med å etablere Media City Bergen i et felles nybygg med TV2, NRK, Bergens Tidende, Bergensavisen, teknologiselskapet Vizrt og ulike gründermiljøer er i gang. Medieklyngen vil også gi rom for en utvidet satsing på DigUiB gjennom etablering av en digital lærings- og formidlingslab som skal koble sammen kompetanse på pedagogikk, formidling og teknologi. Læringslaben skal tilby infrastruktur og kompetanse som gjør det mulig for oss å tilby studenter og ansatte morgendagens digitale løsninger for utdanning, forskning og formidling.

Klyngesamarbeidet vil også danne grunnlag for utvikling av nye eksternt finansierte forskningsprosjekter i skjæringsfeltet mellom universitetet og næringsliv. Dessverre nådde UiB ikke opp i konkurransen nye sentre for forskningsdrevet innovasjon (SFI), men er med som partner på to, der hhv Nofima (CtrlAQUA) og Norsk regnesentral (Big Insight) er vertskap. UiB sendte 4 søknader som koordinator. En analyse av søknadene viser at den vitenskapelige kvaliteten er høy, men at tilknytningen til næringslivet er for snever, vag og uforpliktende.

Et uttrykt mål har vært å øke samarbeidet med skoleverket. På den bakgrunn inngikk i 2014 en intensjonsavtale med Amalie Skram videregående skole om et gjensidig og forpliktende samarbeid. Formålet med avtalen er at vi vil bidra til oppbyggingen og utviklingen av skolen, og bidra til å heve kompetansen blant elever og lærere, samtidig som vi får synliggjort våre fag for faglig motiverte elever og får en praksisarena og en arena for ulike typer fagutvikling gjennom forskningsprosjekter og FoU-arbeid.

Fleksibel utdanning

UiB har som mål å være en aktiv bidragsyter i det samfunnsoppdraget etter- og videreutdanning (EVU) representerer. UiB har høy faglig kompetanse og bredde innenfor en rekke fagområder og står derfor i en særstilling til å kunne tilby forskningsbaserte etter- og videreutdanningstilbud av høy kvalitet til arbeids- og samfunnsliv.

EVU virksomheten ble omorganisert i 2013, og i 2014 ble en handlingsplan for EVU for perioden 2015-2017 utarbeidet, med siktemål om å utvide virksomheten og tilbudene. (Planen skal styrebehandles våren 2015.)

Faglig-pedagogisk dag er rettet mot skoleverket, og er UiBs største satsing innen etterutdanning. Opplegget er revidert i 2013, og hadde i 2014 særskilt oppmerksomhet om grunnlovsjubileet.

Planer 2014 hadde ambisjoner om å videreutvikle til faglig-pedagogisk. Dette har ikke skjedd men en gruppe settes ned i vår 2015 for å starte arbeidet. Nye EVU-emner som kom på plass i 2014 er innen sorgutdanning, operativ psykologi og musikk.

Virksomhetsmål 3.1

Å formidle innsikt i vitenskapelig tenkning, metoder og resultater for å styrke et fritt, kritisk og åpent offentlig ordskifte og bidra til en kunnskapsbasert samfunnsutvikling

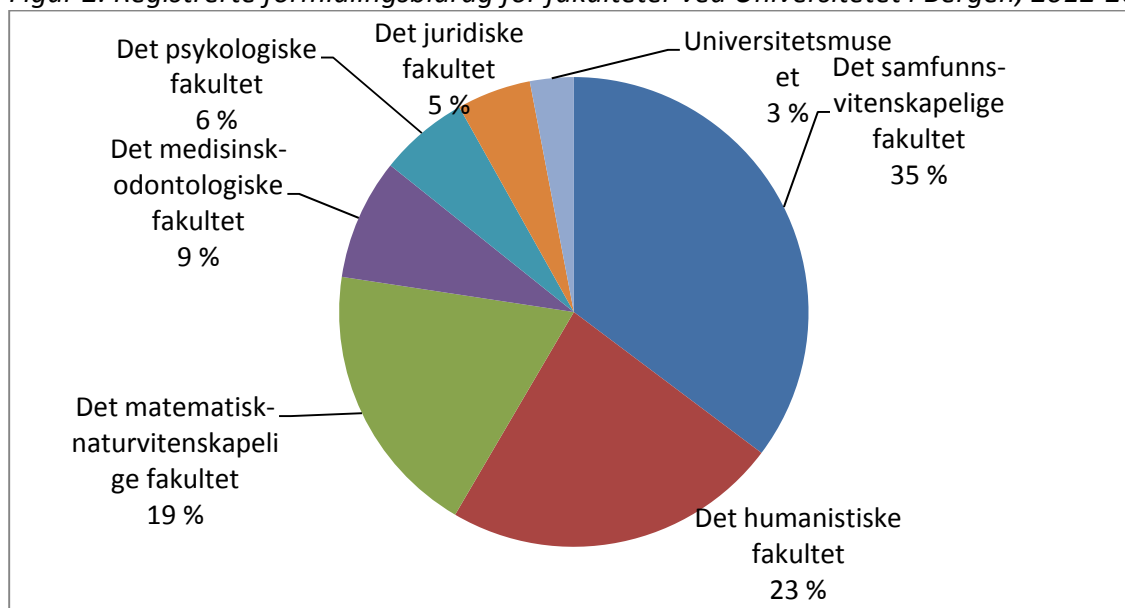
Styringsparametere innenfor virksomhetsmål 3.1

Omfanget av populærvitenskapelig virksomhet

Formidling er informasjon om forskning som er rettet mot allmennheten, og her inngår f.eks. populærvitenskapelige artikler og foredrag, lærebøker, kronikker, leserinnlegg, anmeldelser og bidrag i leksikon. CRISStin-databasen er det mulig å registrere slike bidrag, og universitetet har oppfordret de ansatte til også å registrere dette. Registrering av formidlingsbidrag er imidlertid ikke satt i system slik som registreringen av den vitenskapelige publiseringen. Kvaliteten og dekningen av data er derfor dårligere og varierende både på institutt og individnivå. Tallene kan således ikke gi et komplett bilde av formidlingsaktiviteten ved universitetet.

Totalt er det registrert i overkant av 4300 formidlingsbidrag for de to siste årene (2012-2013). Det samfunnsvitenskapelige fakultet står for den største andelen av de registrerte formidlingsbidragene ved UiB (35 %), fulgt av Det humanistiske fakultet (23 %), jf. figur 3.20.

Figur 2. Registrerte formidlingsbidrag for fakulteter ved Universitetet i Bergen, 2012-2013



Omfanget av kommersialiseringsprosjekter i BTO

Tilrettelegging for næringsmessig utnyttelse av forskningsresultater inngår som del av universitetets samfunns- og formidlingsansvar. Dette arbeidet ivaretas gjennom selskapet Bergen Teknologioverføring AS (BTO) som eies av UiB, Helse Bergen og Havforskningsinstituttet.

BTO mottok i 2014 95 forretningsideer, hvorav 32 fra Universitetet i Bergen. Det ble registrert i alt 16 (11 UiB) patentsøknader, inngått 11 avtaler om kommersiell anvendelse (2 UiB) og etablert 5 nye foretak, hvorav 3 er relatert til UiB. Oversikten omfatter antall forretningsideer mottatt av kommersialiseringsenhet, registrerte patentsøknader, inngåtte lisensieringskontrakter og nye foretak etablert av kommersialiseringsenhet (KE) eller

teknologioverføringskontor (TTO). Rapporteringen viser om ideen kommer fra egen eller andre institusjoners aktivitet og om kommersialiseringen foregår ved egen eller samarbeidende kommersialiseringsenhet. Det vises for øvrig til oversikten i tabell nedenfor.

Tabell 8. Oversikt over BTO virksomhet 2014

	Totalt for BTO	Fra aktivitet ved egen institusjon til egen kommersialiseringsenhet	Fra aktivitet ved egen institusjon til samarbeidende kommersialiseringsenhet	Fra aktivitet ved andre institusjoner til egen kommersialiseringsenhet
Mottatte forretningsideer*	95	32 (UiB)	0	63
Registrerte patentsøknader	16	11/3(UiB/HBg)		1/1(Nofima/UniR)
Inngåtte lisensierings	11	2/6 (UiB/HBg)	0	2/1(CMR/UniR)
Nye foretak etablert	5	3(UiB/HBg/IMR)		2(CMR)

*Med mottatte forretningsideer menes konkrete ideer som i løpet av året er blitt registrert ved institusjonen. Det antas at ideen har et betydelig kommersielt potensial men endelig vurdering av kommersielt potensial er ikke gjort.

BTO jobber også tett sammen med andre TTO'er og innovasjonsaktører i Norge, og deltar i den forbindelse i Foreningen for Innovasjonsselskap i Norge (FIN) som er et felles talerør inn mot politikerne, regjering og departement samt offentlige forsknings og innovasjonsprogram.

Organisasjon og ressurser

Sektormål 4:

Universiteter og høyskoler skal ha effektiv forvaltning av virksomheten, kompetansen og ressursene i samsvar med sin samfunnsrolle

Universitetet i Bergen skal ha høy kompetanse, godt samspill mellom faglige, administrative og tekniske ansatte og effektive arbeidsprosesser for å nå universitetets felles mål.

Universitetets viktigste ressurs er de ansatte, studentene og den kompetansen de besitter. Aktiv rekruttering for å sikre seg de beste arbeidstakerne til alle deler av virksomheten er avgjørende dersom viktige kvalitetsmål skal nås. Våren 2014 vedtok Styret nytt reglement for rekruttering i vitenskapelige stillinger.

En målsetting er at UiB skal ha en kultur der alle yrkesgrupper og ansatte opplever å ha det samme samfunnsoppdraget og identifisere seg med universitetets kjernevirksomhet. Organisasjonsutviklingsprosjektet, som startet opp i 2014, har som mål å utvikle de administrative tjenestene slik at de støtter best mulig opp om universitetets oppgaver innen forskning, utdanning og formidling.

Prosjektet har følgende målsettinger:

- Å oppnå en formålstjenlig organisering av universitetets administrative tjenester som er tilpasset universitetets strategi og kjernevirksomhet.
- Å utvikle områder der fakulteter og institutter trenger sterkere støtte fra sentraladministrasjonen for å sikre profesjonelle og framtidrettede tjenester.
- Å identifisere hvilken kompetanse som kreves for viktige tjenester på ulike nivå, og utvikle kompetanseprogram og andre personaltiltak som sikrer tjenester av høy kvalitet.
- Å styrke samspill, arbeidsdeling og informasjonsflyt mellom nivåene for å oppnå kvalitet og effektivitet i tjenestene

I løpet av 2014 er det utarbeidet flere rapporter som peker på tiltak som bør settes i verk for at UiB skal nå sine målsettinger. Det legges opp til at flere av tiltakene skal gjennomføres i løpet av 2015.

Det er viktig for universitetets virksomhet å sikre vedlikehold og investeringer i bygg og infrastruktur. Med satsing på byggprosjekter, særlig ved påkrevd rehabilitering og

modernisering, er det nødvendig med prioritering av investeringer tiden fremover. Det er allokert betydelige midler til dette formålet. Dette arbeidet fortsetter og økte investeringer og driftskostnader innenfor bygningsområdet vil ventes å kreve større del av universitetets budsjetter i årene fremover. Det forventes at kostnadene til infrastruktur og husleie vil øke mer enn generell lønns- og priskompensasjon.

Universitetsstyret vedtok i 2014 ny organisasjons, styrings- og ledelsesstruktur for Universitetsmuseet ved museet.

Nasjonale styringsparametere til sektormål 4:

Langsiktig økonomisk planlegging

Generelt er det stor forutsigbarhet i finansieringen av de offentlige universitetene i Norge, hvor de historiske føringene er store (til tross for økt bruk av resultatbaserte finansieringselementer). Det er viktig at finansieringssystemet er tilpasset forskningsuniversitetenes egenart, med et særlig ansvar for ivaretagelse av høy kvalitet over stor faglig bredde. Dette gjenspeiles i UiBs langsiktige økonomiske planlegging, der store deler av fakultetenes budsjetter er basert på historiske føringer. Samtidig er det viktig at Styret har kortsiktig handlingsrom for å understøtte og initiere nye faglige satsinger. I 2014 er det arbeidet med å videreutvikle systemer som gir større omfang av styringsinformasjon tilgjengelig og som bidrar til bedre sammenheng mellom økonomi- og virksomhetsstyring.

Robuste fagmiljøer

Fagmiljøene har ansvar for utviklingen av fagdisipliner, grunnforskning, forskerutdanning og forskningsbaserte utdanningstilbud. Den faglige virksomheten er fri og kritisk, og den faglige og institusjonelle autonomien sikres gjennom organisering, ledelse og ressursfordeling som er forankret i fagmiljøene.

Ulike fagmiljøene videreutvikles og fornyes ut fra sine egne kulturer og tradisjoner. UiB må likevel ha fokus på om enkelte faggrupper kan være under kritisk størrelse. Robusthet må måles i forhold til de oppgavene fagmiljøet skal løse på kort og lang sikt. Det vil alltid være fluktuasjoner som skyldes for eksempel endrede studentpreferanser, uventet avgang, variasjoner i etterspørsel etter kompetanse og skiftende finansieringsmuligheter. Fakultetene og UiB må håndtere slike forhold når de oppstår og ha planer for å sikre robusthet på lang sikt.

I oppfølgingen av fagevalueringen i 2014 jobbes det i større grad med å tilrettelegge for tverrfaglige og tverrfakultet organisering av forskningen. Dette skal sikre robuste miljøer. I tillegg vil vårt samarbeid med universitets randsone og planer og ulike klyngeorganiseringer bidra til å skape faglige robuste miljøer.

Øke andelen kvinner i dosent- og professorstillinger

Etter en nedgang fra 2012 til 2013 er det en svak vekst i andel kvinner i professorstillinger ved UiB. Det er således langt igjen til universitetets målsetting om en kvinneandel på 40%. Samtidig lyses det ut relativt få professorstillinger årlig ved UiB. Rekrutteringsgrunnlaget til toppstillinger er imidlertid bedret ved at kvinner nå utgjør over 40 % av førsteamansuene. Andelen kvinner i ph.d. – og postdoktorstillinger er over 50 % og skulle bety et solid grunnlag for en mer kjønnsbalansert rekruttering til faste vitenskapelige stillinger i årene fremover.

Tabell 9. Kvinneandeler i dosent- og professorstillinger

	2010	2011	2012	2013	2014
HF	33 %	34 %	32 %	29 %	28 %
JUS	19 %	18 %	20 %	22 %	18 %
MN	13 %	14 %	14 %	14 %	14 %
MO	24 %	24 %	27 %	28 %	28 %
PSYK	36 %	36 %	35 %	33 %	43 %
SV	20 %	19 %	20 %	20 %	20 %
UM	13 %	13 %	14 %	14 %	17 %
Sum	22 %	23 %	24 %	23 %	23 %

Midlertidig tilsatte

Arbeidet med å redusere andel midlertidig tilsatte fortsetter ved universitetet og er forankret i handlingsplanen som ble utarbeidet høsten 2013. Tiltakene iverksettes særlig opp i mot bestemte vitenskapelige stillingskategorier ved fakultetene og Bergen Universitetsmuseum. En utfordring i denne sammenheng er at økt gjennomslag i konkurransen om eksternt finansiert forskning skaper et behov for økt forskningskapasitet som igjen bidrar til behov for midlertidighet. Hovedregelen ved universitetet er at faste vitenskapelige stillinger er delt mellom utdanning og forskning, det er ikke ønskelig med en for stor andel faste forskere.

Det gjenstår et arbeid før andel midlertidig tilsatte når et hensiktsmessig nivå blant vitenskapelige og tekniske stillinger. Det har vært et mål å redusere antallet forskerstillinger og universitetslektorer med 15 % innen 1.10.2014 og å redusere antallet ytterligere 10 % innen 1.10.2015.

Tabell 10. Midlertidighet i utvalgte vitenskapelige stillinger

Stilling	2012	2013	2014
Høgskolelærer/øvingslærer	6	3	3
Universitetslektor	65	60	47
Førsteamanuensis	40	30	33
Professor	4	3	2
Forsker	141	140	151
Førstelektor	1	4	4
SUM	257	240	240

Andelen universitetslektor er redusert med 21,67 %, mens forskningsstillingene har økt med ca. 7,8 %. Dette er en utfordring som vil kreve fokus på hvordan ressursbruken i eksternt finansiert virksomhet bør innrettes.

Det er 167 midlertidige årsverk i tekniske og administrative stillinger i 2014 hvorav 72 vikarer. Tilsvarende tall for 2013 var 141 og 63. I 2012 var det 186 og 62. Antall midlertidig tilsatte ligger lavere enn i 2012, men høyere enn i 2013. Det er særlig i konsulentstillingene og ingeniørstillingene det har vært en økning.

Virksomhetsmål 4

Universitetet i Bergen vil ha høy kompetanse, godt samspill mellom faglige, administrative og tekniske ansatte og effektive arbeidsprosesser for å nå universitetets felles mål

Styringsparametere innenfor virksomhetsmål 4

Utvikling i forholdstall mellom vitenskapelige og administrative/ tekniske årsverk

Forholdstallet mellom vitenskapelig tilsatte og tilsatte i teknisk/ administrative stillinger har vært svært stabilt i perioden 2010- 2014. Totalt er det om lag 1,5 vitenskapelig årsverk per teknisk/administrative årsverk. Det er imidlertid forskjeller mellom fakultetene der fakulteter med stort innslag av tekniske stillinger som ved MO og MN har lavere forholdstall enn de

andre fakultetene. Utviklingen har imidlertid vært stabil innenfor de ulike fakultetene. Jus har hatt størst økning i perioden, et resultat av oppbygging av vitenskapelig stav, mens psykologi har hatt størst nedgang. En oversikt over fakultetene er gitt i tabell 11.

Tabell 11. Forholdstall vitenskapelige/ teknisk administrative stillinger

	2010	2011	2012	2013	2014
HF	4,0	4,1	4,0	3,7	3,8
MN	2,7	2,5	2,5	2,7	2,5
MO	1,9	1,9	1,6	1,7	1,7
SV	3,3	3,4	3,3	3,5	3,6
JUS	2,5	2,7	2,7	2,9	3,0
PSYK	2,9	2,8	2,6	2,6	2,4
UIB TOTAL	1,5	1,5	1,5	1,5	1,5

Museum og samlinger

Sektormål 5:

Universitetet i Bergen, Universitetet i Oslo, Universitetet i Stavanger, Universitetet i Tromsø – Norges arktiske universitet og Norges teknisk- naturvitenskapelige universitet skal bygge opp, drive og vedlikeholde museum med vitenskapelige samlinger og utstillinger for publikum

Universitetsmuseet i Bergen representerer viktige strategiske ressurser og infrastruktur for forskningen. Å satse på universitetsmuseet vil synliggjøre universitetets posisjon som arena for forskning. Det arbeides systematisk og med stor innsats for å rehabilitere monumentalbygningen, og første del av prosjektet forventes ferdigstilt i 2015.

Nasjonale styringsparametere til sektormål 5:

Andel av samlingene og objektene som er tilfredsstillende sikret og bevart

Universitetsmuseet har i 2014 hatt stor oppmerksomhet rundt flytting av samlinger som omfatter både forskningssamlinger, utstillingssamlinger og magasinsamlinger. Det er imidlertid i 2014 vært en spesiell oppmerksomhet rundt utstillingssamlingene fra Musèplassen 3, grunnet mulig oppstartsbevilgning til del II av rehabilitering midtre del og nordre fløy av Musèplassen 3. Dette er samlinger som nå virkelig har fått et løft mht tilfredsstillende bevaring og sikring og innehar fullgod sikring og bevaring. Disse samlingene utgjør imidlertid ikke en større prosent av objekter totalt, da forskningssamlingene og magasinsamlingene utgjør en mye større andel.

Det er i tillegg utarbeidet en avtale for deler av forskningssamlingene, som blir gunstige for museet i de neste tiårene. Oversikt er gitt i tabell 12 og 13.

Tabell 12. Andel av samlingene som er tilfredsstillende sikret

Tilfredsstillende sikring	Kultur			Natur		
	Resultat 2013	Resultat 2014*	Mål 2015	Resultat 2013	Resultat 2014*	Mål 2015
Indikatorer:		%	%		%	%
Skallsikring	52	52	90	73	74	90
Tyverisikring	52	52	90	73	74	90
Brannsikring	98	98	98	77	78	98
Vannskaderisiko	35	35	75	30	31	75
Rutiner og beredskap	32	32	80	32	32	80
Totalt magasinareal (m2)	4 558	4 558	6 358	3 385	3 385	4 300

Tabell 13. Andel av samlingene som er tilfredsstillende bevart

Tilfredsstillende bevaring	Resultat 2013	Resultat 2014*	Mål 2015	Resultat 2013	Resultat 2014*	Mål 2015
Indikatorer:		%	%		%	%
Luftfuktighet og temperatur	62	63	80	80	80	90
Lysforhold	98	98	98	98	98	98
Aktiv konservering	62	63	70	90	91	91
Preventiv konservering	83	84	88	95	96	96
Andel digitalisering av objektene/samlingene	90	92	95	68	69	80
Andel av objektene/samlingene som er tilgjengelige på WEB	57	60	65	23	23,5	50
Totalt antall objekter/samlinger	1 325 000	1 365 000	1 400 000	4 200 000	4 247 000	4 300 000

Virksomhetsmål 5

Universitetet i Bergen skal videreutvikle Universitetsmuseet med vitenskapelige samlinger og utstillinger for publikum

Styringsparametere innenfor virksomhetsmål 5

Omfanget av forskning blant museets vitenskapelig ansatte

Museet ønsker økt omfang av forskning blant museets vitenskapelige ansatte. I 2014 har forskningen omtrent opprettholdt nivået fra tidligere år (se del 2). Museet har imidlertid vært med i utarbeidelse av 3 ERC'er og 2 EU prosjekt. 2 ERC er gått igjennom, mens 1 ERC og 1 EU prosjekt er utsatt innsending til 2015. Dessuten arbeides det med en større H2020 søknad med frist 28.05.2015.

Omfanget av digitalisering av samlingene

Arbeidet med digitalisering av de vitenskapelige samlingene med tekstlig informasjon og eventuelt bilder foregår på nasjonalt og lokalt nivå. Fordi en samling kan bestå av svært forskjellige objekter og gjenstander, er det vanskelig å anslå hvor stor andel av samlingene som blir digitalisert.

Annen rapportering

Oppfølging etter etatstyringsmøtet

I tilbakemeldingen fra etatstyringsmøtet kommenterer departementet hovedutfordringer og muligheter knyttet til universitetets profil og overordnede mål, samt prioriterte nasjonale føringer.

I sin tilbakemelding påpeker KD følgende forventinger:

- at UiB vil fortsette arbeidet for økt gjennomføring i studiene.
- UiB har potensiale for økt publiseringsaktivitet og gjennomslaskraft
- Økt antall utreisende studenter
- UiB bør utnytte bredden i forskningsrådets programmer på en bedre måte.
- Økt fokus på likestilling og midlertidighet

Universitetets oppfølging av punktene ovenfor er beskrevet under de tilhørende virksomhetsmål og resultatambisjoner.

Kandidatmåltall for helse – og lærerutdanningene

I tildelingsbrevet for 2014 stiller Kunnskapsdepartementet krav til rapportering av aktivitet i utvalgte helsefag og lærerutdanningene. Det skal rapporteres om oppnådde kandidater.

Tabell 14. Aktivitetskrav for utvalgte utdanninger. Måltall hentet fra orientering om statsbudsjettet for universitet og høyskoler 2014 (blå bok).

	Krav	Resultat
Ernæringsutdanning	12	14
Farmasi, 5 årig	25	26
Medisin	156	141
Odontologi	45	35
Psykologi, profesjon	72	72
Tannpleierutdanningen	30	19
5 årig integrert lærerutdanning	20	14
PPU	103	70

Tabell 15 viser at målene er oppfylt for ernæring, psykologi og farmasiutdanningene. Omleggingen av beregning av aktivitetskrav fra studiepoeng til avlagte grader har gjort at UiB ikke når måltallene for medisinerstudiet og odontologiutdanningen. Anlagte grader er likevel på nivå med 2013. UiB vil revurdere forholdet mellom studentopptak, studieplasser og aktivitetskrav i forbindelse med studentopptaket høsten 2015.

I likhet med andre bachelorprogram er tannpleiestudiet preget av høyt frafall i første studieår. En stor andel av de som faller fra, avlegger ingen studiepoeng det siste semesteret de er registrert. Forbedring av læringsmiljøet ved innflytting i nytt odontologibygge var ventet å medvirke til høyere gjennomføring. Det har ikke skjedd. Instituttet har arbeidet med revisjon av studieplanene, og det er vurdert om det skal innføres krav om realfagskompetanse ved opptak til studiet.

Det er også utfordringer knyttet til gjennomføringen i lærerutdanningen. Dette gjelder både de integrerte løpene og PPU utdanningen.

Styring og kontroll i virksomheten

Overordnet vurdering

Universitetet i Bergen gjennomfører oppdraget KD har gitt i tildelingsbrevet for 2014: Det blir gjennomført grunnleggende forskning, blir gitt forskerutdanning og gjennomført forskningsbasert undervisning med forventet omfang og kvalitet.

Universitetets i Bergen oppfyller kravene til styring og kontroll slik de fremkommer av Økonomireglementet §4 og 14 og bestemmelsene punkt 2.5 om intern kontroll.

I 2014 er det inngått ny avtale om kjøp av tjenester for universitetets internrevisjon.

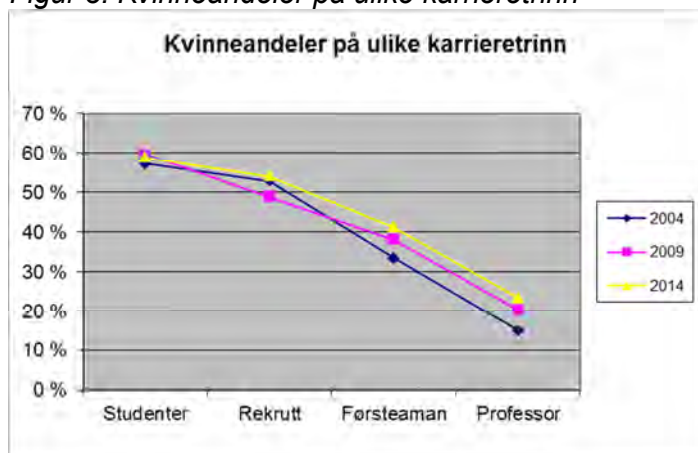
Likestilling og diskriminering

Handlingsplan for likestilling ved UiB 2012 - 2015 bygger på det utvidete likestillingsbegrepet med en rekke tiltak for økt likestilling og forebygging av diskriminering ved universitetet. Likestillingsstatus ved UiB rapporteres i egen styresak hver høst, og status for arbeidet med handlingsplanen legges frem for styret hver høst. Hvert år bruker UiB mellom 7 og 8 mill. kroner til oppfølging av handlingsplanen, fordelt mellom sentrale avsetninger og fakultetenes egenandeler.

Arbeidet for kjønnsbalanse i vitenskapelige toppstillinger og faglige lederstillinger er høyt prioritert i planen. UiB har som mål at kvinner skal utgjøre minst 50 % av alle nytilsatte i alle vitenskapelige stillinger ved alle fakulteter i løpet av denne planperioden. Universitetet følger

utviklingen nøye gjennom den årlige [likestillingsstatistikken](#) som også offentliggjøres på universitetets nettsider.

Figur 3. Kvinneandeler på ulike karrieretrinn

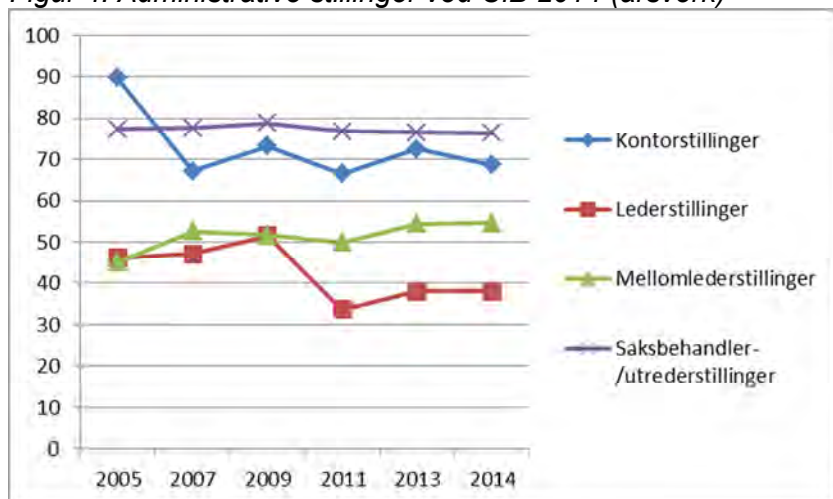


Figuren over viser at det har vært små endringer i kvinneandeler innenfor ulike grupper vitenskapelig personale de siste årene. Kvinneandelen utgjør om lag 60% av studentene, og om lag 50% av rekrutteringsstillingen. Innen profesjonsfagene har det vært en nedgang i andel mannlige studenter, en tendens man finner ved alle universitetene. Realfagene har fremdeles flest mannlige studenter. En mer kjønnsbalansert studentrekruttering er fremhevet som en viktig utfordring i handlingsplanen. Blant førsteamanuensisene utgjør kvinner om lag 40%, mens tilsvarende tall for professorer er 23%.

Universitetet starter i januar 2014 opp et treårig prosjekt med støtte fra Forskningsrådets Balanse-program. Denne satsingen er særlig relevant for utfordringen med å øke andel kvinner i vitenskapelige toppstillinger og faglig ledelse. UiB samarbeider her med Høgskolen i Bergen, Havforskningsinstituttet og Uni Research/ Uni Rokkansenteret. Prosjektet har endringsledelse og likestillingskompetanse for sentrale likestillingsutfordringer i forskning som hovedtema, er del av en nasjonal satsing og har fått 5,4 mill. kroner i støtte fra Forskningsrådet. Det er store forhåpninger til at Balanse-prosjektet kan bidra med kunnskap om hvilke mekanismer og likestillingsbarrierer som hindrer en positiv utvikling på dette området.

Kvinner utgjør 72 % av den administrative staben på universitetet, og det er stor kvinnedominans i kontorstillingene og blant saksbehandlerne. På mellomledernivå er det tilnærmet kjønnsbalanse. I de høyeste lederstillingene er kvinner underrepresentert. Det gjelder også instituttlederne, hvor menn utgjør 76 %.

Figur 4. Administrative stillinger ved UiB 2014 (årsverk)



Kvinneandelen i administrative lederstillinger sank fra 2009 til 2011. Årsaken var at dekaner og instituttledere, hvor menn er i betydelig flertall, ble inkludert i statistikkgrunnet.

Tabell 15. Fravær i forbindelse barns sykdom og ved foreldrepermisjon for ulike stillingsgrupper ved UiB

Stillings- gruppe	Foreldrepermisjon (dagsverk)		Syke barn (dagsverk)	
	Kvinner	Menn	Kvinner	Menn
Adm.	3343	404	477	122
Tekn.	747	441	188	168
Vit.	8077	3189	485	227
Sum	12168	4034	1150	517

Kilde: UiB, november 2014

Tabellen over viser fravær i forbindelse med foreldrepermisjon og egen eller barns sykdom, fordelt på kjønn og stillingsgrupper. Kvinner har høyere sykefravær enn menn, men bildet blir mer nyansert om man også ser på stillingsgrupper. Sykdomsrelatert fravær i forbindelse med svangerskap og fødsel er ikke skilt ut. For alle stillingsgrupper gjelder det at kvinner har større fravær enn menn i forbindelse med barns sykdom.

I tillegg til arbeidet for kjønnslikestilling har universitetet hatt særlig oppmerksomhet knyttet til arbeidet for å øke rekrutteringen av og tilrettelegging for personer med nedsatt funksjonsevne. Diskriminering på grunnlag av nedsatt funksjonsevne har som regel sin bakgrunn i manglende tilrettelegging eller i stereotype oppfatninger av hvilke praktiske konsekvenser en funksjonsnedsettelse kan ha. utfordringene ligger derfor både i å gjøre universitetet universelt utformet som arbeids- og studiested, og i å arbeide med holdninger og fordommer. Arbeidet med universell utforming og individuell tilrettelegging foregår kontinuerlig. Universitetet har også satt i verk en rekke nye tiltak som kvalifiseringsstipend til vitenskapelig ansatte med funksjonsnedsettelser, og trainee-ordninger og andre stillinger som kan være «portåpnere» til arbeidslivet. Det er også innarbeidet i utlysningstekster at personer med funksjonsnedsettelser oppfordres til å søke stillinger.

Et annet prioritert område i handlingsplanen er arbeidet for å rekruttere personer med innvandrerbakgrunn til alle stillingskategorier. Her har universitetet innført tiltak som både skal lette rekrutteringen og legge bedre til rette for personer som er internasjonalt rekruttert. I 2014 er det blant annet opprettet to traineestillinger for personer med høy utdanning og innvandrerbakgrunn fra landgruppe 2.

UiB arrangerer hvert år i desember en likestillingskonferanse for oppfølging av arbeidet med handlingsplanen, og 2013-konferansen hadde kulturelt mangfold på arbeidsplassen og rekruttering av personer med innvandrerbakgrunn som hovedtema. Målgruppen for konferansene er ledelsen på alle nivåer og ansatte som arbeider med personal- og organisasjonsutvikling, rekruttering eller personal. 2014-konferansen hadde seksuell orientering og kjønnsidentitet i forhold til diskriminering på arbeidsplassen som ferdypningstema, og samlet 90 deltakere fra alle deler av universitetet.

Sidegjøremål

UiB innførte i 2013 et system for registrering og søknader om sidegjøremål i tråd med lov og prinsipper for sidegjøremål vedtatt i Universitetsstyret. Listene revideres en til to ganger årlig og offentliggjøres på uib.no, første gang september 2014. Den enkelte ansatte vurderer om sidegjøremålet innen kategoriene bistilling, bierverv, oppdrag og verv er registreringspliktig, mens arbeidsgiver vurderer sidegjøremålet er søknadspliktig og innhenter eventuelle tilleggsopplysninger for å gjennomføre forsvarlig saksbehandling. I det videre arbeidet med dette systemet vil tiltak for sikre økt kvalitet i registreringen prioriteres.

Samlet er det registrert 637 sidegjøremål ved UiB fordelt på kategoriene; bistilling, bierverv, oppdrag og verv. For de to sistnevnte kategoriene er det stor spredning hvilke sektorer som er representert.

Tabell 16. Registrerte sidegjøremål ved UiB (en ansatt kan ha flere registrerte sidegjøremål innenfor samme kategori)

Avdeling	Bistilling	Bierverv	Oppdrag	Verv	Totalt
MO	100	29	11	66	206
MN	45	8	4	37	94
SV	36	13	5	34	88
Psyk	22	7	7	12	48
HF	17	15	7	25	64
Jus	7	7	4	18	36
Andre	7	19	5	70	101
Totalt	234	98	43	262	637

HMS og sykefravær

Universitetet har signert ny samarbeidsavtale om et mer inkluderende arbeidsliv i 2014, og utarbeidet nye IA-mål for organisasjonen. Det totale sykefraværet har vært relativt stabil de siste årene og utgjorde 3,73% i 2014. Det er likevel store forskjeller i fravær mellom ulike enheter og grupper av tilsatte ved universitetet, og UiB følger opp særskilt utsatte grupper og miljø ved aktiv bruk av sykefraværstatistikk. En oversikt er gitt i tabell 17.

Tabell 17. Sykefravær 2014

	Egenmeldt fravær		Legemeldt fravær		Totalt
	Kvinner	Menn	Kvinner	Menn	
Adm	1,34	0,74	5,68	1,57	5,75
Tekn	1,30	1,41	5,23	3,10	5,57
Vit	0,51	0,23	3,08	1,35	2,45
Sum	0,91	0,49	4,29	1,66	3,73

Det systematiske HMS-arbeid ved fakulteter og avdelinger er ytterligere styrket i 2014. Alle enheter rapporterer årlig om status for eget HMS-arbeid. Formålet med internkontrollen er å se til at det systematiske HMS-arbeidet ved UiB er i tråd med myndighetskrav og interne regler, vurdere om HMS-arbeidet er hensiktsmessige i forhold til å sikre oppnåelse av UiBs HMS-mål (for detaljer se vedlegg «HMS-handlingsplan 2013-2015»), bidra til kontinuerlig forbedring og effektiv ressursbruk på HMS-området. Rapportene er del av UiBs HMS-årsrapport som vedtas i Arbeidsmiljøutvalget og universitetsstyret i vårsemesteret. Rapportene følges opp ved lokale enheter, ved fakulteter og avdelinger og av universitetsdirektøren.

I 2014 ble det registrert og fulgt opp 124 HMS-avvik. Det var ikke alvorlige skader eller ulykker i 2014. Implementeringen av et nytt elektronisk system for HMS-avvik er i gang, med bruk i hele organisasjonen i løpet av 2015.

UiB har vedtatt bruk av «Arbeidsmiljø- og klimaundersøkelser – ARK» som er utviklet av og for universitets- og høgskolesektoren, og har i 2014 igangsatt sekvensiell utrulling ved fakultet/avdelinger.

Lærlinger i statsforvaltningen

Universitetet har per slutten 2014 9 lærlinger og når heller ikke dette året måltallet 20. Det arbeides med å øke dette antallet.

Samfunnssikkerhet og beredskap

Universitetets arbeid med beredskap er styrket ytterligere i 2014 gjennom det systematiske HMS-arbeidet. Gjennomføring av risikoanalyser innenfor aktiviteter/arbeidsområder vi mener har et økt potensiale for å påføre ansatte fysisk og psykisk helseskade/belastninger er prioritert, og da særlig de eksperimentelle fagene med laboratoriemiljø og feltarbeid, samt bygningsmessige forhold. Det er gjennomført omfattende helsekontroller for ansatte på bakgrunn av disse. Risikoanalysene har gitt UiB et godt grunnlag for tilpassede sannsynlighetsreduserende tiltak, men også konsekvensreduserende tiltak som basis for utarbeidelse av prosedyrer og tiltakskort.

Det er gjennomført ROS-analyser for risiko og sårbarhet (grovanalyse) av utvalgte analyseområder som ansees å være av særlig risikofylt karakter og som potensielt vil kunne utløse UiBs beredskapsplan.

Et 2-dagers seminar for beredskapsledelsen og universitetsledelsen, samt to tabeltopøvelser er gjennomført i 2014. Universitetet har i 2014 inngått avtale med OneVoice om innkjøp av krisestøtteverktøyet KunnskapsCIM i organisasjonen, inkl. modul for risikovurdering og har igangsatt implementering. UiB har også vedtatt og implementert Retningslinjer for håndtering av vold og trusler.

UiB har fulgt opp sine forpliktelser som aktør i bybildet, særlig med tanke på tiltak som kan bidra til å skape et stabilt studie- og læringsmiljø på Nygårdshøyden og i Nygårdsparken.

Reduseres og fjerner tidstyver i forvaltningen

Kunnskapsdepartementet har bedt institusjonene om å rapportere om arbeid for å redusere «tidstyver» i årsrapporten for 2014.

I tildelingsbrevene for 2014 er statlige virksomheter bedt om å foreslå forenkling av regelverk eller prosedyrekrav osv. som skaper tidstyver for virksomheten. Rapportering av tidstyver fastsatt av andre er rapportert til Difis nettbaserte løsninger (egne tidsfrister), mens rapportering om arbeidet med å fjerne egen tidstyver internt i virksomheten skal omtales i institusjonens årsrapport.

Arbeidet med å fjerne interne tidstyver er en del av målsettingen med universitetets Organisasjonsutviklingsprosjekt. Innenfor dette prosjektet er det blant annet jobbet med å fornye, forenkle og forbedre universitetets digitale tjenester.

Vurdering av framtidsutsikter

Planer for virksomheten

Universitetet i Bergen er et internasjonalt anerkjent forskningsuniversitet innenfor en rekke fagområder. Denne rollen skal videreutvikles og styrkes. Slik kan UiB best fremstå som et offensivt, utadvendt og samfunnsengasjert universitet. UiB skal frambringe kunnskap og innsikt gjennom nyskapende og kreativ forskning av høy kvalitet og internasjonalt format. Kunnskapen skal formidles og videreutvikles gjennom forskningsbasert og studentaktiv undervisning. Dette gjør kandidater utdannet ved UiB til viktige bidragsyttere i å forme framtidens samfunn gjennom bruk og utvikling av ny kunnskap, og UiB til en viktig kultur- og verdibærer. Ny strategi for perioden 2016 – 2022 skal vedtas av Styret våren 2015.

Universitetets aktivitetsplaner for 2015 gjenspeiler at UiB nå er midt i en strategiprosess, der nye målsetninger og ambisjoner vurderes og der noen endringer allerede er tydelige. Dette gjelder en vesentlig satsing på digitalisering av undervisningen og en fornyelse av dagens studietilbud. Det gjelder videre klyngesatsingen der en etablerer flere miljøer der både forskning og undervisning skal nyte godt av samspill med både andre interne og eksterne aktører. Videre har UiB klare ambisjoner om å få frem flere ledende forskningsmiljøer og en vesentlig økt deltakelse i EUs rammeprogram.

Et godt læringsmiljø er avgjørende for studentenes læringsutbytte og for den samlede utdanningskvaliteten ved UiB. Det er derfor stor betydning å tilrettelegge for studentaktive lærings situasjoner som fremmer samhandling og læringsutbytte. Utvikling av et godt læringsmiljø krever både god pedagogisk tilrettelegging og prioritering av støttefunksjoner. Det skal særlig satses på digitalisering av undervisning gjennom programmet DigUiB.

Internasjonalt samarbeid har alltid vært viktig og UiB har på mange områder vært i en særstilling som et utadrettet universitet. Dette gjelder innenfor hovedsatsningsområdene utviklingsrelatert forskning og det marine, men også på mange andre felt har UiB en viktig posisjon internasjonalt og globalt. Samtidig er det en sentral målsetting å styrke kunnskapsregionen Bergen gjennom lokalt og regionalt samarbeid.

Det er en sentral oppgave å utvikle universitetet som en organisasjon tilpasset kjernevirksomhetens behov, og som er innrettet slik at universitetets mål nås. Målsettingen er at UiB skal ha en kultur der alle yrkesgrupper og ansatte opplever å ha det samme samfunnsoppdraget og identifiserer seg med universitetets kjernevirksomhet. Universitetets viktigste ressurs er de ansatte, studentene og den kompetansen de besitter. Aktiv rekruttering for å sikre seg de beste arbeidstakerne til alle deler av virksomheten er avgjørende dersom viktige kvalitetsmål skal nås.

Infrastruktur er et viktig rekrutteringsfortrinn. Universitetet sentralt bør ha et særskilt ansvar for forskningsinfrastruktur som benyttes av en rekke av universitetets fagmiljøer. Effektiv bruk og utnyttelse av infrastruktur og kjernefasiliteter er viktig det skal inngås avtaler med andre forskningsinstitusjoner om bruk av felles kjernefasiliteter.

En viktig side ved forskningsinfrastruktur ved et universitet som UiB, er dataregistre og samlinger som er avgjørende for mange av våre forskere. Universitetsmuseet, andre eksisterende samlinger og registre skal ivaretas og håndteres på en god og etisk forsvarlig måte. Samtidig vil vi legge til rette for oppbygging av nye der dette er formålstjenlig, enten alene eller i samarbeid med andre institusjoner. Universitetsbiblioteket skal også i framtiden være en svært viktig støttefunksjon for hele universitetssamfunnet.

Sektormål 1: Høy kvalitet i utdanning og forskning

Utdanning

Følgende forhold vil særlig legge nye premisser for arbeidet med utvikling av utdanningene ved UiB i 2015:

- Videreutvikle et godt læringsmiljø og høy utdanningskvalitet gjennom framtidrettet undervisning og studentaktiv læring
- Fortsatt arbeid med gjennomføring og frafall
- Digitalisering av utdanningen
- Utdanningsledelse
- Tverrfaglige satsninger

Dimensjonering av utdanningsvirksomheten har vært et sentralt tema for UiB over lengre tid. UiB gjennomgår programporteføljen årlig, og vil ha et spesielt fokus på robusthet og bærekraft i porteføljen, samtidig som høyt spesialiserte forsknings- og utdanningsdisipliner blir ivarettatt.

Internasjonalisering er et høyt prioritert område. På bakgrunn av erfaringene fra de siste år, er det behov for å vurdere ytterligere tiltak for å gjøre utenlandsopphold attraktivt for UiBs studenter. Utvikling av internasjonale fellesgrader er en særskilt utfordring.

Etterslep i vedlikehold av bygninger er en særlig utfordring. Bedring av det fysiske læringsmiljøet er svært viktig, og her legger handlingsplan for styrking av læringsmiljøet rammene for arbeidet. I 2015 vil det bli utviklet nye studentarbeidsplasser ved Det psykologiske fakultet, og foretatt utbedringer på flere andre fakultet. Alle undervisningsrom og studiearealer skal være i henhold til arbeidsmiljølovens krav og retningslinjer.

Forskning

Universitetet i Bergen har som hovedmål for forskningen å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner og med høy internasjonal kvalitet.

Kvalitet i forskning synliggjøres gjennom siteringer og anerkjente rangeringer der UiB over tid har dokumentert svært gode resultater. Kvalitet i forskning synliggjøres også gjennom forskningsmiljøenes evne til å konkurrere om eksternt finansiering og der gode evalueringer av søknader om eksterne forskningsmidler skal danne grunnlag for særlig prioritering.

Med utgangspunkt i geografisk nærhet mellom ulike forsknings- og utdanningsaktører, fysisk samlokalisering og muligheter til å skape fremragende utdanning, forskning og innovasjon fortsetter arbeidet med å etablere ulike kunnskapsklynger.

SFF- og ERC-status, samt uttelling i FRIPRO, er viktige uttrykk for en systematisk satsing på kvalitet i forskning i grunnmiljøene. Disse områdene identifiseres i eksterne vurderinger og områder som har særlig høy kvalitet prioriteres.

Tilretteleggelse for å forsterke universitetets SFF- er, ERC- prosjekter og øvrige EU- prosjekter, gis prioritet. Det samme gjelder oppfølging av fellesløftet fra 2014 samt tilrettelegging for nytt fellesløft fra 2016.

UiB har som mål å øke deltagelsen i det nye rammeprogrammet Horisont 2020 sammenlignet med FP7 - både som koordinator og samarbeidspartner i prosjekter. Forholdene skal legges best mulig til rette for at forskningsmiljøene skal være godt rustet til å konkurrere om og forvalte eksterne midler.

UiB har nedsatt en intern arbeidsgruppe for å utarbeide kriterier for fordeling av Kunnskapsdepartementets øremerkede midler til "rekruttering av forskarar som er internasjonalt leiande innanfor eige felt". Arbeidsgruppen skal også ivareta dialogen med Bergen forskningsstiftelse om mulig samarbeid om et slikt internasjonalt toppforskerprogram. Målsettingen med arbeidet er å få på plass en langsiktig og robust satsing på flere verdensledende miljøer ved UiB. Ordningen vil være et viktig virkemiddel for å oppnå universitetets ambisjoner i strategiarbeidet fram mot 2022.

Det er flere forskningsprosjekter, forskningsgrupper og sentre som er tverrfaglige og ikke lar seg organisere på en hensiktsmessig måte i den ordinære fakultets- eller instituttstrukturen ved UiB. Slike enheter har vært lagt inn i organisasjonsstrukturen på forskjellige måter: Organisert direkte under universitetsstyret eller et fakultet med styre, råd, styringsgrupper og referansegrupper. Dagens organisering er ikke tilfredsstillende når det gjelder ansvar, styring og ressursbruk. Mangler ved organiseringen fremkommer blant annet av evalueringene av universitetets satsingsområder. Utredning av fremtidig modell for organisering av tverrfaglig virksomhet ved UiB skal derfor gis prioritet i 2015.

Styringsparametere 2015, sektormål 1

Gjennomføring på normert tid

Stort frafall kan representere en omdømmeutfordring for universitetet, svekke den enkelte students måloppnåelse og gi universitetet større kostnader og mindre uttelling på resultatmidler. Konsekvensen av manglende måloppnåelse vil være middels, mens sannsynligheten er høy.

Planlagte tiltak for å redusere frafall er:

- Bidra til nasjonalt arbeid for systematisk kartlegging og statistikk
- Stimulere til tiltak på fakultets- og instituttnivå, basert på etablert kunnskap om studiegjennomføring
- Gjennomførte tiltak i 2014 for høyere gjennomføringsgrad ved Det matematisk-naturvitenskapelige fakultet skal følges opp
- Fokus på rekruttering av studiemotiverte og høyt kompetente søkere

Andel uteksaminerte kandidater tatt opp på doktorgradsprogram seks år tidligere

Tall fra DBH viser at UiB ligger noe lavere enn de nasjonale målsettingene, som varierer fra 75% til 85% avhengig av fagområde. Deler av årsaken er knyttet til pliktarbeid, permisjoner osv, men også frafall er en årsaksfaktor. Måles gjennomstrømmingen i netto tid (fratrasket pliktarbeid, permisjoner osv) gjennomførte UiB kandidatene i gjennomsnitt 3,5 år i 2013 (oppdateres). Basert på normert tid på 3 år er dette relativt gode resultater, i motsetning til målemetoden i departementets tilstandsrapport. Dersom den nasjonale målsettingen skal nås etter disse metodene, tyder data på at det bør fokuseres mer på kandidatens tid brukt på pliktarbeid, permisjoner osv.

Studentene skal lykkes med å oppnå læringsutbyttet som er definert for studieprogrammene

UiB vil først og fremst ha fokus på videreutvikling av læringsutbyttebeskrivelsene, og på rammer som stimulerer til læring i tråd med utbyttebeskrivelsene, snarere enn ambisjoner om å måle læringsutbytte på programnivå.

DigUiB skal ha et klart fokus på digitalisering som understøtter læring. Styrking av universitetspedagogikken skal gi det vitenskapelige personalet høyere kompetanse på å utforme og gjennomføre studieopplegg, og det samme ligger til grunn for økt satsing på utdanningsledelse på programnivå. Universitetet har videre hatt sterkt fokus på kartlegging av bruk av vurderingsformer og samsvar mellom vurderingsformer og læringsutbytte.

Med utgangspunkt i våre arbeidslivs-, student- og kandidatundersøkelser, later det til at kandidater som gjennomfører en grad ved UiB, sitter igjen med et høyt utbytte.

Kompetanse2020 og senere oppfølging blant ferdige kandidater og aktive studenter, viser likevel at det er felt innen kvalifikasjonsrammeverket der kandidatenes kompetanse bør styrkes.

I programmet DigUiB gjøres en stor og langsiktig satsing på digitale løsninger for utdanning. Det skal etableres en digital undervisningsarena tilpasset faglige og pedagogiske målsetninger, som skal gjøre UiB til en attraktiv utdanningsinstitusjon for både studenter og undervisere. Det lages blant annet tjenester for opptak og streaming av forelesninger, det etableres ny web-basert læringsplattform, og det legges til rette for nye vurderingsformer og digital eksamen. Disse verktøyene vil være viktige for UiB i lang tid framover og arbeidet i 2015 vil i stor grad være videreutvikling og utvidelse av tiltak igangsatt i 2014.

Som en del av medieklyngen skal det også etableres en læringslab med infrastruktur og kompetanse som gjør det mulig for å tilby studenter og ansatte morgendagens digitale løsninger for utdanning, forskning og formidling. Læringslaben skal styrke universitetets kjernevirksomhet ved å

- Tilby oppdatert digital infrastruktur for utdanning, forskning og formidling
- Gi universitetets ansatte pedagogisk opplæring innenfor et digitalt læringsmiljø
- Gi universitetets ansatte kurs og opplæring i formidling
- Utvikle nye digitale utdanningstilbud i samarbeid med universitetets fagmiljøer
- Legge til rette for samarbeid med eksterne parter om tekniske løsninger og fremtidige utdanningsbehov

Resultatoppnåelse på forskning utfra institusjonens egenart

Universitetet i Bergen har som mål å posisjonere seg ytterligere som et internasjonalt anerkjent forskningsuniversitet som satser målrettet på fremragende, fri og grunnleggende forskning, og som har de fremste forskningsuniversitetene i verden som samarbeidspartnere

UiB kjennetegnes både av en mangfoldig forskningsaktivitet og langsiktige satsinger der UiB har fortrinn. Satsing og profilering innenfor disse områdene er viktig. Manglende uttelling i konkurransen om eksterne forskningsmidler kan gjøre det vanskeligere å oppfylle ambisjonene. Knappe ressursrammer for utlyste midler utgjør et betydelig risikoelement for gjennomslag hos eksterne kilder.

Samspill mellom forskning og utdanning

Samsillet mellom forskning og utdanning skal styrkes gjennom økt lokalt og regionalt samarbeid. Det satses offensivt på styrking av alumni som universitetets ambassadører og talerør inn mot så vel offentlig sektor som det private næringsliv.

Samarbeide med ungdomsskoler og videregående skoler skal videreutvikles. UiB skal tilby faglig oppdatering av lærere, men også muligheter for elever med spesielle forutsetninger til å ta introduksjonsemner ved universitetet. Det vil også bli vurdert å etablere mer formalisert samarbeid mellom skolene og universitetet gjennom opprettelse av forskerlinje ved partner-/universitetsskolene. I tillegg forventes både arbeidet med medieklyngen og den marine forskningsklyngen å gjøre forholde mellom utdanning og forskning tettere.

Deltakelse i Horisont 2020 og Erasmus+

Et eget delprosjekt under Organisasjonsutviklingsprosjektet har gjennomgått administrative tjenestene som er involvert i de ulike fasene av søknadsprosessen. Økt spisskompetanse på eksterntfinansiert virksomhet skal styrke rådgivningen til fakultetene. Særlig gjelder det kompetanse på søknader til Horisont 2020, men også på EUs randsonerprogrammer, Erasmus+ og forskningsrådets store programmer. Verktøy for kartlegging av prosjektideer og forskningsinteresser skal styrke et målrettet posisjoneringsarbeid og gi bedre ledelsesstøtte på alle nivå.

Virksomhetsmål 1.1

Å tilby internasjonal anerkjent forskningsbasert utdanning med høy faglig kvalitet

Styringsparameter til virksomhetsmål 1.1

Fulltidsekvivalente studenter per vitenskapelig ansatt

Et hensiktsmessig forholdstall mellom studenter og vitenskapelig ansatte er en forutsetning for at universitetet skal oppfylle bredden i samfunnsoppdraget og styrke posisjonen internasjonalt. Rapport for 2014 viste forholdstallet har vært svært stabilt i perioden.

Kapasiteten til forskning og forskningsbasert utdanning er regulert gjennom statsbevilgningen for 2015. Denne tilsier ikke en betydelig vekst hverken i fast vitenskapelig ansatte eller rekrutteringsstillinger. En endring i forholdstallet mellom studenter og ansatte vil kunne endres gjennom økt tilførsel av bidrags- og oppdragsmidler. Dette krever at UiB lykkes i sitt arbeid med å øke denne aktiviteten.

Virksomhetsmål 1.2

Å ha og fremme grunnleggende forskning av høy kvalitet i bredden av universitetets fagdisipliner

UiB skal også i framtiden være et breddeuniversitet og ha et særskilt ansvar for grunnleggende og langsiktig forskning og kunnskapsutvikling innen alle disipliner. Det skal stimuleres til kreativitet og legges til rette for forskning av høy kvalitet innen alle disipliner. Kvalitet skal være det viktigste kjennetegnet ved alle sider av universitetets virksomhet. Dette oppnås gjennom å:

- Legge til rette for og sikre forskning i alle disipliner ved universitetet og stimulere til nye, tverrfaglige og flerfakultære satsninger som kan styrke oss som internasjonalt forskningsuniversitet og attraktiv utdanningsinstitusjon gjennom:
 - forutsigbare og langsiktige fakultetsbudsjetter som sikrer fakultetene faglig handlingsrom og bredde
 - å avvikle økonomiske hindringer for samarbeid på kryss av administrative enheter
- Styrke samarbeidet med de fremste utdannings- og forskningsmiljøene lokalt, nasjonalt og internasjonalt. Faglige synergier mellom satsningsområdene skal utnyttes.

Styringsparameter til virksomhetsmål 1.2

Antall publiseringspoeng per ansatt per år

Antall publiseringer er økt de siste årene og universitetets målsetting er fortsatt vekst i 2014. En særskilt utfordring er å få økt aktivitet for forskere med lav publiseringshyppighet. Samtidig skal det ikke legges entydig fokus på utvikling i antall poeng, fokus rettes også mot hvilke kategorier det publiseres i, utvikling i siteringer og nasjonal og internasjonal samforfatterskap.

Forslagene til endring av publikasjonsindikatoren i Kunnskapsdepartementets finansieringsmodell forventes å gi incentiver til endring i samsvar med universitetets ambisjoner.

Virksomhetsmål 1.3

Å ha og fremme grunnleggende forskerutdanning med høy kvalitet i bredde av universitetets fagdisipliner

Forskerutdanningen skal være forankret i grunnmiljøene, stipendiatene knyttes til aktive forskningsmiljø og inviteres til å delta i lokale, nasjonale og internasjonale forskerskoler.

For UiB er det maktpåliggende å sikre høy kvalitet på rekrutteringen til doktorgradsutdanningen og at kvaliteten opprettholdes i alle ledd i utdanningen, fra de første prosjektskisser og helt frem til avhandlingen forsvares ved en offentlig disputas. Like viktig er en bredde som ikke bare gir verdifull og spesialisert kompetanse. Skal kvalitet og bredde opprettholdes, er det avgjørende at den offentlige grunnfinansiering, både til den frie universitetsforskningen og selve doktorgradsutdanningen, har et omfang og en langsiktig innretning som sammen med supplerende ordninger som nærings-ph.d, den nye offentlige ph.d. og samfinansiering med næringsliv og andre eksterne kilder, sikrer et fortsatt høyt antall nye doktorander i årene fremover.

Styringsparameter til virksomhetsmål 1.3

Kandidatenes gjennomføringstid

Flere faktorer kan føre til forsinket gjennomføring av arbeidet med avhandlingen. Forskningen og veiledningsprosessen, opplæringsdelen og samarbeid med andre knyttet til for eksempel utenlandsopphold ved flere samarbeidende institusjoner. Alle disse delene av doktorgradsløpet er gitt prioritet av fakultetene. NOKUT- evalueringen fra 2013 skal følges videre opp og arbeidet som startet opp i 2014 skal videreutvikles.

Sektormål 2: Forskning og utdanning for velferd, verdiskaping og omstilling

Regjeringens ambisjon er at Norge skal være et av de mest innovative landene i Europe. For å få dette til trengs forskning, faglig og kunstnerisk utviklingsarbeid, kunnskapsdeling og kandidater som bidrar til nødvendig omstilling, innovasjon og verdiskaping i offentlig og privat sektor.

Kommersialisering av forskningsresultat, innovasjon og entreprenørskap synes å få en sterkere vektlegging både blant studenter samt i nasjonale og internasjonale forskningsprogram. UiBs arbeid med entreprenørskap i utdanningen følges opp via BTO. BTO jobber tett på fagmiljøene, med en spesiell oppmerksomhet rettet mot dem som viser høy aktivitet og høy kvalitet på forskningen, da dette erfaringsmessig har vist seg å fremskaffe gode ideer med et innovasjon- og kommersialiseringspotensial. Faglig sett er BTO prosjektene intensivt inn mot de tematiske områdene helse, det marine området og energi. UiB samarbeider også tett med BTO for å øke institusjonens og regionens deltakelse og posisjon i prosjekt under Horizon2020 i 2015. BTO er videre i dialog med fakultetene/instituttene om hvordan man ønsker å ivareta relevant patentportefølje.

BTO arbeider med å bygge ut et sterkere nasjonalt og internasjonalt operativt samarbeid med andre TTO'er og minst to internasjonale samarbeidsavtaler forventes å signeres i 2015.

Nasjonale styringsparameter:

Samarbeid med samfunns- og arbeidsliv

Åpenhet for omverdenen er viktig i universitetets samfunnsoppdrag. Samarbeid er viktig for å nå universitetets målsettinger og er sentralt i universitetets strategi. Akademisk frihet og institusjonell autonomi vil være basis for alt samarbeid UiB er involvert i.

Instituttsektoren er en viktig samarbeidspartner for UiB. Styrket samarbeid mellom universitetet og instituttsektoren er avgjørende for forskningsinnsatsen i regionen. Samarbeid om forskning har fysiske aspekter og samlokalisering av samarbeidspartnere i klynger er viktige virkemidler.

UiB vil videreutvikle sitt klyngesamarbeid innenfor marin- og klimaforskning (Science City Bergen), og innenfor Media City Bergen, der det utvikles en medieklynge, med store mediebedrifter og utviklingsselskap. I tillegg skal det vurderes etablering av kunnskapsklynger også innenfor andre deler av universitetets forskningsområder. Aktuelle områder vil være helseforskning og utviklingsforskning.

Andel inntekter fra bidrags- og oppdragsfinansiert aktivitet (BOA) utenom forskningsfinansiering fra EU og NFR

Universitetet i Bergen har klare målsettinger om å øke aktivitetene innenfor BOA. Ekstern finansiering gir ressurser, inspirasjon og kunnskap. Å vinne fram i norske og internasjonale konkurranser viser og styrker kvalitetene i forskning.

En gjennomgang viser at universitetets BOA-inntekter hatt en svakere utvikling enn ved de andre store universitetene i Norge og det vurderes nå tiltak for å øke UiBs konkurransevne.

Forskningsprogrammene utvikles nå med større vekt på de store samfunnsutfordringene, en mer tverrfaglig orientering og vekt på innovasjon. Dette gjør sterkere satsing på tematisk og tverrfaglig samarbeid mellom fagmiljøer og et mer strategisk samarbeid med randsonen nødvendig. Aktuelle problemstillinger i dette arbeidet er bruk av tilsetning i faste forskerstillinger basert på eksternt finansierte inntekter, enten internt ved UiB eller i UiBs randsoneselskap. Samtidig kan en er tydeliggjøring av universitetsledelsens forskningsstrategiske ansvar og styrket forskningsledelse være aktuelt.

Forskningsinnsats i MNT- fag og profesjonsfag

UiB skal følge opp de nasjonale føringene for økt forskningsinnsats innenfor MNT- fagene og har satset betydelig på MNT-fagene, gjennom rammestyrking, tildeling av stipendiater og postdoktorer og med sterk oppmerksomhet om infrastruktur gjennom bevilgninger til utstyr og opprustning av bygningsmassen. Satsingen ønskes forsterket i tråd med regjeringens forslag, gjennom tiltak utenfor rammen i budsjettet for 2016. Dette gjelder tiltak for bedre infrastruktur, studentarbeidsplasser og styrket ramme.

Arbeidet med EnTek-bygg inngår også i et initiativ for å etablere en energi- og teknologiklynge med navnet «Science City Bergen» som et samarbeid mellom forsknings- og utviklingsmiljøer, utdanningsinstitusjoner og næringsliv i regionen. Arbeidet som er igangsatt videreføres i 2015.

Sektormål 3: God tilgang til utdanning

Universitetet i Bergen har som hovedmål for samfunnsdialogen: å formidle innsikt i vitenskapelig tenkning, metoder og resultater for å styrke et fritt, kritisk og åpent offentlig ordskifte og en kunnskapsbasert samfunnsutvikling.

Gjennom engasjert, saklig og moderne formidling og kommunikasjon skal universitetet framstå som et internasjonalt anerkjent forskningsuniversitet, og som ett av de beste og mest interessante studie- og forskningsstedene i Norge.

Det er også et mål å styrke universitetets rolle og omdømme som partner i et attraktivt, kunnskapsintensivt kultur-, samfunns- og næringsliv og å profilere universitetets rolle og funksjon for å sikre fri og uavhengig forskning og utdanning i samfunnet.

Nasjonale styringsparametere:

Fleksibel utdanning

En av de største målgruppene for EVU har vært, og vil fortsatt være, ansatte i offentlig sektor. Gitt Kunnskapsdepartementets prioriteringer knyttet til etter- og videreutdanning av lærere, ser vi det som viktig å bidra på dette området. UiB har tradisjon for å utvikle skreddersydde tilbud for fagforeninger, og vil videreutvikle denne type samarbeid med alle partene i arbeidslivet. Det økende utdanningsnivået i samfunns- og arbeidsliv der mange allerede har mastergrad, vil skape økt etterspørsel etter etterutdanningstilbud. UiB ser det som viktig å bidra til livslang læring og vil utrede flere format for etterutdanningstilbud inn mot allerede etablerte- og nye målgrupper.

I følge handlingsplanen for 2015-2017, som styrebehandles våren 2015, skal UiB:

- utvide EVU-porteføljen innen de strategiske profilområdene UiB satser særlig på
- utvide EVU-porteføljen rettet mot lærere
- utvide EVU-porteføljen i tråd med behov og forventninger fra offentlig sektor og partene i arbeidslivet
- utvide porteføljen av etterutdanningstilbud

Etter- og videreutdanningstilbudet (EVU) skal bidra til å møte arbeidslivet i Bergen- og omegns behov for kompetanseheving, og vi skal være en aktiv bidragsyter i det samfunnsoppdraget etter- og videreutdanning representerer. Satsninger knyttet til etter- og videreutdanning av lærere skal gis særlig prioritet.

I tillegg skal EVU-tilbudet reflektere en vilje til utprøving og videreutvikling av nye undervisnings- og læringsformer, både ved å videreutvikle egen undervisningsvirksomhet og for å imøtekomme kompetansebehov i samfunns- og næringsliv. Dette gjelder utprøving av både digitale hjelpemidler i undervisningen og undervisningskonsepter utenfor campus, som bedrifts- og skolenære undervisningsopplegg.

Virksomhetsmål 3.1

Å formidle innsikt i vitenskapelig tenkning, metoder og resultater for å styrke et fritt, kritisk og åpent offentlig ordskifte og bidra til en kunnskapsbasert samfunnsutvikling

Styringsparameter for virksomhetsmål 3.1

Omfanget av populærvitenskapelig virksomhet

Formidling av universitetets kunnskaper til profesjonelle brukere, politikere og allmennheten er en sentral oppgave. God formidling er også en bidragsyter til å øke kjennskapen til UiB og derigjennom også heve universitetets omdømme.

Formidlingen fra universitetets forskere skjer i ulike fora: nyhetsbrev, konferanser, komiteer og offentlige oppdrag, via personlige møter, e-post og telefon. Universitetets økte satsing på open access publisering vil også bidra til at forskningen gjøres lettere tilgjengelig for en større brukermasse.

Omfanget av formidling er høyt, men registreringen av aktivitetene er ujevn. Arbeidet med bedre registreringsrutiner og kvalitetssikring av data skal prioriteres i 2015.

Sektormål 4: Effektiv, mangfoldig og solid høyere utdanningssektor og forskningssystem

Universitetet i Bergen vil ha høy kompetanse, godt samspill mellom faglige, administrative og tekniske ansatte og effektive arbeidsprosesser for å nå universitetets felles mål

En viktig oppgave i 2015 blir å følge opp ned igangsatte arbeidet i Organisasjonsutviklingsprosjektet. Kartleggingen blant fakulteter og sentraladministrative avdelinger har dannet grunnlag for prioriterte innsatsområdene. Arbeidet er organisert arbeidet i form av ti delprosjekter som gjennomføres i to faser gjennom høsten 2014 og

vinteren 2015. Delprosjektene gjennomføres av bredt sammensatte arbeidsgrupper med representanter fra fakulteter, institutter og fra de sentrale avdelingenesentral målsetting er å sørge for at universitetets organisasjon, administrative tjenester og støttefunksjoner til enhver tid er formålstjenlig og tilpasset universitetets kjernevirksomhet.

Sammen med utformingen av ny strategi vil kartleggingen være en viktig del av kunnskapsgrunnlaget når universitetsledelsen skal vurdere hvilke prioriteringer som skal ligge til grunn for arbeidet med organisasjonsutviklingen i årene framover.

Ekspertutvalget for gjennomgang finansieringssystemet for universitetets og høyskoler leverte sin innstilling i januar 2015. Utvalget har foreslått en rekke endringer med formål å styrke kvaliteten i forskning og høyere utdanning. De foreslåtte endringene vil påvirke universitetets rammebetingelser og oppfølging av utvalgets innstilling prioriteres i 2015. Samtidig skal universitetets interne fordelingsmodell gjennomgås. Formålet er å vurdere om endringene som er gjort de siste årene har styrket universitetets muligheter til å nå sine kvalitetsmål innenfor forskning og utdanning. Gjennomgangen vil også vurdere om ekspertutvalgets forslag til ny modell medfører at UiB bør endre sin interne fordelingsmodell.

Å ivareta universitetets realkapital er viktig og investering og vedlikehold av bygg er sentralt. Med satsing på byggprosjekter, særlig ved påkrevd rehabilitering og modernisering, er det nødvendig med prioritering av investeringer tiden fremover. Dette vurderes som nødvendige investeringer for bedre rammevilkår for forskning og utdanning. Det arbeides med omfattende oppgradering av bygningsmassen.

Universitetets viktigste ressurs er de ansatte, studentene og den kompetansen de besitter. Aktiv rekruttering for å sikre seg de beste arbeidstakerne til alle deler av virksomheten er avgjørende dersom viktige kvalitetsmål skal nås. Rekruttering blir spesielt viktig i arbeidet med å utvikle flere verdensledende miljø og i 2015 skal det utarbeides egne program for rekruttering av både unge talentfulle forskere og internasjonalt ledende professorer.

Samtidig må det arbeides for å gjøre det attraktivt å søke administrative lederstillinger ved UiB.

Det skal arbeides målrettet for å bedre kjønnsbalansen og motvirke diskriminering i alle miljø.

Nasjonale styringsparametere til sektormål 4:

Langsiktig økonomisk planlegging

Utarbeidelse av mer langsiktige budsjetter over en 3-5 års periode, som skal gi Universitetsstyret mer presis informasjon om langsiktige effekter av vedtatte tiltak, videreføres i 2015.

Robuste fagmiljøer

Fagmiljøene har ansvar for utviklingen av fagdisipliner, grunnforskning, forskerutdanning og forskningsbaserte utdanningstilbud. Den faglige virksomheten er fri og kritisk, og den faglige og institusjonelle autonomien sikres gjennom organisering, ledelse og ressursfordeling som er forankret i fagmiljøene. Institusjonelle og finansielle rammevilkår tilpasses forskjellene mellom fagmiljøene. Ulike fagmiljøene videreutvikles og fornyes ut fra sine egne kulturer og tradisjoner.

I oppfølgingen av fagevalueringen i 2014 jobbes det i større grad med å tilrettelegge for tverrfaglige og tverrfakultet organisering av forskningen. Dette skal sikre robuste miljøer. I tillegg vil vårt samarbeid med universitetets randsoner og planer og ulike klyngeorganiseringer bidra til å skape faglige robuste miljøer.

Øke andelen kvinner i dosent- og professorstillinger

Universitetet i Bergen ønsker å være et foregangsuniversitet i arbeidet for likestilling og kjønnsbalanse på alle nivåer i organisasjonen. Det er et mål at kvinner skal utgjøre 50 % av nytilsatte i alle vitenskapelige stillinger ved UiB i planperioden og at andel kvinner totalt innenfor kategorien skal utgjøre minst 40%. En særlig utfordring ligger i å rekruttere flere kvinner til faglige toppstillinger.

Andel midlertidig tilsatte

Det er et mål å redusere andel midlertidig tilsatte. I den forbindelse ble det utarbeidet en handlingsplan for redusert midlertidighet ved UiB. Planen har ambisiøse målsettinger og arbeidet med å følge opp de konkrete målene i planen skal prioriteres i 2015.

Andel av samlingene og objektene som er tilfredsstillende sikret og bevart

Museet vil opprettholde oppmerksomheten rundt sikring og bevaring av samlingene, med ferdigstillelse av flytting av utstillingssamlingene i Musèplassen 3 og deretter flytting av magasinsamlingene i Håkon Shetelig's plass 10. Det vil i 2015 bli utarbeidet en beredskapsplan for de ulike samlingene basert på risikovurdering og kartlegging. Arbeidet med å sikre museets spritsamling bedre magasinforhold har vært begynt, og vil trolig resultere i kontraktskriving i løpet av 2015.

Tabell 18. Andel av samlingene og objektene som er tilfredsstillende sikret

Tilfredsstillende sikring	Kultur		Natur	
	Resultat 2014	Mål 2015	Resultat 2014	Mål 2015
Indikatorer:	%	%	%	%
Skallsikring	52	90	74	90
Tyverisikring	52	90	74	90
Brannsikring	98	98	78	98
Vannskaderisiko	35	75	31	75
Rutiner og beredskap	32	80	32	80
Totalt magasinareal (m ²)	4 558	6 358	3 385	4 300

Tabell 19. Andel av samlingene/objektene som er tilfredsstillende bevart

Tilfredsstillende bevaring	Kultur		Natur	
	Resultat 2014	Mål 2015	Resultat 2014	Mål 2015
Indikatorer:	%	%	%	%
Luftfuktighet og temperatur	63	80	80	90
Lysforhold	98	98	98	98
Aktiv konservering	63	70	91	91
Preventiv konservering	84	88	96	96
Andel digitalisering av objektene/samlingene	92	95	69	80
Andel av objektene/samlingene som er tilgjengelige på WEB	60	65	23,5	50
Totalt antall objekter/samlinger	1 365 000	1 400 000	4 247 000	4 300 000

Virksomhetsmål 4.1

Universitetet i Bergen skal ha rett kompetanse, godt samspill mellom faglige, administrative og teknisk ansatte og effektive arbeidsprosesser for å nå universitetets felles mål

Styringsparameter for virksomhetsmål 4.1

Utvikling i forholdstall mellom vitenskapelig og administrative/tekniske stillinger

Effektive arbeidsprosesser skal også sikres gjennom lederutvikling og en organisasjonsgjennomgang som begge forankres i hele universitetssamfunnet. En viktig forutsetning er en forenklet rapporteringsstruktur og målet er å skape formålstjenlig organisasjon. Universitetet vil nøye overvåke dimensjoneringen og utviklingen av ulike grupper ansatte; mellom vitenskapelige og teknisk/administrative, og fordelingen intern i disse. Rett kompetanse forutsetter et stort spenn av kompetansefelt og kompetansenivåer og er en forutsetning for effektive arbeidsprosesser.

Sentralt for arbeidet i 2015 blir oppfølging av Organisasjonsutviklingsprosjektet, der formålet er å utvikle de administrative tjenestene slik at de støtter best mulig opp om universitetets oppgaver innen forskning, utdanning og formidling.

Virksomhetsmål 4.2

Universitetet i Bergen skal videreutvikle Universitetsmuseet med vitenskapelige samlinger og utstillinger for publikum

Universitetsmuseet i Bergen representerer en viktig strategisk ressurs og infrastruktur for forskningen. Å satse på universitetsmuseet vil synliggjøre universitetets posisjon som arena for forskning. Det arbeides systematisk og med stor innsats for å rehabilitere monumentalbygningen, der først del av rehabiliteringen(sørfløyen) forventes ferdigstilt til 2015.

Universitetsmuseet og universitetets øvrige samlinger skal videreutvikles som en viktig del av vårt kulturelle ansvar, men også i tråd med fagmiljøenes egne forskningsstrategier og målsettinger. Det skal tilrettelegges for at forskere utenfor universitetet skal kunne gjøre nytte av universitetets samlinger og la samlingene bli en del av universitetets internasjonaliseringsstrategi.

I 2015 vil museet videreutvikle formidlingsstrategien som ble påbegynt høsten 2013, som skal styrke formidling til og dialog med samfunnet. Utarbeidelse frem til sommeren av forprosjekt til nye naturhistoriske utstillinger i Museplassen 3 blir viktig.

UM er dessuten en sentral del av et stort EEA-grant prosjekt med Romania der nettopp tematikker knyttet til sektormål 3 står sentralt. En tilsvarende rolle har et stort H2020 prosjekt som forberedes med UM som koordinator.

Museet skal formidle på lik linje med forskning og det blir derfor viktig i strategiarbeidet å arbeide frem incentivmidler på linje med det forskningen har. Det vil også gi muligheter til å styrke samspillet mellom forskning og formidling.

Styringsparameter for virksomhetsmål 4.2

Øke omfanget av forskning blant museets vitenskapelig ansatte

Museets ambisjonsnivå å øke forskningen, men ikke på samlingsforvaltningens eller formidlingens bekostning.

Universitetsmuseet vil i løpet av første halvdel 2015 utvikle en forskningsstrategi for museet. UM vil oppnå større uttelling i konkurransen om frie midler i NFR, ERC og EU.

Digitalisering av samlingene

Universitetsmuseene skal gjennom samlingsvirksomheten være en aktiv samfunnsaktør. Digitalisering av samlinger og tilrettelegging for internett er viktig for å tilgjengeliggjøre samlingene for den interesserte allmennhet og fremme museet som en arena for forskning.

Digitalisering av samlingene og tilgjengeliggjøring av disse videreføres etter evne i 2015. I tillegg skal det utarbeides en forvaltningsstrategi for hele museet, der digitalisering inngår.

Plan for tildelt bevilgning 2015 – på vei mot ny strategi

I tildelingsbrevet fra Kunnskapsdepartementet er Universitetet i Bergen tildelt 2,974 mrd. kroner for 2015. Universitetets strategi for perioden 2011- 2015 gir de overordnede føringer for prioriteringene i 2015. Målrettede handlingsplaner gir retning for innsats innenfor prioriterte områder. Det satses på kvalitet i forskning og utdanning.

Plan for tildeling av 2015 bevilgningen gjenspeiler at UiB nå er midt i en strategiprosess, der nye målsetninger og ambisjoner vurderes og der noen endringer allerede er tydelige.

Dette gjelder en vesentlig satsing på digitalisering av undervisningen og en fornyelse av dagens studietilbud. Det gjelder videre klyngesatsingen der en etablerer flere miljøer der både forskning og undervisning skal nyte godt av samspill med både andre interne og eksterne aktører.

Planen for tildelt bevilgning for 2015 er derfor et budsjett som gjenspeiler overgangen mellom to strategiperioder.

For 2015 legges er det lagt til rette for følgende hovedprioriteringer:

- Utdanning
 - Nye studieprogram og omstrukturering av studieprogram med klare samfunnsmessige behov
 - Videreføring av DigUiB-prosjektet
- Forskning
 - Ta i bruk potensiale i BOA med særskilt fokus på EU- inntekter.
 - Forsterke fremragende miljøer
 - Bygge robuste miljøer gjennom klyngesatsingen
- Formidling
 - Digitalisering
- Støttefunksjoner
 - Utvikling og forbedring

De viktigste økonomiske virkemidlene i budsjettet for 2015 er:

- Det settes av total 10,2 mill. kroner over 3 år til å utvikle studieprogram. Samtidig doubles budsjettet til DigUiB og prosjektet gis høyeste prioritet innen utdanningsområdet i året som kommer.
- Det opprettes en ny incentivordning for EU-prosjekter med 6 mill. kroner avsatt i 2015-budsjettet. Samtidig foreslås det kraftig styrking av Det juridiske fakultet med totalt 9 mill. kroner over 3 år.
- Ordningene for styrking av fremragende miljøer videreføres og forsterkes gjennom de øremerkede midlene fra departementet.
- Universitetsmuseet gis en styrking på 3 mill. kroner i basis som del av sin nyorganisering.
- SARS tas inn i UiB noe som styrker UiBs forskning med nær 50 årsverk.
- Utstyrsposten økes noe som gir rom for mer midler både til basisutstyr og viktig teknologisk infrastruktur.
- Fokus innenfor eiendomsområdet rettes mot klyngesatsingen. Først ut er Media City Bergen.
- Satsingene muliggjøres ved et strategikutt som flytter midler i retning av fornyelse.

Tabell 20 gir oversikt over tildelt bevilgning fra Kunnskapsdepartementet for 2015.

Tabell 20. Plan for tildelt bevilgning fra Kunnskapsdepartementet

Beløp i 1000 kr.	Inntekter GB					
	Annuum			Øremerket		Sum 2015
	Basis	Res utd.	Res RBO	Rekruttering	Annet	
Det humanistiske fakultet	175 196	71 874	28 269	66 239	17 548	359 126
Det matematisk-naturvit. fakultet	256 207	73 262	94 372	149 008	19 516	592 365
Det med-odontologiske fakultet	232 932	138 363	60 789	119 293	25 626	577 003
Det samfunnsvitensk. fakultet	124 144	65 076	18 475	46 977	2 355	257 027
Det juridiske fakultet	37 937	59 594	5 640	18 869	-	122 040
Det psykologiske fakultet	75 643	61 352	19 297	37 842	6 850	200 985
Universitetsmuseet	105 077		2 621	6 690	7 004	121 392
Universitetsbiblioteket	86 551				47 863	134 414
Felles forsknings-satsinger/sentre	74 703					74 703
Forskningsstrategi					76 667	76 667
Vit utstyr (inkl. forskn.fondet)					16 468	16 468
Felles utdanningsformål					31 465	31 465
Sum faglig virksomhet	1 168 390	469 521	229 463	444 919	251 363	2 563 656
Sum diverse felles tiltak	52 543	-	-	1 882	94 122	148 547
Sum Adm, IT,EIA	203 818	-	-	-	-	203 818
SUM	1 424 751	469 521	229 463	446 801	404 285	2 974 821

Vurdering av utdanningskapasitet

Innenfor utdanning er kvalitetssikring og dimensjonering av utdanningsprogrammene avgjørende for å sikre den forskningsbaserte utdanningen som kjennetegner forskningsuniversitetene. Å få til riktig dimensjonering har vært en viktig oppgave de siste årene. Studentopptaket er økt tilsvarende økningen som følger av tildeling av nye studieplasser fra Kunnskapsdepartementet. Det er ikke ønskelig å øke opptaksrammene utover tildelte studieplasser. Samtidig er det sentralt at UiB tilbyr utdanninger som samfunnet etterspør. Universitetet er således positiv til å ta i mot nye fullfinansierte studieplasser, blant annet innenfor realfagene, helsefagene og oppbygging av et studietilbud i kinesisk.

Innenfor MNT- fagene er det ønskelig å løfte fram følgende områder med klare samfunnsmessige behov og potensiale for vekst: Profesjonsstudiet i fiskehelse, integrert master i energi og innenfor teknologirelatert utdanning. Det er viktig at studieplassene innenfor fiskehelse gis en ny finansieringskategori.

Det er behov for en økning i utdanningskapasiteten innenfor helsefag for å møte fremtidens helseutfordringer og innfri ambisjonene i samhandlingsreformen. Regjeringens uttalte ønske om økt satsning på rus, psykisk helsevern og bedre folkehelse er del av dette. Helsefagene ved UiB utgår fra sterke forskningsmiljø og er praksisnære utdanninger med høy samfunnsrelevans og svært god rekruttering. Det er kapasitet til å ta i mot flere fullfinansierte studieplasser innenfor medisin, farmasi, psykologi, logopedi og barnevern. En slik styrking av utdanningskapasiteten vil være viktig for å realisere utviklingen av helsecampus Årstadvollen og styrke samarbeidet mellom helsefag og profesjonsutdanningene ved UiB, HIB og i Vestlandsregionen

Både ved Høgskolen i Lillehammer, Universitetet i Stavanger og Universitetet i Agder er det nå bachelorprogram i rettsvitenskap. Universitetet i Bergen samarbeider med disse institusjonene, og flere studenter vil søke seg til masterstudiet ved UiB fra disse studiene. I den forbindelse foreslås en opprettelse av nye studieplasser innenfor JUS- studiet.

UiB har inngått avtale om deltakelse i Media City Bergen, som blir realisert i 2017. Dette samarbeidet som omfatter sentrale medieaktører, TV2, NRK, BT, BA og Vizrt, vil gi spennende muligheter for kunnskapsutvikling, studietilbud, forskningsprosjekter, teknologi og innovasjon. Med skreddersydde lokaler, moderne teknisk infrastruktur og forpliktende samarbeid, er ambisjonen å bygge et ledende utdannings- og kunnskapsmiljø for moderne, digital medieproduksjon. UiB ønsker dialog om dette og om endrede studietilbud høsten 2017.

Tabell 21. Muligheter for økte studieplasser

	Plasser
Kinesisk	15
Mastergrad JUS	30
Profesjonsstudiet Medisin	10
Farmasi	10
Profesjonsstudiet i Psykologi	10
Logopedi	15
Barnevern	15
Mastergrad psykologi	10
Mastergrad fiskehelse	15
Integrert master teknologi og energi	60
SUM	190

Oversikt over større investeringsprosjekter

Museumsbygningen

Første fase (sørfløyen) av rehabiliteringen av universitetets monumentale museumsbygg finansieres over Statsbyggs budsjett. Prosjektet har totalramme på 340 mill. kroner og er planlagt ferdigstilt sommeren 2015.

Prosjektet for midt- og nordfløy har en kostnadsramme på 650 mill. kroner og byggestart skulle etter planen starte i 2015 med ferdigstilling/nyåpning i løpet av 2018. Manglende finansiering i statsbudsjettet for 2015 gjør imidlertid at prosjektet må stoppes midt i rehabiliteringen. Etter UiBs mening er det dårlig økonomi å etterlate dette prosjektet halvfinansiert. I tillegg medfører dette at museumssamlingene vil være stengt og utilgjengelig i flere år framover.

Andre byggeprosjekt

Universitetets store bygningsmasse inneholder også bygg som til tross for vedlikehold er tidsmessig utdatert og som derfor trenger omfattende rehabilitering. Dette gjelder Nygård skole, Realfagbygget, og Campus Årstadvollen. Dette er prosjekter som er så store og/eller så komplekse at de både økonomisk, kompetanse- og kapasitetsmessig går forbi de muligheter som finnes innenfor UiBs organisasjon og budsjetter. Samtidig er dette et generelt problem i sektoren. Det omtales noe upresist om vedlikeholdsetterslep, men handler ikke minst om at behovene endrer seg over tiårene. Dette medfører at en gang tidsmessige bygg må fornyes i en grad som kan sidestilles med nybygg. Etter UiBs oppfatning må det etableres en egen plan i sektoren for slike bygg.

Ved UiB gjelder dette i første rekke følgende bygg:

- Nygård skole - Griegakademiet
- Realfagsbygget
- Campus Årstadvollen

Kjøpet av Nygårds skole ble foretatt for å sikre Griegakademiet egnede lokaler. Dette åpnet for at Griegakademiet skulle kunne samle sine miljøer og styrke fasilitetene for den utøvende delen av virksomheten.

Griegakademiet er et eksempel på et fagmiljø som også er en sentral kulturaktør i Bergen, ikke minst gjennom sitt samarbeid med Bergen Filharmoniske orkester og Festspillene. Universitetet som institusjon bidrar slik i fellesprosjekt med det øvrige kultur- og samfunnsliv for å synliggjøre og utvikle kulturlivet i Bergen og på Vestlandet. Bygget er derfor tenkt å gi rom for flere aktører. I arbeidet med rehabilitering av bygget bør det derfor være dialog med kommunale myndigheter og sentrale miljøer innenfor musikklivet i Bergen om hvordan Nygård skole kan omdannes til et «Musikkens hus» der forskere, studenter og utøvende musikere kan samles. En modernisering av bygget vil derfor bedre undervisningskvaliteten og legge bedre til rette for studiemiljø og forskning.

Med en foreløpig ramme på 560 mill. kroner og med prosjektets spesielle karakter – med en rekke spesialrom - er rehabilitering utenfor UiBs og eiendomsselskapenes kapasitet. I realiteten er det kun Statsbygg som er stand til å påta seg et så komplekst prosjekt i et vernet bygg.

Gjennomføring vil skje så snart bygget prioriteres av KD og Statsbygg.

Allegaten 41 - Realfagbygget

Bygget trenger en generell og større oppgradering for å være tjenlig for ansatte og studenter. Realfagbygget er et eksempel på at selv med normalt vedlikehold, vil tidens krav til slutt innhente forskningsbygg dersom en ikke gjør større moderniseringstiltak underveis. Oppgraderingen bør skje etappevis over en tidsbegrenset periode på 8 år der en fjerdedel av bygget tas over 2 år hver. Dette betyr at det er behov for avlastningslokaler i denne perioden for både ansatte og studenter. Noe areal som blir ledig fremover må derfor planlegges midlertidig disponert til dette formålet.

De tekniske installasjonene er fra byggeåret. Det er behov for å skifte ut varmeanlegg, ventilasjonsanlegg, vinduer og gjennomføre generelle oppgraderinger av fasader. Det er ikke gjennomført noe skisseprosjekt for oppgradering, men basert på erfaringstall bør dette kunne gjennomføres for kostnader som vil ligge mellom 600 – 800 mill.

Ved å samle flere fagmiljø i Realfagbygget åpnes det nye muligheter for å selge andre bygg og redusere universitetets samlede areal. Universitetet har gjort deler av rehabiliteringen av realfagsbygget med egne ressurser. Dette vil fortsette, men vil likevel ikke rekke til en full rehabilitering.

Campus Årstadvollen

Kostnadsanslagene for rehabilitering av gammelt odontologibygget viser at det blir svært dyrt å gjennomføre. Dette er fordi byggets tilstand er av en slik karakter at nærmest alt må fornyes. Å rive bygget har også en kostnad, men åpner samtidig for et helt annet og mer fremtidsrettet bygg.

Gammelt odontologibygget gir dermed en unik mulighet til å tenke nytt og helhetlig for bygningsmassen på Årstadvollen. Det er ønskelig med en samling av allmennmedisinske og kliniske fagmiljøer på Årstadvollen for blant annet å utnytte mulighetene og styrke UiBs og Bergens posisjon innenfor den nye nasjonale forsknings- og innovasjonsstrategien for helse- og omsorgssektoren «HelseOmsorg 21». Årstadvollen er det eneste området med utbyggingsmuligheter for en større helhetlig satsing med nærhet resten av de helsefagmiljøene i Bergen.

Det medisinsk-odontologiske fakultet og Det psykologiske fakultet har i dag samarbeid med en rekke forskningspartnere som er interessert i fortsatt å være samlokalisert med UiB på Årstadvollen, slik som Folkehelseinstituttet og Uni Helse. Nye aktører har meldt sin interesse for samarbeid og som leietakere. Blant annet har Bergen kommune, Helse Bergen og BTO signalisert interesse for å etablere aktiviteter i nybygg på Årstadvollen. En slik satsing vil ha stor verdi for realisering av samhandlingsreformen. Gjennom en ny Helsecampus kan Bergen bli en foregangsarena for satsing på forebyggende helse, forskning i kommunehelsesektoren og kompetanseutvikling i primærhelsetjenesten. Satsingen vil også skape vesentlige forbedrede vilkår for studentene gjennom fornyelsen av bygningsmassen og gjennom et mer samlet campus for flere av helsefagene.



Universitetet i Bergen

Avlagt årsregnskap 2014

31.12.14

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Ledelseskomentarer

Universitetet i Bergen er et internasjonalt anerkjent forskingsuniversitet med forskning, forskningsbasert utdanning og forskerutdanning i alle fagmiljøer.

Totaltall

Tabell 1: Totaltall UiB, inntekter og kostnader.

UiB totalt (mill. kroner)	Årsbudsjett 2014	Regnskap per 2014	Avvik per 2014
Inntekter	3 787	3 921	3,5 %
Kostnader	3 816	3 970	-4,0 %
Driftsresultat	-29	-50	

Inntekter

Tabell 2: Inntekter fordelt på grunnbevilgningen (GB) og bidrags- og oppdragsaktivitet (BOA) 2011-2014

Inntekter (mill. kroner)	2011	2012	2013	2014	Endring siste år
Inntekter GB	2 935	2 688	3 029	3 127	3,2 %
Aktivitet BOA	733	834	725	794	9,5 %
Sum	3 668	3 523	3 754	3 921	4,5 %

Samlet for grunnbevilgningen og BOA er inntektene 134 mill. kroner (3,5 %) høyere enn periodisert budsjett. Aktiviteten i BOA står for om lag en tredjedel av inntektsavviket, resten er på GB.

Inntektene på grunnbevilgningen er 98 mill. kroner (3,2 %) høyere enn 2013.

Inntektene for bidrags- og oppdragsaktivitet (BOA) blir bokført når aktiviteten blir gjennomført, inntektsutviklingen viser høyere aktivitet i 2014 enn i 2013 (9,5 %, 69 mill. kroner). Tabell 3 viser at NFR og EU står for den økte aktiviteten, mens andre bidragsytere og oppdrag står for en negativ aktivitetsutvikling. Inntektene var høyere enn budsjettet for alle bidragsytere.

Tabell 3: Bidrags- og oppdragsaktivitet fordelt på type bidragsyter

Aktivitet BOA (mill. kroner)	Regnskap 2013	Årsbudsjett 2014	Resultat 2014	Endring siste år
NFR-aktivitet	307	366	386	25,8 %
EU-aktivitet	48	53	66	37,5 %
Annen bidragsaktivitet	342	306	317	-7,2 %
Oppdragsaktivitet	28	23	24	-13,2 %
Sum	725	748	794	9,5 %

Tabell 4 viser at innbetalinger (fakturert inntekt) fra bidragsytere var lavere i 2014 enn året før.

Tabell 4: Fakturerte inntekter fordelt på type aktivitet (i mill. kroner)

Fakturert inntekt (mill. kroner)	2014	2013	
NFR	353	344	2,5 %
EU	49	86	-43,5 %
Andre bidrag	309	299	3,2 %
Oppdrag	24	34	-28,4 %
Sum fakturert inntekt	734	763	-3,8 %

Tabellen viser at det er en samlet nedgang i fakturert inntekt på 29 mill. kroner (3,8 %). EU-innbetalinger og innbetalinger fra oppdrag er lavere, mens NFR-innbetalinger og innbetalinger fra andre bidrag er høyere enn 2013. Lavere innbetalinger fra EU i 2014 fører til at universitetet sine inntekter fra resultatbasert omfordeling i 2016 vil bli lavere totalt sett.

Lavere innbetalinger i 2014 førte ikke til nedgang i aktivitet. Den økte aktiviteten ble delvis finansiert av overføringer fra 2013. Det ble overført 320 mill. kroner fra 2013, en overføring som ble bygget ned til 260 mill. kroner i løpet av 2014.

Kostnader

Tabell 5: Totalkostnader fordelt på lønn og drift 2011-2014

Kostnader (mill. kroner)	2011	2012	2013	2014	Endring siste år
Lønnskostnader	2 112	2 248	2 361	2 499	5,8 %
Driftskostnader	1 325	1 446	1 427	1 472	3,2 %
Sum	3 437	3 693	3 788	3 970	4,8 %
Andel lønn	61,5 %	60,9 %	62,3 %	62,9 %	
Andel drift	38,5 %	39,1 %	37,7 %	37,1 %	

Kostnadene økte med 4,8 % (182 mill. kroner) fra 2013 til 2014, der lønnskostnadene øker mest. Samlet ble kostnadene 4 % høyere enn budsjettert (154 mill. kroner). Lønnsutgiftene er de dominerende kostnadene og utgjorde om lag 63 % av kostnadene i 2014. Lønn har over tid økt sin andel av både kostnadene og inntektene og fører til at universitetet binder opp stadig mer av kostnadene i lønn. Dette er en utvikling som fører til at det økonomiske handlerommet blir mindre, spesielt kombinert med høyere bindinger i bygg.

Posten for avskrivning er noe høyere i 2014 i forhold til 2013. Investeringene var 640 mill. kroner lavere 2014 enn 2013. Nedgangen er grunnet regnskapsføringen av 675 mill. kroner for investering i nytt odontologibygget i første tertial 2013. Sett bort fra denne faktoren har investeringer steget med 34 mill. kroner fra 2013.

Tabell 6 viser forholdet mellom investering i eiendeler og det regnskapsmessige fallet i verdien på eiendelene. Forholdstallene sier noe om det blir investert tilstrekkelig for å opprettholde verdien på de aktiverbare eiendelene til universitetet. Opprettholdelsesgrad over 1 indikerer at det ble investert mer enn verdifallet. I perioden 2005-2014 er forholdet mellom investering i bygg 0,9, samlet for alle UiB sine aktiverte eiendeler er forholdstallet 1. Odontologibyggets verdi ble aktivert i UiB sitt regnskap i 2013, som har hatt en stor effekt på nøkkeltallet for opprettholdelsesgrad.

Forholdstallene kan være til hjelp for vurdering av om investeringsnivået for de forskjellige eiendelsgruppene er riktig. Ut fra tallene over de siste 10 årene ser det ut som om det blir investert tilstrekkelig, med unntak av bygningsinstallasjoner, som ventilasjonsanlegg og el-anlegg, med et forholdstall på 0,6.

Tabell 6: Forholdet mellom investering og verdifall

Opprettholdelsesgrad	2005-2013	2014	2005-2014
Bygninger	1,5	0,2	1,4
Bygningsinstallasjoner	0,7	0,1	0,6
Delsum bygg	1,0	0,1	0,9
Teknisk-vitenskapelig utstyr	1,3	1,1	1,3
Datautstyr, lisenser og kontormaskiner	1,1	1,1	1,1
Inventar	1,2	0,8	1,2
Annet	0,3	11,5	0,6
Delsum andre eiendeler	1,2	1,1	1,2
Totalt	1,1	0,5	1,0

Resultat og overføringer

Regnskapet viser et negativt resultat på 50 mill. kroner, som er 21 mill. kroner lavere enn budsjettert. Overføringen av KD-midler fra 2014 er 56,2 mill. kroner, som er 50 mill. kroner lavere enn overføringen fra 2013. Tabell 7 viser utviklingen i overføringene slik de er presentert i note 15 i regnskapet.

Tabell 7: Overføringer knyttet til bevilgninger

Note 15 del 1 (mill. kroner)	2014	2013
KD Utsatt virksomhet	111,3	122,5
KD Strategiske formål/sparing	43,5	57,1
KD Investeringer	-18,0	-12,0
KD Annet (forskutteringer)	-81,0	-61,8
Andre dep - utsatt virksomhet og investeringer	0,4	0,0
Sum bevilgningsfinansiert aktivitet	56,2	105,8

Forskutteringsnivået for bygg har økt med 20 mill. siden 2013, som følger av flytting av forskuttering av BUSP-arealer fra MOF til EIA. For investeringer er det forsinkelse i salg av bygg som fører til at det er en større negativ overføring på den posten. Strategisk formål/sparing har blitt redusert noe grunnet bruk av avsatte midler til odontologibygget. Fakultetene har også bygget ned sine overføringer, noe som bidrar til at det totale overføringsnivået er lavere ut av 2014 enn ut av 2013.

Balansen

Innestående på universitetets konsernkonto og øvrige bankkonti er 785 mill. kroner. Det er 122 mill. lavere enn 2013.

Avregningen med statskassen viser en forpliktelse på 298 mill. kroner. Avregningen består av 56 mill. kroner for avsatte bevilgninger, 135 mill. i ikke inntektsførte bevilgninger og bidrag og 107 mill. kroner er ikke inntektsførte gaver og gaveforsterkninger. Nedgangen er 110 mill. kroner siste år.

Gjennomføring av årets budsjett

Universitetet i Bergen gjennomfører oppdraget KD har gitt i tildelingsbrevet for 2014: Det blir gjennomført grunnleggende forskning, blir gitt forskerutdanning og gjennomført forskningsbasert undervisning med forventet omfang og kvalitet.

Overføringene til universitetet har tidligere år vært høye, men har blitt bygget ned og det er en målsetning å holde overføringene på et forsvarlig nivå. Regnskapet for 2014 viser et resultat og en overføring som er lavere enn budsjettet, som bidrar til å nå målsetningen om lave overføringer. Det vil fremover være viktig å sørge for at nivået for overføringer ikke blir for lavt og blir en begrensning på handlingsrommet til universitetet fra år til år.

Bidrags- og oppdragsaktivitet utgjør en stor del av universitetsbudsjettet og er viktig for universitetet og målet er at denne aktiviteten skal øke over tid, det har vært et satsingsområde i 2014. Aktiviteten ble høyere enn budsjettet og høyere enn i 2013. Fakturert inntekt var lavere enn i fjor, der det var størst nedgang innen EU. Det vil være viktig å opprettholde den fakturerte inntekten, slik at inntektsgrunnlaget til universitetet ikke svekkes i kommende år.

Det har vært høyt prioritert ved universitetet å allokere betydelige midler til å sikre vedlikehold og investering i bygg og infrastruktur. Prioritering av dette vil fortsette og økte investeringer og driftskostnader innenfor byggområdet vil ventes å kreve større del av universitetets budsjetter i årene fremover. Det er viktig med sunn økonomistyring for å kunne legge til rette for dette arbeidet.

Bergen, 12.02.2015

Dag Rune Olsen
rektor

Peter M. Haugan

Kjersti Fløttum

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Astrid-Kristine Hauge Rambøl

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Joakim Palme

Oddny Miljeteig

Kjell Bernstrøm
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Regnskapsprinsipper

Regnskapet er satt opp i samsvar med Statlige Regnskapsstandarder (SRS) og de tilhørende veiledningsnotater er som er utarbeidet av Finansdepartementet og Direktoratet for økonomistyring med Kunnskapsdepartementets tilpasninger for universitets- og høyskolesektoren.

Anvendte regnskapsprinsipper

Inntekter

Tildelinger uten motytelse eller med utsatt motytelse er behandlet etter bestemmelsene i SRS 10. Dette innebærer at bevilgninger fra Kunnskapsdepartementet og andre departementer er presentert i regnskapet i den perioden tilskuddet er mottatt. Bevilgninger og tilskudd fra Kunnskapsdepartementet og andre departement som ikke er benyttet på balansedagen er klassifisert som forpliktelse og ført opp i avsnitt D IV Avregning med statskassen i balanseoppstillingen (motsatt sammenstilling). Tilsvarende gjelder for andre statlige bevilgninger og tilskudd som gjelder vedkommende periode som skal behandles som bevilgninger etter bestemmelsene i SRS 10 og som ikke er benyttet på balansedagen. Bevilgninger og tilskudd fra statlige virksomheter som uttrykkelig er forutsatt benyttet i senere perioder, er klassifisert som forskudd og presentert som ikke inntektsført bevilgning i avsnitt D IV Avregning med statskassen i balanseoppstillingen. Bidrag og tilskudd fra statlige etater og tilskudd fra Norges forskningsråd samt bidrag og tilskudd fra andre som ikke er benyttet på balansedagen er klassifisert som forskudd og presentert som ikke inntektsførte bidrag i avsnitt D IV Avregning med statskassen i balanseoppstillingen (motsatt sammenstilling). Tilsvarende gjelder for gaver og gaveforsterkninger.

Inntekter som forutsetter en motytelse behandlet etter bestemmelsene i SRS 9 og er resultatført i den perioden rettigheten til inntekten er opptjent. Slike inntekter måles til verdien av vederlaget på transaksjonstidspunktet. Inntekter fra salg av tjenester anses som opptjent på det tidspunktet krav om vederlag oppstår.

Kostnader

Kostnader ved virksomhet som er finansiert av bevilgninger eller midler som skal behandles tilsvarende, er resultatført i den perioden kostnaden er pådratt eller når det er identifisert en forpliktelse.

Kostnader som vedrører transaksjonsbaserte inntekter er sammenstilt med de tilsvarende inntekter og kostnadsført i samme periode. Prosjekter innen oppdragsvirksomhet er behandlet etter metoden løpende avregning uten fortjeneste. Fullføringsgraden er målt som forholdet mellom påløpte kostnader og totalt estimerte kontraktskostnader.

Tap

Det er ikke foretatt en generell vurdering knyttet til latente tap i aktive oppdragsprosjekter. Eventuelle tap konstateres først ved avslutning av prosjektet og er som hovedregel kostnadsført når en eventuell underdekning i prosjektet er endelig konstatert. For aktive prosjekter hvor det er konstatert sannsynlig tap, er det avsatt for latente tap.

Omløpsmidler og kortsiktig gjeld

Omløpsmidler og kortsiktig gjeld omfatter poster som forfaller til betaling innen ett år etter anskaffelsestidspunktet, samt poster som knytter seg til varekretsløpet. Øvrige poster er klassifisert som anleggsmiddel/langsiktig gjeld. Fordringer er klassifisert som omløpsmidler hvis de skal tilbakebetales i løpet av ett år etter utbetalingstidspunktet.

Omløpsmidler er vurdert til det laveste av anskaffelseskost og virkelig verdi. Kortsiktig gjeld balanseføres til nominelt beløp på etableringstidspunktet

Aksjer og andre finansielle eiendeler

Aksjer og andre finansielle eiendeler er balanseført til historisk anskaffelseskost på transaksjonstidspunktet. Aksjer og andeler som er anskaffet med dekning i bevilgning over 90-post og aksjer anskaffet før 1. januar 2003 og som ble overført fra gruppe 1 til gruppe 2 fra 1. januar 2009, har motpost i *Innskutt virksomhetskapskapital*. Aksjer og andeler som er finansiert av overskudd av eksternt oppdragsvirksomhet, har motpost i *Opptjent virksomhetskapskapital*. Dette gjelder både langsiktige og kortsiktige investeringer. Mottatt utbytte og andre utdelinger er inntektsført som annen finansinntekt. Når verdifallet ikke er forventet å være forbigående, er det foretatt nedskrivning til virkelig verdi.

Varige driftsmidler

Varige driftsmidler er vurdert til anskaffelseskost og avskrives over driftsmidlets forventede levetid, men nedskrives til virkelig verdi ved verdifall som ikke forventes å være forbigående. Varige driftsmidler balanseføres med motpost *Forpliktelser knyttet til anleggsmidler*.

Forpliktelsen som etableres på investeringstidspunktet oppløses i takt med avskrivningene og utligner dermed resultatvirkningen av avskrivningene.

Ved realisasjon/avgang av driftsmidler resultatføres regnskapsmessig gevinst/tap. Gevinst/tap beregnes som forskjellen mellom salgsvederlaget og balanseført verdi på realisasjonstidspunktet. Resterende bokført verdi av *forpliktelse knyttet til anleggsmiddelet* på realisasjonstidspunktet er vist som *Utsatt inntekt fra forpliktelse knyttet til investeringer, bokført verdi avhendede anleggsmidler* i note 1.

For eiendeler som inngår i åpningsbalansen er bruksverdi basert på gjenanskaffelsesverdi lagt til grunn for verdifastsettelsen, mens virkelig verdi benyttes når det gjelder finansielle eiendeler.

Ved fastsettelse av gjenanskaffelsesverdi er det tatt hensyn til slit og elde, teknisk funksjonell standard og andre forhold av betydning for verdifastsettelsen. For tomter, bygninger, infrastruktur er gjenanskaffelsesverdien dels basert på estimer utarbeidet og dokumentert av virksomheten selv, og dels på kvalitetssikring fra og verdivurderinger utarbeidet av uavhengige tekniske miljøer. Verdi knyttet til nasjonaleiendom og kulturminner, samt kunst og bøker er i utgangspunktet ikke inkludert i åpningsbalansen. Slike eiendeler er inkludert i den grad det foreligger en reell bruksverdi for virksomheten. Finansieringen av varige driftsmidler, som er inkludert i åpningsbalansen for første gang, er klassifisert som en langsiktig forpliktelse. Denne forpliktelsen løses opp i takt med avskrivningen på de anleggsmidler som finansieringen dekker.

For omløpsmidler, kortsiktig gjeld samt eventuelle øvrige forpliktelser som inkluderes i åpningsbalansen, er virkelig verdi benyttet som grunnlag for verdifastsettelsen.

Immaterielle eiendeler

Eksternt innkjøpte immaterielle eiendeler er vurdert til anskaffelseskost og avskrives over driftsmidlets forventede levetid, men nedskrives til virkelig verdi ved verdifall som ikke forventes å være forbigående. Immaterielle eiendeler er balanseført med motpost *Forpliktelser knyttet til anleggsmidler*.

Forpliktelsen som etableres på investeringstidspunktet oppløses i takt med avskrivningene og utligner dermed resultatvirkningen av avskrivningene.

Varebeholdninger

Lager av innkjøpte varer er verdsatt til laveste av anskaffelseskost og virkelig verdi. Egentilvirkede ferdigvarer og varer under tilvirkning er vurdert til full tilvirkningskost. Det er foretatt nedskrivning for påregnelig ukurans.

Fordringer

Kundefordringer og andre fordringer er oppført i balansen til pålydende etter fradrag for avsetning til forventet tap. Avsetning til tap er gjort på grunnlag av individuelle vurderinger av

de enkelte fordringene. I tillegg er det for kundefordringer gjort en uspesifisert avsetning for å dekke antatt tap.

Internhandel

Alle vesentlige interne transaksjoner og mellomværender innen virksomheten er eliminert i regnskapet.

Pensjoner

De ansatte er tilknyttet Statens Pensjonskasse (SPK). Det er lagt til grunn en forenklet regnskapsmessig tilnærming, og det er ikke foretatt beregning eller avsetning for eventuell over- eller underdekning i pensjonsordningen. Årets pensjonskostnad tilsvarer årlig premie til SPK.

Valuta

Pengeposter i utenlandsk valuta er vurdert etter kursen ved regnskapsårets slutt.

Virksomhetskapsital

Universiteter og høyskoler kan bare opptjene virksomhetskapsital innenfor sin oppdragsvirksomhet. Deler av de midlene som opptjenes innenfor oppdragsvirksomhet kan føres tilbake til og inngå i virksomhetens tilgjengelige midler til dekning av drift, anskaffelser eller andre forhold innenfor formålet til institusjonen. Midler som gjennom interne disponeringer er øremerket slike formål, er klassifisert som virksomhetskapsital ved enhetene.

Kontantstrøm

Kontantstrømoppstillingen er utarbeidet etter den *direkte* metode tilpasset statlige virksomheter.

Kontoplan

Standard kontoplan og Kunnskapsdepartementets anbefalte føringskontoplan for virksomheter i universitets- og høyskolesektoren er lagt til grunn.

Selvassurandørprinsipp

Staten er selvassurandør. Det er følgelig ikke inkludert poster i balanse eller resultatregnskap som søker å reflektere alternative netto forsikringskostnader eller forpliktelser.

Statens konsernkontoordning

Statlige virksomheter omfattes av statens konsernkontoordning. Konsernkontoordningen innebærer at alle bankinnskudd / utbetalinger daglig gjøres opp mot virksomhetens oppgjørskontoer i Norges Bank. Bankkonti utenfor konsernkontoordningen er presentert på linje Andre bankinnskudd i avsnitt IV i balanseoppstillingen

Resultatregnskap

Beløp i 1000 NOK

	Note	2014	2013
Driftsinntekter			
Inntekt fra bevilgninger	1	2 960 213	2 870 355
Inntekt fra tilskudd og overføringer	1	770 033	696 946
Gevinst ved salg av eiendom, anlegg og maskiner	1	8 734	2 298
Salgs- og leieinntekter	1	181 782	184 008
<i>Sum driftsinntekter</i>		3 920 762	3 753 607
Driftskostnader			
Lønn og sosiale kostnader	2	2 498 687	2 361 204
Varekostnader		7 346	6 371
Andre driftskostnader	3	1 168 767	1 126 142
Avskrivninger	4,5	296 459	295 953
<i>Sum driftskostnader</i>		3 971 259	3 789 669
Ordinært driftsresultat		-50 497	-36 062
Finansinntekter og finanskostnader			
Finansinntekter	6	2 658	2 656
Finanskostnader	6	1 774	810
<i>Sum finansinntekter og finanskostnader</i>		884	1 846
Resultat av ordinære aktiviteter		-49 613	-34 217
Avregninger			
Avregning bevilgningsfinansiert aktivitet (nettobudsjetterte)	15	49 613	34 217
<i>Sum avregninger</i>		49 613	34 217
Periodens resultat		0	0
Tilskuddsforvaltning og andre overføringer fra staten			
Overføringer fra statskassen til tilskudd til andre	10	84 085	74 742
Utbetalinger av tilskudd til andre	10	84 085	74 742
<i>Sum tilskuddsforvaltning og andre overføringer fra staten</i>		0	0

Balanseregnskap

Beløp i 1000 NOK

	Note	31.12.2014	31.12.2013
EIENDELER			
A. Anleggsmidler			
I Immaterielle eiendeler			
Rettigheter og lignende immaterielle eiendeler	4	3 990	2 676
<i>Sum immaterielle eiendeler</i>		3 990	2 676
II Varige driftsmidler			
Bygninger, tomter og annen fast eiendom	5	5 144 543	5 304 142
Maskiner og transportmidler	5	7 550	6 456
Driftsløsøre, inventar, verktøy og lignende	5	366 088	362 566
Anlegg under utførelse	5	20 000	20 000
<i>Sum varige driftsmidler</i>		5 538 181	5 693 163
III Finansielle anleggsmidler			
Investeringer i datterselskaper	11	44 350	44 350
Investeringer i tilknyttet selskap	11	526	526
Investeringer i aksjer og andeler	11	2 300	2 300
<i>Sum finansielle anleggsmidler</i>		47 176	47 176
Sum anleggsmidler		5 589 347	5 743 015
B. Omløpsmidler			
I Varebeholdninger og forskudd til leverandører			
Varebeholdninger	12	1 825	2 388
<i>Sum varebeholdninger og forskudd til leverandører</i>		1 825	2 388
II Fordringer			
Kundefordringer	13	75 052	66 837
Andre fordringer	14	84 137	94 550
Opptjente, ikke fakturerte inntekter	16	2 776	11 933
<i>Sum fordringer</i>		161 965	173 321
IV Kasse og bank			
Bankinnskudd på konsernkonto i Norges Bank	17	667 711	747 251
Andre bankinnskudd	17	117 247	159 622
Andre kontanter og kontantekvivalenter	17	18	34
<i>Sum kasse og bank</i>		784 975	906 907
Sum omløpsmidler		948 766	1 082 616
Sum eiendeler		6 538 112	6 825 632

Beløp i 1000 NOK

	Note	31.12.2014	31.12.2013
VIRKSOMHETSKAPITAL OG GJELD			
C. Virksomhetskapital			
I Innskutt virksomhetskapital			
Innskutt virksomhetskapital	8	16 700	16 700
<i>Sum innskutt virksomhetskapital</i>		16 700	16 700
II Opptjent virksomhetskapital			
Opptjent virksomhetskapital	8	33 321	33 321
<i>Sum opptjent virksomhetskapital</i>		33 321	33 321
Sum virksomhetskapital		50 021	50 021
D. Gjeld			
I Avsetning for langsiktige forpliktelser			
Ikke inntektsført bevilgning knyttet til anleggsmidler	4, 5	5 542 171	5 695 839
<i>Sum avsetning for langsiktige forpliktelser</i>		5 542 171	5 695 839
III Kortsiktig gjeld			
Leverandørgjeld		122 833	133 805
Skyldig skattetrekk		96 781	84 238
Skyldige offentlige avgifter		84 926	82 095
Avsatte feriepenger		209 994	199 076
Forskuddsbetalte, ikke opptjente inntekter	16	21 054	30 184
Annen kortsiktig gjeld	18	112 433	142 629
<i>Sum kortsiktig gjeld</i>		648 022	672 026
IV Avregning med statskassen			
Avsetning bevilgningsfinansiert aktivitet (nettobudsjetterte)	15	56 199	105 812
Ikke inntektsførte bevilgninger og bidrag (nettobudsjetterte)	15	135 532	181 110
Ikke inntektsførte gaver og gaveforsterkninger	15	106 168	120 824
<i>Sum avregninger</i>		297 899	407 746
Sum gjeld		6 488 092	6 775 611
Sum virksomhetskapital og gjeld		6 538 112	6 825 632

Noter

Note 1 Spesifikasjon av driftsinntekter

Beløp i 1000 NOK

	2014	2013
<i>Inntekt fra bevilgninger fra Kunnskapsdepartementet</i>		
Periodens bevilgning fra Kunnskapsdepartementet *	2 778 379	3 333 835
- brutto benyttet til investeringsformål / varige driftsmidler av periodens bevilgning / driftstilskudd (-) ¹	-148 785	-758 581
+ utsatt inntekt fra forpliktelse knyttet til investeringer (avskrivninger) (+)*	296 459	295 953
+ utsatt inntekt fra forpliktelse knyttet til investeringer, bokført verdi avhendede anleggsmidler (+)	5 995	43
- utbetaling av tilskudd til andre (-)	-2 205	-2 130
Andre poster som vedrører bevilgninger fra Kunnskapsdepartementet*	2 190	1 034
Sum inntekt fra bevilgninger fra Kunnskapsdepartementet	2 932 032	2 870 155
* Periodens bevilgning fra kunnskapsdepartementet, brutto benyttet til investeringformål og utsatt inntekt fra forpliktelse knyttet til investeringer inkluderer overdragelse av odontologibygget fra Statsbygg i 2013		
<i>Tilskudd og overføringer fra andre departement</i>		
Periodens tilskudd/overføring fra andre departement og direktorat	28 181	200
Sum tilskudd og overføringer fra andre departement	28 181	200
Sum inntekt fra bevilgninger (linje RE.1 i resultatregnskapet)	2 960 213	2 870 355
<i>Tilskudd og overføringer fra andre statlige forvaltningsorganer</i>		
Periodens tilskudd /overføring 1	109 384	116 997
Periodens tilskudd /overføring fra NFR	459 887	371 591
- utbetaling av periodens tilskudd/overføring fra NFR til andre (-)	-72 570	-64 701
Andre poster som vedrører tilskudd/overføringer fra andre statlige forvaltningsorganer (spesifiseres)	-11 515	-7 911
Sum tilskudd og overføringer fra andre statlige forvaltningsorganer	485 187	415 976
<i>Tilskudd til annen bidragsfinansiert aktivitet</i>		
Periodens tilskudd/overføring fra kommunale og fylkeskommunale etater	5 943	11 148
Periodens tilskudd/overføring fra organisasjoner og stiftelser	46 667	74 117
Periodens tilskudd/overføring fra næringsliv og private	57 864	75 326
Periodens tilskudd/overføring fra EUs rammeprogram for forskning	63 609	47 707
Periodens tilskudd/overføring fra EU til undervisning og annet	1 422	564
Periodens tilskudd/overføring fra andre	11 745	12 774
Sum tilskudd til annen bidragsfinansiert aktivitet	187 250	221 635
<i>Tilskudd fra gaver og gaveforsterkninger</i>		
Mottatte gaver/gaveforsterkninger i perioden	82 952	28 941
- ikke inntektsførte gaver og gaveforsterkninger (-)	-106 168	-120 824
+ utsatt inntekt fra mottatte gaver/gaveforsterkninger (+)	120 812	151 218
Sum tilskudd fra gaver og gaveforsterkninger	97 596	59 335
Sum tilskudd og overføringer fra andre (linje RE.3 i resultatregnskapet)	770 033	696 946

Note 1 Spesifikasjon av driftsinntekter, forts

	2014	2013
<i>Gevinst ved salg av eiendom, anlegg, maskiner mv.</i>		
Salg av eiendom	8 728	1 892
Salg av andre driftsmidler	6	406
<i>Gevinst ved salg av eiendom, anlegg og maskiner mv. (linje RE.4 i resultatregnskapet)</i>	8 734	2 298
 <i>Salgs- og leieinntekter</i>		
<i>Inntekt fra oppdragsfinansiert aktivitet:</i>		
Statlige etater	10 219	13 132
Kommunale og fylkeskommunale etater	273	475
Organisasjoner og stiftelser	4 607	2 762
Næringsliv/privat	6 065	9 187
Andre	3 152	2 444
<i>Sum inntekt fra oppdragsfinansiert aktivitet</i>	24 316	28 000
 <i>Andre salgs- og leieinntekter</i>		
Leieinntekter	28 933	31 706
Pasientinntekter	25 379	26 329
Andre inntekter	103 154	97 972
<i>Sum andre salgs- og leieinntekter</i>	157 466	156 008
<i>Sum salgs- og leieinntekter (linje RE.5 i resultatregnskapet)</i>	181 782	184 008
Sum driftsinntekter	3 920 762	3 753 607

Note 2 Lønn og sosiale kostnader

Beløp i 1000 NOK

	2014	2013
Lønninger	1 742 652	1 658 869
Feriepenger	217 962	206 659
Arbeidsgiveravgift	313 363	295 475
Pensjonskostnader*	234 418	205 117
Sykepenger og andre refusjoner	-76 163	-73 389
Andre ytelser	66 455	68 473
Sum lønnskostnader	2 498 687	2 361 204

Antall årsverk: 3 560 3 349

*Gjelder virksomheter som betaler pensjonspremie selv (alle som har unntak fra bruttoprinsippet):

Pensjoner kostnadsføres i resultatregnskapet basert på faktisk påløpt premie for regnskapsåret.

Premiesats for 2014 skal være 13,15 prosent.

Premiesats for 2013 har vært 12,16 prosent.

Lønn og godtgjørelser til ledende personer	Lønn	Andre godtgjørelser
Rektor	1 318	4
Administrerende direktør	1 082	4

Godtgjørelse til styremedlemmer*	Fast godtgjørelse	Godtgjørelse pr. møte
Styrets leder	0	0
Styremedlemmer fra egen institusjon	100	
Eksterne styremedlemmer	100	
Styremedlemmer valgt av studentene **	284	
Varamedlemmer for styremedlemmer fra egen institusjon (1.vara for vintenskapelige tilsatte)	50	
Varamedlemmer for styremedlemmer fra egen institusjon (øvrige utenom 1.vara for vintenskapelige tilsatte)		8
Varamedlemmer for eksterne styremedlemmer		8
Varamedlemmer for studentrepresentanter		8

*Godtgjørelse til styremedlemmer er oppgitt i henhold til styrevedtak (sak 54/13)

** Studentrepresentantene honoreres med fast godtgjørelse på kr 100 000 og får i tillegg utbetalt differansen mellom lønnstrinn 19 og kr 100 000.

Note 3 Andre driftskostnader

Beløp i 1000 NOK

	2014	2013
Husleie	136 290	131 128
Vedlikehold egne bygg og anlegg	114 113	79 278
Andre kostnader til drift av eiendom og lokaler	134 647	150 310
Reparasjon og vedlikehold av maskiner, utstyr mv.	30 057	26 965
Mindre utstyrsanskaffelser	47 480	63 972
Leie av maskiner, inventar og lignende	10 045	23 946
Konsulenter og andre kjøp av tjenester fra eksterne	158 065	131 318
Reiser og diett	129 691	131 177
Øvrige driftskostnader (*)	408 380	388 047
Sum andre driftskostnader	1 168 767	1 126 142

Øvrige driftskostnader (*)

Tidsskrifter	43 931	40 147
Rekvisita, materiell og driftskjøp	69 763	57 737
Kontorkostnader, trykksaker og lignende	46 768	42 510
Porto, telefon, linjeleie mm.	16 984	19 371
Representasjon, bevertning, markedsføring	23 141	21 314
Tilskudd mm.	85 544	101 478
Øvrige driftskostnader	122 249	105 489
Sum øvrige driftskostnader (*)	408 380	388 047

Økningen i vedlikehold egne bygg og anlegg skyldes rehabilitering av fasaden på Allegaten 55 og ventilasjonanlegget på Dragefjellet skole.

Økning i konsulenter og andre kjøp av tjenester må ses i sammenheng med nedgang i tilskudd mm, pga presisert rutine.

Nedgangen i Mindre utstyrsanskaffelser fra 2013 til 2014 skyldes at den i 2013 var uforholdsmessig høy. 2013 inneholdt anskaffelser til det nye odontologibygget

Note 4 Immaterielle eiendeler

Beløp i 1000 NOK

	F&U	Rettigheter mv.	Under utførelse	SUM
Anskaffelseskost 31.12.2013			16 606	16 606
+ tilgang pr. 31.12.2014 (+)			2 183	2 183
- avgang anskaffelseskost pr. 31.12.2014 (-)			-4	-4
+/- fra eiendel under utførelse til annen gruppe (+/-)				
Anskaffelseskost 31.12.2014	0	0	18 785	18 785
- akkumulerte nedskrivninger 31.12.2013 (-)				
- nedskrivninger pr.31.12.2014 (-)				
- akkumulerte avskrivninger 31.12.2013 (-)			-13 930	-13 930
- ordinære avskrivninger pr.31.12.2014 (-)			-869	-869
+ akkumulert avskrivning avgang pr. 31.12.2014 (+)			4	4
Balanseført verdi 31.12.2014	0	0	3 990	3 990

Note 5 Varige driftsmidler

Beløp i 1000 NOK

	Tomter	Drifts- bygninger	Øvrige bygninger	Anlegg under utførelse	Infrastruktur- eiendeler	Beredskaps- anskaffelser	Maskiner, transportmidler	Annet inventar og utstyr	Sum
Anskaffelseskost 31.12.2013	625 441	7 241 140		20 000			259 223	1 348 776	9 494 580
+ tilgang pr. 31.12.2014 (+)		30 447		1 167			2 742	112 245	146 602
- avgang anskaffelseskost pr. 31.12.2014 (-)	-1 340	-8 000					-171	-17 796	-27 307
+/- fra anlegg under utførelse til annen gruppe (+/-)		1 167		-1 167					0
Anskaffelseskost 31.12.2014	624 102	7 264 754	0	20 000	0	0	261 794	1 443 225	9 613 875
- akkumulerte nedskrivninger pr. 31.12.2013 (-)									
- nedskrivninger pr. 31.12.2014 (-)		-2 562 440					-252 767	-986 211	-3 801 418
- akkumulerte avskrivninger 31.12.2013 (-)		-185 840					-1 643	-108 106	-295 589
- ordinære avskrivninger pr. 31.12.2014 (-)		3 968					165	17 178	21 311
+ akkumulert avskrivning avgang pr. 31.12.2014 (+)									
Balanseført verdi 31.12.2014	624 102	4 520 441	0	20 000	0	0	7 550	366 088	5 538 181

Avskrivningsatsar (levetider)	10-60 år		20-60 år		Virksomhets- spesifikt		Virksomhets- s-spesifikt		3-15 år	
	Ingen avskrivning	dekomponert lineært	Ingen avskrivning	dekomponert lineært	Ingen avskrivning	spesifikt	s-spesifikt	3-15 år lineært	3-15 år lineært	3-15 år lineært
Tilleggsopplysninger når det er avhendet anleggsmidler:										
Vederlag ved avhending av anleggsmidler	1 340	12 761						6		1 406
- bokført verdi av avhendte anleggsmidler* (-)	-1 340	-4 032						-6		-5 995
Regnskapsmessig gevinst/tap	0	8 728	0	0	0	0	0	0	-617	8 111

Vedr. bygg under arbeid i regi av Statsbygg

Opprusting av Musepl.3, sørflyøy med opparbeidelse av ny aula pågår i regi av Statsbygg. Arbeidet startet opp i 2013 og forventes ferdigstilt i 2015.

Vedr. leieforhold med kjøpsopsjon *

Selskap/bygg	Bokført verdi 31.12.2013	Langsiktig gjeld 31.12.2014	Kontraktenes utløpsår	Brutto areal m2
<u>Universitetet i Bergen Eiendom AS</u> Seksjonene 3, 5, 6, 7 og 10-12 i Thormøhlensgt. 55	kr 154 562 196	kr 140 390 576	2021+10+5	16 170
<u>Nygårdshøyden Eiendom AS*****</u> Nygårdsgaten 5 Stein Rokkans Hus Jon Lunds Plass 3 Rosenberggt. 39 Nina Griegs gate 2,4,6, Nygård skole, S2 Sydneshaugen 4, 8, 12 og 14 Jekteviksbakken 31 Thormøhlensgate 53 B	kr 504 864 975	kr 676 245 709	2035 2029 2029 2035 2033 2019 2019	17 275 790 1 214 4 180 1 175 3 383 5 264
<u>Magør Eiendom AS</u> Harald Hårfagres gt. 29-31 ** Lars Hilles gate 3, Nygård skole, S1*** <u>Thormøhlensgate 53 A AS*****</u> Thormøhlensgate 53 A <u>T53A Hjemmel AS*****</u>	kr 42 488 486 kr 107 336 395 kr 866 368	kr 40 761 702	2034 2024+5+5+5+5	1 914 4 662 4 572
Sum total	kr 810 118 420	kr 857 397 987		56 027

* Opsjonene går ut på å overta byggene til restgjeld. Med restgjeld menes gjeld til kredittorganisasjoner.

** I Harald Hårfagresgt. 29-31 er det gjennomført et større rehabiliteringsprosjekt som er lånefinansiert. Bare den delen av rehabiliteringskostnadene som innebærer standardheving utover det opprinnelige, aktiveres (de andre utgiftsføres direkte og gir store fremførbare underskudd i investeringsperioden). Det er årsaken til at gjelden er høyere enn bokført verdi. Sistnevnte foreligger ennå ikke for 2014.

*** Nygård skole S1 leies av Bergen kommune for 5+5 år. UiB skal overta leieforholdet når kommunen flytter ut.

Summene for NEAS og Magør er korrigert i forhold til regnskapskapstallene. Dette fordi fusjon/fusjon av JB 31 fra Magør til NEAS skjedde før nyttår mens lånet vedrørende eiendommen først ble overført etter nyttår. Dette er uten betydning for totalsummen av NEAS og Magør sin gjeld.

**** Aksjene i Thormøhlensgate 53 A AS og T53 A Hjemmel AS ble ervervet høsten 2013 og selskapenes eiendommer kommer i Nygårdshøyden Eiendom AS regnskaper når disse selskapene er fusjonert inn i Nygårdshøyden EAS.

*****Nygårdshøyden EAS eier, i tillegg til bokført verdi, aksjene i Magør EAS kr 44 000, Thormøhlensgate 53 A AS kr 154 119 801 og T53A Hjemmel AS kr 13 350 000. Kr 185 000 000 av gjelden refererer seg til kjøpene av to sistnevnte selskaper.

*****T53A Hjemmel AS eier tomten Thormøhlensgate 53 A står på.

Disse leieforholdene er ikke aktivert i UiB's balanse.

Note 5 Varige driftsmidler, forts**Vedr. disposisjonsrett i Helse Bergens lokaler**

Bygg	Bruttoareal m ²
Gamle hovedbygg	395
Hudbygget	199
Kvinneklinikken	461
Øyebygget	508
Studenthuset Gamle Gade	859
Barneklinikken	641
Haukelandsbakken	138
Sentralblokken	3 661
Laboratoriebygget	4 569
Laboratoriebygget	370
Barnepsykiatrisk	26
Undervisningscenteret	234
Sandviken	527
Sum arealer med disposisjonsrett Helse Bergen	12 588

Av oppdatert oversikt fra Helse Bergen pr 15.01.2013 fremgår det at UiB har disposisjonsrett over et bruttoareal på 12 218 kvm.

Vedr. tomteforhold knyttet til Helse Bergens grunn

UiB og Helse Bergen er enig om at grunnen under Vivariet (Gnr. 161, Bnr. 15) og BB-bygget (Gnr. 161, Bnr. 15) skal eies av UiB. Når hjemmelsforholdet er ordnet vil disse tomtene bli aktivert i UiBs balanse.

Tomtene skal følges disse to byggenes yttervegger. Det er avholdt kartforretning med Helse Bergen i desember 2014 og UiB venter på endelige papirer fra Bergen kommune.

Note 6 Finansinntekter og finanskostnader

Beløp i 1000 NOK

	2014	2013
Finansinntekter		
Renteinntekter	1 549	2 286
Agio gevinst	1 109	369
Sum finansinntekter	2 658	2 656
Finanskostnader		
Rentekostnad	88	87
Agio tap	1 685	723
Sum finanskostnader	1 774	810

Grunnlag beregning av rentekostnad på investert kapital:

	2013	2014	Gjennomsnitt i perioden
Balanseført verdi immaterielle eiendeler	2 676	3 990	3 333
Balanseført verdi varige driftsmidler	5 693 163	5 538 181	5 615 672
Sum	5 695 839	5 542 171	5 619 005

Antall måneder på rapporteringstidspunktet: (må fylles ut)

12

Gjennomsnittlig kapitalbinding i år 2014:

5 619 005

Fastsatt rente for år 2014:

1,79 %

Beregnet rentekostnad på investert kapital*:

100 580

Beregning av rentekostnader på den kapitalen som er investert i virksomheten vises her i henhold til "Utkast til veiledningsnotat om renter på kapital"

Note 7 gjelder ikke for UiB

Note 8 Innskutt og opptjent virksomhetskaper (nettbudsjetterte virksomheter)

Nettbudsjetterte virksomheter kan ikke etablere virksomhetskaper innenfor den bevilgningsfinansierte og bidragsfinansierte aktiviteten, se note 15. Opptjent virksomhetskaper tilsvarer dermed resultatet fra oppdragsfinansiert aktivitet.

Universitet og høyskoler kan anvende opptjent virksomhetskaper til å finansiere investeringer i randsonevirksomhet. Når virksomhetskaper er anvendt til dette formålet, er den å anse som bundet virksomhetskaper, dvs den kan ikke anvendes til å dekke eventuelle underskudd innenfor den løpende driften.

Innskutt virksomhetskaper er kapitalen knyttet til aksjer som ble finansiert av bevilgning på 90-post og som derfor tidligere var klassifisert som aksjer i gruppe 1. Disse aksjene føres nå i gruppe 2 og er overført til den enkelte institusjons virksomhetsregnskap. Innskutt virksomhetskaper skal anses som bundet.

Beløp i 1000 NOK

<i>Innskutt og bunden virksomhetskaper:</i>	<i>Beløp</i>
Innskutt virksomhetskaper 01.01.2014	16 700
Innskutt virksomhetskaper 31.12.2014	16 700
<i>Bunden virksomhetskaper:</i>	
Bunden virksomhetskaper pr. 01.01.2014	30 476
Bunden virksomhetskaper 31.12.2014	30 476
Innskutt og bunden virksomhetskaper 31.12.2014	47 176
<i>Annen opptjent virksomhetskaper:</i>	
Annen opptjent virksomhetskaper 01.01.2014	2 844
Annen opptjent virksomhetskaper 31.12.2014	2 844
Sum virksomhetskaper 31.12.2014	50 021

Note 9 gjelder ikke for UiB

Note 10 Tilskuddsforvaltning

Beløp i 1000 NOK

	2014	2013
Koordinatormidler fra NFR og andre, overført til andre	81 880	72 612
Tilskudd til Ole Bull Akademiet	2 205	2 130
Sum tilskuddsforvaltning	84 085	74 742

Det er også ført andre gjennomstrømningsmidler i universitetets regnskap som ikke spesifiseres her. Koordinatormidler knyttet til EU synliggjøres ikke i resultatregnskapet men fremgår av note 21.

Note 11 Investeringer i aksjer og selskapsandeler

Beløp i 1000 NOK

	Organisasjonsnummer	Antall aksjer/andeler	Eierandel	Årets resultat*	Balansført egenkapital**	Balansført verdi i virksomhetens regnskap
<i>Aksjer</i>						
Uni Research AS	985 827 117	14 875	85,0 %	-933	113 660	29 750
Unifond AS	995 200 090	10 000	100,0 %	0	187	200
Universitetet i Bergen Eiendom AS	983 231 292	400	100,0 %	0	1 192	400
Chr. Michelsens Research AS	965 243 798	14 000	50,0 %	10 803	133 101	14 000
Bergen Teknologioverføring AS	987 753 153	40	40,0 %	10 178	18 654	40
Bergen Vitensenter AS	989 005 049	450	19,0 %	908	11 415	451
SKIBAS	973 199 986	1	33,3 %	335	3 939	35
<i>Sum aksjer</i>				21 291	282 148	44 876
<i>Andeler (herunder leieboerinnskudd)</i>						
Leieboerinnskudd i Stiftelsen Bryggen Museum				0	0	2 300
<i>Sum andeler</i>				0	0	2 300
Balansført verdi 31.12.2014				21 291	282 148	47 176

* Gjelder bokført resultat i vedkommende selskaps siste avlagte årsregnskap

** Gjelder bokført egenkapital i vedkommende selskaps siste avlagte årsregnskap

Note 12 Varebeholdninger

Beløp i 1000 NOK

	31.12.2014	31.12.2013
Anskaffelseskost		
Beholdninger anskaffet til internt bruk i virksomheten	167	247
Beholdninger beregnet på videresalg	1 658	2 141
Sum anskaffelseskost	1 825	2 388
Sum varebeholdninger	1 825	2 388

Note 13 Kundefordringer

Beløp i 1000 NOK

	31.12.2014	31.12.2013
Kundefordringer til pålydende	76 552	68 187
Avsatt til latent tap (-)	-1 500	-1 350
Sum kundefordringer	75 052	66 837

Aldersfordeling kundefordringer:

	31.12.2014	31.12.2013
Ikke forfalt	63 770	59 224
1-30 dager	3 176	2 653
31-60 dager	868	2 710
61-90 dager	2 025	967
91-180 dager	4 613	164
181-360 dager	495	1 001
Over 360 dager	104	118
Sum	75 052	66 837

Det er avsatt ca 2 % av fordringsmassen til latent tap. Tapsavsetningen blir beregnet ut i fra en vurdering av enkeltfordringer og historisk tap på krav.

Note 14 Andre kortsiktige fordringer

Beløp i 1000 NOK

Fordringer	31.12.2014	31.12.2013
Forskuddsbetalt lønn	599	494
Reiseforskudd	3 422	4 139
Personallån	364	378
Andre fordringer på ansatte	7 470	9 536
Forskuddbetalte kostnader	59 362	67 287
Andre fordringer	12 921	12 717
Sum	84 137	94 550

Note 15 Avregning statlig og bidragsfinansiert aktivitet mv. (nettobudsjetterte virksomheter)

Beløp i 1000 NOK

Den andel av bevilgninger og midler som skal behandles tilsvarende som ikke er benyttet ved regnskapsavslutningen, er å anse som en forpliktelse. Det skal spesifiseres hvilke formål bevilgningen forutsettes å dekke i påfølgende termin. Vesentlige poster skal spesifiseres i egne avsnitt under oppstillingen.

Det er foretatt følgende interne avsetninger til de angitte prioriterte oppgaver/formål innenfor bevilgningsfinansiert aktivitet og aktivitet som skal behandles tilsvarende:

Inntektsførte bevilgninger:	Avsetning pr. 31.12.2014	Overført fra virksomhets- kapital	Avsetning pr. 31.12.2013	Endring i perioden
Kunnskapsdepartementet				
<i>Utsatt virksomhet</i>				
Fakultetenes frie annuum	-61 768		-31 287	-30 482
Vitenskapelig utstyr	19 025		12 377	6 648
Rekutteringsstillinger	0		-12 577	12 577
Andre prioriterte oppgaver*	154 023		154 001	21
SUM utsatt virksomhet	111 279		122 514	-11 235
<i>Strategiske formål</i>				
Rekutteringsstillinger til bruk senere perioder	(0)		5 124	-5 124
Utstyr i odontologibyg (planlagt i 2015) - sentral avsetning	29 756		42 256	-12 500
Musehagen (planlagt i 2015) - sentral avsetning	5 125		7 800	-2 675
Andre prioriterte oppgaver (bygningstiltak i 2015)*	8 642		1 892	6 750
SUM strategiske formål	43 523		57 072	-13 549
<i>Større investeringer</i>				
Allegaten 70 - ny heis m.m .	-4 184		-	-4 184
Utstyr og tiltak i odontologibyg (tiltak planlagt i 2014)	390		0	390
Allegat 55, fasader	-6 551		0	-6 551
Andre prioriterte oppgaver*	-7 619		-11 961	4 342
SUM større investeringer	-17 964		-11 961	-6 003
<i>Andre avsetninger</i>				
Forskuttering av salgsinntekt bygg	0			0
Forskutteringer byggprosjekter	-77 173		0	-77 173
Forskuttering tungregnemaskin	0		-57 173	57 173
Andre formål*	-3 823		-4 641	818
SUM andre avsetninger	-80 995		-61 814	-19 181
Sum Kunnskapsdepartementet	55 842		105 811	-49 969
Andre departementer				
<i>Utsatt virksomhet, Dobbelkompetanse odontologi</i>	-			0
<i>Strategiske formål</i>	-			0
<i>Jussformidlingen</i>	236			236
<i>Andre avsetninger</i>	120			120
Sum andre departementer	356		0	356
Sum avsatt andel av bevilgningsfinansiert aktivitet	56 199	0	105 811	-49 614
<hr/>				
Sum avsatt andel av tilskudd til statlig og bidragsfinansiert aktivitet	56 199	0	105 811	-49 614
<hr/>				
Korreksjon - feriepengeforpliktelser				0
Tilført fra annen opptjent virksomhetskapital - se note 8				0
<hr/>				
Resultatført endring av avsatt andel av tilskudd til bidrags- og bevilgningsfinansiert aktivitet				-49 614

Ikke inntektsførte bevilgninger, bidrag og gaver:

	Avsetning pr. 31.12.2014	Avsetning pr. 31.12.2013	Endring i perioden
Kunnskapsdepartementet			
Periodisering KD inntekt i forhold til innbetaling	0	0	0
Sum Kunnskapsdepartementet	0	0	0
Norges forskningsråd			
NFR	-267	31 686	-31 953
Sum Norges forskningsråd	-267	31 686	-31 953
Andre bidragsytere			
Statlige etater	48 089	54 335	-6 246
Kommunale og fylkeskommunale etater	735	-1 319	2 054
Organisasjoner og stiftelser	7 628	-241	7 869
Næringsliv/privat	28 951	40 465	-11 514
EU rammeprogram for forskning	34 606	53 475	-18 869
EU andre bidrag	1 370	924	446
Tilskudd fra andre	14 422	1 785	12 637
Sum andre bidragsytere	135 799	149 423	-13 624
Sum ikke inntektsførte bevilgninger og bidrag	135 532	181 110	-45 577
Gaver og gaveforsterkninger			
Gaver	67 749	68 112	-363
Gaveforsterkning	38 419	52 712	-14 294
Sum gaver og gaveforsterkninger	106 168	120 824	-14 657
Sum ikke inntektsførte bevilgninger, bidrag og gaver mv	241 700	301 934	-60 234

* Vesentlige poster spesifiseres i egne avsnitt under oppstillingen.

Med utsatt virksomhet menes tiltak som er forutsatt gjennomført i 2014 . Strategiske er tiltak der det er vedtatt å bruke midlene i senere perioder (sparing).

Større investeringer er bygginvesteringer. Under andre avsetninger er universitetets forskutteringer ført opp. Forskutteringer muliggjør igangsetting av andre tiltak mot midlertidig inndekning i tiltak som er under sparing eller er forsinket (jmf utsatt virksomhet og strategi).

Tilgang er beregnet med 100 % av årets tildelte budsjett pluss merinntekter. Avgang er kostnadsført per 2014.

Innenfor KD-avsetningen er det forskuttet midler til tiltak innenfor virksomheten slik det går frem av "andre avsetninger". Som forskuttering regnes bevilgninger som er stilt til rådighet for bruk for et tiltak med midlertidig inndekning i utsatt virksomhet, strategiske tiltak eller byggtiltak. Forskuttering av salgsinntekt gjelder aktivitet som skal finansieres ved salg av bygg, men der kostnadene kommer tidligere enn inntektene.

Underspesifikasjon av note 15 Avregning statlig og bevilgningsfinansiert virksomhet mv.(nettobudsjetterte virksomheter)*Beløp i 1000 NOK*

	Avsetning pr. 31.12.2014	Overført fra virksomhets- kapital	Avsetning pr. 31.12.2013	Endring i perioden
<i>Kunnskapsdepartementet</i>				
<i><u>Utsatt virksomhet</u></i>				
Rekrutteringsstillinger	0		-12 577	12 577
Bibliotekformål ved UB, drift	1 977		-1 556	3 533
Bibliotekformål ved UB, mediekjøp	-823		-497	-326
Museumsformål ved Bergen Museum	2 338		1 853	485
Sentre og felles satsninger	27 997		22 148	5 849
Fakultetenes frie annuum	-61 768		-31 287	-30 481
Vitenskapelig utstyr	19 025		12 377	6 648
Sentraladministrasjon og IT-infrastruktur	-3 190		4 655	-7 845
Avskrivninger og avskrivningsinntekter	0		0	0
Internhusleie betalt til Eiendomsavdelingen	0		0	0
Bygningsdrift	7 451		1 893	5 558
Forskerintierte prosjekter	21 801		18 097	3 704
Sars-senteret	5 182		106	5 076
Andre forskningssatsninger	29 703		7 425	22 278
Administrative systemer	3 908		3 684	224
Likestilingsarbeid	5 157		6 239	-1 082
Forskningsetisk komite REK III	2 681		4 694	-2 013
Førstesemesterstudiet	867		465	402
Eksamensavvikling	-567		0	-567
Etter og videreutdanning (12451)	-64		12 373	-12 437
Norsk for fremmedspråkelige	-649		620	-1 269
Studiesenter i England og Tyskland	912		2 683	-1 771
Ekstern WEB	-94		-188	94
Avsatt til egenfinansiering BOA	12 646		22 819	-10 173
Holbergprisen inkl. prispenger	1 403		1 412	-9
UH-nett vest	2 949		4 609	-1 660
Kjernefasiliteter Medisinsk-odonologisk fakultet	9 171		12 134	-2 963
Andre tiltak samt restmidler på drift	23 267		28 333	-5 066
<i>Sum utsatt virksomhet</i>	<i>111 279</i>		<i>122 514</i>	<i>-11 235</i>

Underspesifikasjon av note 15 Avregning statlig og bevilgningsfinansiert virksomhet mv.(nettobudsjetterte virksomheter)
Beløp i 1000 NOK

	Avsetning pr. 31.12.2014	Overført fra virksomhets- kapital	Avsetning pr. 31.12.2013	Endring i perioden
<u>Strategiske formål (planlagt i 2015 og senere)</u>				
Rekrutteringsstillinger til senere perioder	0		5 124	-5 124
Utstyr i nytt odontologibygget (planlagt i 2015) - sentral avsetning	29 756		42 256	-12 500
RBO-midler planlagt fordelt i 2015	6 750		0	6 750
Salgsinntekter bygg (sparing)	1 892		1 892	0
Musehagen (planlagt i 2015) - sentral avsetning	5 125		7 800	-2 675
<u>Sum strategiske formål</u>	43 523		57 072	-13 549
<u>Større investeringer (planlagt i 2014)</u>				
Allegaten 70 - ny heis m.m.	-4 184		0	-4 185
Div arbeid ved fakultetene	-1 394		0	-1 394
Inventar	509		0	509
Undervisningsrom	-681		0	-681
Salg av bygg	-11 348		0	-11 348
Adgangskontrollsystem	-173		0	-172
Armauer Hansens Hus (AHH), rehab	343		-9 053	9 396
Museprosjekt 2014 - fase 2 - Statsbygg	860		0	860
Utstyr og tiltak i odontologibygget (tiltak planlagt i 2014)	80		0	80
Sjøvannsledning HIB	-896		0	-896
Forvaltning av UiBs kulturhistoriske bygg	-187		0	-187
ENØK tiltak - EOS	66		0	67
Skilting	112		0	112
Realfagbygget 4. etasje	168		0	168
UM - utvendig hage	-110		1 282	-1 393
Armauer Hansens Hus (AHH), auditorium	0		0	0
Dragefjellet skole, ventilasjon	-6 973		-785	-6 188
Ombygging UB, fortetting	-108		0	-108
Studieadministrativ avd. - fortetting	3 454		0	3 454
Jahnebakken 5	-115		0	-115
Christiesgate 12, studentarb.plasser for psykologi	-1		0	-1
Allegat 55, SFF	0		312	-312
Årstadveien 21, ODH rehab	-718		-1 312	594
AHH, SFF MOF	1		-2 429	2 429
ODH, SFF MOF	640		0	640
Allegat 55, fasader	-6 551		0	-6 551
Muséplass/ Christiesgate - Gatelyst, flaggborg	0		0	0
Nytt sjøvannsanlegg m/energidel-område 3	-247		0	-247
Velferdshytter mv	-1 768		130	-1 898
Prosjekter under planlagt vedlikehold	-2 500		0	-2 500
Andre bygg- og vedlikeholdsprosjekter	13 757		-105	13 862
<u>Større investeringer</u>	-17 964		-11 960	-6 004
<u>Andre avsetninger</u>				
Forskuttering forskningstiltak	0		0	0
Forskuttering av salgsinntekt bygg	0		0	0
Forskutteringer byggprosjekter	-77 173		-57 173	-20 000
Forskuttering printprosjekt IT	-3 823		0	-3 823
Forskuttering tungregnemaskin	0		-4 641	4 641
<u>Sum andre avsetninger</u>	-80 996	0	-61 814	-19 181
Sum Kunnskapsdepartementet	55 842	0	105 812	-49 970
<u>Andre departementer og statlige etater</u>				
Utsatt virksomhet, Dobbelkompetanse odontologi	0		0	0
<u>Strategiske formål</u>	0		0	0
Jussformidlingen	236		0	236
Andre avsetninger	120		0	120
<u>Sum andre departementer og statlige etater</u>	356		0	356
<u>Sum andel bevilgningsfinansiert aktivitet</u>	56 199		105 812	-49 613

Note 16 Opptjente, ikke fakturerte inntekter / Forskuddsbetalte, ikke opptjente inntekter

Beløp i 1000 NOK

Opptjente, ikke fakturerte inntekter

	31.12.2014	31.12.2013
Eksternfinansierte oppdragsprosjekter	2 776	11 933
Sum fordringer	2 776	11 933

Forskuddsbetalte, ikke opptjente inntekter

	31.12.2014	31.12.2013
Eksternfinansierte oppdragsprosjekter	21 054	30 184
Sum gjeld	21 054	30 184
Netto prosjektgjeld	18 278	18 251

Spesifisert etter finansieringskilde

	31.12.2014	31.12.2013
Norge Statlige- netto prosjektgjeld	3 824	2 271
Kommunale og fylkeskommunale- netto prosjektgjeld	378	406
Organisasjoner - netto prosjektgjeld	2 546	2 412
Næringsliv privat - netto prosjektgjeld	5 884	5 891
Stiftelser- netto prosjektgjeld	-384	1 470
Andre utland- netto prosjektgjeld	6 029	5 801
Sum gjeld	18 278	18 251

Note 17 Bankinnskudd, kontanter og lignende

Beløp i 1000 NOK

	31.12.2014	31.12.2013
Innskudd statens konsernkonto (nettobudsjetterte virksomheter)	667 711	747 251
Øvrige bankkonti i Norges Bank *	107 580	130 891
Øvrige bankkonti utenom Norges Bank*	9 667	28 732
Håndkasser og andre kontantbeholdninger*	18	34
Sum bankinnskudd og kontanter	784 975	906 907

Posten øvrige bankkonti i Norges bank består av innestående på gave og gaveforsterkningskonto. Nedgangen i posten skyldes bla at det er lav tilgang og økt aktivitet for gavemidlene .

Posten Øvrige bankkonti består av innestående på konto for EU koordinatormidler

Note 18 Annen kortsiktig gjeld

Beløp i 1000 NOK

Gjeld	31.12.2014	31.12.2013
Skyldig lønn	13 695	16 086
Skyldige reiseutgifter	3 123	2 794
Annen gjeld til ansatte	-336	-196
Påløpte kostnader	86 285	90 267
Annen kortsiktig gjeld	9 667	33 678
Sum	112 433	142 629

Spesifisering av annen kortsiktig gjeld:

Annen kortsiktig gjeld	565	934
EU-midler prosjektkoordinering	9 101	32 744
Sum annen kortsiktig gjeld	9 667	33 678

Nedgang i EU-midler prosjektordinator skyldes nedgang av inntønder på bankkonto. Rutinen vedr oppfølging av koordinatormidler er endret sånn at koordinatormidler videregives hurtigere enn tidligere.

Note 19 og 20 gjelder ikke for UiB

Note 21 Spesifikasjon av andre innbetalinger (i kontantstrømoppstillingen)

Beløp i 1000 NOK

Andre innbetalinger	2014	2013
DEL I		
<i>Tilskudd til diverse bidragsfinansiert aktivitet</i>		
Innbetalinger fra kommunale og fylkeskommunale etater	7 922	9 952
Innbetalinger fra organisasjoner og stiftelser	54 824	57 274
Innbetalinger fra næringsliv/private	46 350	74 112
Innbetalinger fra EU til undervisning og andre formål	1 543	749
Innbetalinger fra andre	24 995	4 157
<i>Sum tilskudd til diverse bidragsfinansiert aktivitet</i>	135 633	146 244
DEL II		
<i>Innbetalinger fra EUs rammeprogram for forskning m.v.</i>		
Direkte innbetalinger fra EUs rammeprogram for forskning - FP7	90 031	139 849
Direkte innbetalinger fra andre randsonerprogrammer	0	1 468
<i>Sum direkte tilskudd fra EUs rammeprogram for forskning m.v.</i>	90 031	141 318
DEL III		
Direkte innbetaling fra EUs rammeprogram for forskning (linje 23)	90 031	141 318
- utbetaling av tilskudd fra EU til andre (-)	-58 502	-81 671
+ innbetalinger av tilskudd fra EU fra statlige etater (+)	2 797	2 119
+ innbetalinger av tilskudd fra EU fra andre (+)	12 776	23 509
<i>Sum netto tilskudd fra EUs rammeprogram for forskning m.v.</i>	47 102	85 274
DEL IV (oppsummering)		
Tilskudd til diverse bidragsfinansiert aktivitet (linje 15)	135 633	146 244
Tilskudd fra EUs rammeprogram for forskning m.v. (linje 23)	90 031	141 318
Øvrige innbetalinger	15 574	25 628
<i>Sum andre innbetalinger</i>	241 237	313 190

Videreførte gjennomstrømningsmidler er innarbeidet i noten. Som følge av dette er også sammelingstall endret.

Nedgangen i Netto tilskudd fra Eus rammeprogram for forskning mellom 2014 og 2013 skyldes at UiB mottok bevilgninger på hele 85 mill i 2013. Dette er dobbelt av 2012 og 2014.

Note 22 Spesifikasjon av innbetalinger fra andre statsetater (kontantstrømoppstillingen)

Beløp i 1000 NOK

DEL I

Tilskudd og overføringer fra andre statsetater	2014	2013
Direkte innbetalinger fra NFR	364 943	360 328
+ innbetalinger fra NFR via andre statlige etater	31 064	21 383
+ innbetalinger fra NFR via andre	29 083	26 857
<i>Sum innbetalinger (brutto) fra NFR</i>	425 090	408 568

DEL II

Sum innbetalinger (brutto) fra NFR (linje 12)	425 090	408 568
- utbetalinger av tilskudd fra NFR til andre (-)	-72 570	-64 701
<i>Sum innbetalinger (netto) fra NFR</i>	352 520	343 867

DEL VI (Oppsummering)

Innbetalinger direkte fra NFR (linje 9)	364 943	360 328
Innbetalinger fra NFR via andre statlige etater (linje 10)	31 064	21 383
Øvrige innbetalinger fra andre statlige etater	91 929	124 760
<i>Sum innbetalinger fra andre statlige etater</i>	487 936	506 471

Likviditet–kontantstrømanalyse

Beløp i 1000 NOK

	Note	2014	2013
Kontantstrømmer fra operasjonelle aktiviteter			
Innbetalinger			
innbetalinger av bevilgning (nettobudsjetterte)		2 806 782	2 659 113
innbetalinger fra salg av varer og tjenester		209 734	208 091
innbetalinger av tilskudd og overføringer fra andre statsetater	22	487 936	506 471
innbetalinger av renter		1 549	2 286
innbetaling av refusjoner		76 163	73 389
andre innbetalinger	21	241 237	231 518
Sum innbetalinger		3 823 402	3 680 869
Utbetalinger			
utbetalinger av lønn og sosiale kostnader		2 574 850	2 434 593
utbetalinger for varer og tjenester for videresalg og eget forbruk		1 176 114	1 132 513
utbetalinger av renter		88	87
andre utbetalinger		60 226	21 253
Sum utbetalinger		3 811 278	3 588 446
Netto kontantstrøm fra operasjonelle aktiviteter *		12 124	92 423
Kontantstrømmer fra investeringsaktiviteter			
innbetalinger ved salg av varige driftsmidler		14 729	2 341
- utbetalinger ved kjøp av varige driftsmidler (+)		148 785	83 659
innbetalinger ved salg av aksjer og andeler i andre foretak			
Netto kontantstrøm fra investeringsaktiviteter		-134 056	-81 317
Kontantstrømmer fra finansieringsaktiviteter (nettobudsjetterte)			
innbetalinger av virksomhetskapital			
- tilbakebetalinger av virksomhetskapital (+)			
- utbetalinger av utbytte til statskassen (+)			
Netto kontantstrøm fra finansieringsaktiviteter		0	0
Effekt av valutakursendringer på kontanter og kontantekvivalenter (+/-)		0	0
Netto endring i kontanter og kontantekvivalenter (+/-)		-121 932	11 106
Beholdning av kontanter og kontantekvivalenter ved periodens begynnelse		906 907	895 801
Beholdning av kontanter og kontantekvivalenter ved periodens slutt		784 975	906 907
* Avstemming			
periodens resultat	Note	2014	2013
bokført verdi avhendede anleggsmidler		5 995	43
ordinære avskrivninger		296 459	295 953
netto avregninger		-49 615	-34 217
avsetning utsatte inntekter (tilgang anleggsmidler)		-148 785	-83 659
endring i ikke inntektsført bevilgning knyttet til anleggsmidler		-153 669	-212 338
endring i varelager		563	-358
endring i kundefordringer		-8 215	-591
endring i ikke inntektsførte gaver og gaveforsterkninger		-13 563	-30 394
endring i leverandørgjeld		-10 971	12 645
korrigerings av avsetning for feriepenge når ansatte går over i annen statsstilling		134 056	81 317
endring i andre tidsavgrensingsposter		-40 132	64 021
Netto kontantstrøm fra operasjonelle aktiviteter		12 124	92 422

Oppstilling av bevilgningsrapportering

Beholdninger på konti i kapitalregnskapet pr. 31.12.2014

Konto	Tekst	Note	2014	2013	Endring
6001/820206	Oppgjørskonto i Norges Bank	17	667 711	747 251	-79 540
628002	Leieboerinnskudd	11	2 300	2 300	0
640205	Tøyenfondet		0	0	0
640206	Observatoriefondet		0	0	0
640216/810215	Gaver og gaveforsterkninger	17	107 580	130 891	-23 311

Beholdninger rapportert i likvidrapport¹⁾

	Note	Regnskap 2014
Oppgjørskonto i Norges Bank		
Inngående saldo på oppgjørskonto i Norges Bank	17	747 251
Endringer i perioden (+/-)		-79 540
<i>Sum utgående saldo oppgjørskonto i Norges Bank</i>	17	667 711
Øvrige bankkonti Norges Bank²⁾		
Inngående saldo på i øvrige bankkonti i Norges Bank	17	130 891
Endringer i perioden (+/-)		-23 311
<i>Sum utgående saldo øvrige bankkonti i Norges Bank</i>	17	107 580

Samlet tildeling i henhold til utbetalingsbrev

Utgiftskapittel	Kapittelnavn	Post	Posttekst	Samlet tildeling
260	Universiteter og høyskoler	50	Statlige universiteter og høyskoler	2 766 948
281	Felles tiltakfor univ. og hs	01	Driftsutgifter, kan nyttes under post 70	1 600
<i>Sum høyere utdanning og fagskoler</i>				2 768 548
287	Forskningsinstitutter og andre	56	Ludvig Holbergs minnepris	9 729
288	Internasjonale samarbeidstilt	76	Unesco formål	100
326	Språk-, litteratur- og bibliotel	78	Tilskot til språktiltak-realfagstermar på nynorsk	120
470	Fri rettshjelp	72	Spesielle rettshjelpstiltak	3 320
770	Tannhelsetjenester	70	Tilskudd	24 861
Sum utbetalinger i alt				2 806 678

I tillegg er det inntektsført kr 2.2 mill vedr andre spleiselag mellom institusjonene i UH sektoren som skal klassifiseres som bevilgingsfinansiert aktivitet jf Rundskriv F-20-07

Periodisert budsjett

	Budsjett	Regnskap	Avvik budsjett/ regnskap	Regnskap
	2014	2014	2014	30.12.2013
Driftsinntekter				
Inntekt fra bevilgninger	2 820 678	2 960 213	-139 535	2 870 355
Inntekt fra tilskudd og overføringer	725 200	770 033	-44 833	696 946
Gevinst ved salg av eiendom, anlegg og maskiner	25 000	8 734	16 266	2 298
Salgs- og leieinntekter	216 315	181 782	34 533	184 008
<i>Sum driftsinntekter</i>	3 787 193	3 920 762	-133 569	3 753 607
Driftskostnader			0	
Lønn og sosiale kostnader	2 452 929	2 498 687	-45 758	2 361 204
Varekostnader	0	7 346	-7 346	6 371
Andre driftskostnader	566 141	1 168 767	-602 626	1 126 142
Avskrivninger	796 935	296 459	500 476	295 953
<i>Sum driftskostnader</i>	3 816 005	3 971 259	-155 254	3 789 669
Ordinært driftsresultat	-28 812	-50 497	21 685	-36 062
Finansinntekter og finanskostnader				
Finansinntekter	0	2 658	-2 658	2 656
Finanskostnader	0	1 774	-1 774	810
<i>Sum finansinntekter og finanskostnader</i>	0	884	-884	1 846
Resultat av ordinære aktiviteter	-28 812	0	-28 812	-34 217
Avregninger				
Avregning med statskassen (bruttobudsjetterte)				
Avregning bevilgningsfinansiert aktivitet (nettobudsjetterte)	28 812	49 613	-20 801	34 217
<i>Sum avregninger</i>	28 812	49 613	-20 801	34 217
Periodens resultat	0	0	0	0
Tilskuddsforvaltning og andre overføringer fra staten				
Overføringer fra statskassen til tilskudd til andre	57 378	84 085	-26 707	74 742
Utbetalinger av tilskudd til andre	57 378	84 085	-26 707	74 742
<i>Sum tilskuddsforvaltning og andre overføringer fra staten</i>	0	0	0	0

EU- finansierte prosjekt (eksklusiv utdanninger)

Prosjekt navn (tittel)	Prosjektets kortnavn (hos EU)	Tilskudd fra EUs rammeprogram for forskning	Tilskudd fra EUs randsonerprogram til FP7	Tilskudd fra andre tiltak/programmer finansiert av EU	Koordinatorrolle (JA/NEI)
Additions and Lifestyles in Contemporary Europe Reframing Additions Project	ALICE RAP	164			N
Building a biological knowledge-base on fish lifecycles for competitive, sustainable European aquaculture	LIFECYCLE	559			N
Calcification by marine organisms	CAIMARO	434			N
Changes in carbon uptake and emissions by oceans in a changing climate	CARBONCHANGE	1 673			J
Common language resources and their applications	CLARA	844			J
Comprehensive Modelling of the Earth system for better climate prediction and projection	COMBINE	455			N
Construction kit for tailor-made vascularized bone implants	VASCUBONE	2 814			N
Egalitarianism: Forms, Processes, Comparisons	EGALITARIANISM	5 968			J
Electronic Literature as a Model of Creativity and Innovation in Practice	EDMCIIP	532			J
Epigenetics in Mental Disorders: The role of imprinting and methylation patterns in Attention Deficit-Hyperactivity Disorder (ADHD)	EPIMEN	320			J
European Collaborative Project on Inflammation and Vascular Wall Remodelling in Atherosclerosis	ATHEREMIO	300			N
European Consortium for Pacific Studies	ECOPAS	2 360			J
European malaria vaccine initiative	EMVI	881			J
European Plate Observing System	EPOS	89			N
Global Lithospheric Imaging using Earthquake Recordings	GLIMER	336			J
Hearing Voices - From Cognition to Brain Systems	VOICE	-103			J
HERA Of Authorship and Originality: Reclaiming Copyright in Support of Creative Collaboration in the Digital Environment	DOOR	733			N
High Impact Weather in the Arctic, fundamental understanding and future projections (HIMWARC)	HIMWARC	329			J
ICE2ICE - Arctic Sea Ice and Greenland Ice Sheet Sensitivity	ICE2ICE	6 498			J
Improving Outcome of Necrotizing Fasciitis: Elucidation of Complex Host and Pathogen Signatures that Dictate Severity of Tissue Infection	INFECT	45			N
Integrated Assessment of Societal Impacts of Emerging Science and Technology from within Epistemic Networks	EPINET	1 634			J
Integrated non-CO2 Greenhouse gas Observation System	INGOS	191			N
Invasive seaweeds in rising temperatures: impacts and risk assessments	INVASIVE SEAWEEDES	793			N
Knowledge production, communication and negotiation for coastal governance under climate change	KNOWHOW	333			N
Knowledge-based sustainable management for Europe's seas	KNOWSEAS	422			N
Long-term Carbon Storage in Cryoturbated Arctic Soils	CRYOCARB	150			N
Marine ecosystem evolution in a changing environment	MEECE	-327			N
Memory at War: Cultural Dynamics in Poland, Russia and Ukraine (MAW)	MAW	109			N
Microbial and viral ecology of hot spring environments with emphasis on 454 pyrosequencing and microbial and viral interactions	MICROCO-HOTSPPRINGS	331			J
Monitoring and Assessing Regional Climate Change in High Latitudes and the Arctic	MONARCHA	205			N
Multidisciplinary University Traditional Health Initiative (MUTHI): Building Sustainable Research Capacity on Plants for Better Public Health in Africa	MUTHI	130			N
Nanoscopically-guided induction and expansion of regulatory hematopoietic cells to treat autoimmune and inflammatory processes	NANOII	352			N
North Atlantic Climate: Predictability of the climate in the North Atlantic/European sector related to North Atlantic/Arctic sea surface temperature and sea ice variability and change	NACLIM	1 048			N
Novel thermostable enzymes for industrial biotechnology	THERMOGENE	445			N
Novel Tools for Early Childhood Predisposition to Obesity	SELECTIONPREDIPOSED	1 061			J
Ocean Food-web Patrol - Climate Effects: Reducing Targeted Uncertainties with an Interactive Network	OCEAN-CERTAIN	1 056			N
Parameterized Approximation	PAPAPPROX	1 895			J
Photographs, Colonial Legacy and Museums in Contemporary European Culture	PHOTOCLIC	174			N
Promoting Adolescent health through an intervention aimed at improving the quality of their participation in physical activity	PAPA	780			N
Protein chitinination as a link between periodontal diseases and rheumatoid arthritis (RA) and target for development of novel drugs to treat RA.	GUMS AND JOINTS	988			J
Regenerating bone defects using new biomedical engineering approaches	REBORNE	769			N
Rheumatoid Arthritis and Periodontal Inflammatory Disease (RAPID)	RAPID	844			N
RI GOROUS THEORY OF PREPROCESSING	PREPROCESSING	5 517			J
Spatially resolved Ecosystem Models and their Application to Marine Management	SEAMAN	158			N
Strategies toward enhancing prediction of climate and its impacts	STEPS	326			J
Spatial Gamma Flashes-the Most Energetic Photon Phenomenon in our Atmosphere	TGF-MEPPA	672			J
Structure and Evolution of Complex Systems with Applications in Physics and Life Sciences	STREVCOMS	155			N
Sustainable prevention of obesity through integrated strategies	SPOTLIGHT	744			N
Svalbard Integrated Arctic Earth Observing System - Preparatory Phase	SIOS-PP	65			N
Synthetic Biology Engaging with New and Emerging Science and Technology in Responsible Governance of the Science and Society Relationship	SYN-ENERGIE	144			N
Treatment of reperfusion injury using a mitochondrial targeted approach	MITOCARE	-346			N
Vaccination against Shigella and ETEC: novel antigens, novel approaches	STOPENTERICS	1 068			N
Endret fin kilde		-17			
SUM		44 007	3 095	0	



Styre: Universitetsstyret

Styresak: 9/15

Møtedato: 12.02.2015

Dato: 27.01.2015

Arkivsaksnr: 2013/63

Økonomirapport for 2014

Sammendrag

På grunnbevilgningen (GB) ble resultatet 21 mill. lavere enn budsjettet. Det var høyere inntekter enn budsjettet, men enda høyere kostnader som var årsaken. Kostnadene har også vokst mer enn inntektene siden 2013. Antall årsverk, spesielt rekrutteringsstillinger, har økt og bidrar til høyere lønnskostnader. Det er fakulteter som har høyere vekst enn andre og dermed vil følges nærmere framover.

Bidrags- og oppdragsaktivitet (BOA) var på 794 mill. kroner i 2014. Det er 46 mill. kroner høyere enn budsjettet og 69 mill. kroner høyere enn 2013. Veksten i 2014 støttes av en betydelig vekst i antall årsverk tilsatt på BOA-prosjekter. Den fakturerte inntekten (innbetalinger) på BOA er 29 mill. kroner lavere enn i 2013. Det er lavere innbetalinger fra EU og oppdrag, mens idet for NFR og andre bidrag er noe høyere enn i 2013. Lavere innbetalinger fra EU vil føre til lavere nivå på RBO i 2016.

Overføringen på GB var 106 mill. kroner, mens overføringen ut av året ble redusert med 50 mill., til 56 mill. kroner. Det er 21 mill. kroner lavere enn budsjettet overføring. Fakultetene overførte 320 mill. kroner i BOA-midler fra 2013, en overføring som er redusert med 60 mill. kroner til 280 mill. kroner. Det er 80 mill. kroner mer enn budsjettet overføring. En stor del av overføringene er gaver og gaveforsterkning.

Universitetsdirektøren sine kommentarer

Overføringene på GB har blitt redusert fra 2013 til 2014, noe som er i tråd med målsetningen men noe lavere enn planlagt. Dersom nivået blir for lavt vil det redusere handlingsrommet til universitetet. Fremover bør nå virkemidlene rettes inn mot å stabilisere nivået heller enn å senke det ytterligere, se for øvrig sak om fakultetenes overføringer. Når overføringene er på et lavt nivå vil det være desto viktigere å ha gode prognoser å støtte seg til i økonomistyringen.

Det er flere fakultet universitetsdirektøren vil følge tett fremover. Det humanistiske fakultet og det juridiske fakultet har en forholdsmessig stor reduksjon i sine overføringer som kan få konsekvenser for driften i de kommende årene. Det samfunnsvitenskapelige fakultet som har vedtatt et underskuddsbudsjett for 2015, og det medisinsk-odontologiske fakultet som skal betale ned sin negative overføring. Universitetsdirektøren vil også følge utviklingen i ubalansen mellom fakultetenes samlede negative overføringer på annuum og positive overføringene på øremerkede avsetninger.

Det er et uttalt satsingsområde å øke BOA-inntektene til universitetet. Bedring av inntekter i forhold til budsjett og i forhold til 2013 viser at utviklingen går i riktig retning. Universitetsdirektøren vil fokusere på å legge til rette for økte BOA-inntekter og følge utviklingen i inntekt og nivået på innbetalinger.

Universitetsdirektøren noterer den gledelige økningen i antall årsverk for stipendiater og postdoktorer de siste årene. Totalt sett er måltallene satt av KD oppfylt med god margin.

vedtak:
Universitetsstyret tar økonomirapporten for 2014 til etterretning.

Kjell Bernstrøm
universitetsdirektør

27.01.2015/Kirsti Robertsen Aarøen, Gry Flatabø

Vedlegg 1: Økonomirapport for 2014

1 Bakgrunn

Regnskap for 2014 - UiBs offisielle regnskap eller eksternregnskapet - er fremlagt i sak 8/15. Økonomirapporten som legges frem i denne saken omtaler resultatet på grunnbevilgningen (GB) og bidrags- og oppdragsvirksomheten (BOA) for universitetet samlet og ved fakultetene.

2 UiB totalt

Universitetsstyret vedtok fordeling av budsjetttrammen fra Kunnskapsdepartementet (KD), 2 760 mill. kroner og mål om 748 mill. kroner i inntekter fra BOA i sak 81/13. I økonomirapporten etter februar er det redegjort for innholdet i budsjetttrammen for 2014 (som i tillegg til budsjetttramme fra KD inkluderer instituttinntekter, avskrivningsinntekter og ekstrabevilgninger).

Ved årsslutt består endringer i bevilgningen fra KD i hovedsak av 1 mill. kroner fra KD til etter- og videreutdanning av lærere, til sammen 1 mill. kroner i SAK-midler, 6,75 mill. kroner fra revidert nasjonalbudsjett og 3,1 mill. til Jussformidlingen. Inkludert eksterne inntekter var inntektsrammen på GB på 3 039 mill. kroner i 2014. Målsetningen for BOA-inntekter var 748 mill. kroner, som gir en samlet inntektsramme på 3 787 mill. kroner.

Overføringen fra 2013 var på GB var 106 mill. kroner og planlagt forbruk innenfor GB i 2014 var 3 068 mill. kroner, målsetningen for overføring til 2015 på GB var 77 mill. kroner. Samlet kostnadsramme, inkludert BOA, for 2014 var på 3 816 mill. kroner.

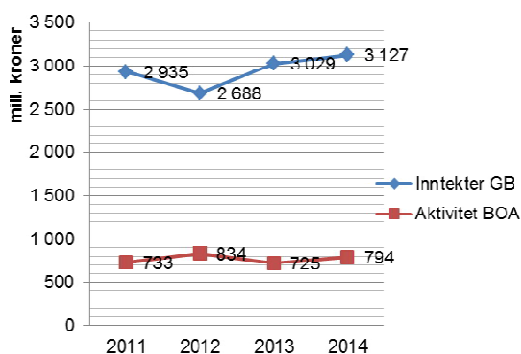
Tabell 1 viser budsjett og regnskap for UiB totalt, altså summen av GB og BOA. For 2014 har inntektene vært 50 mill. kroner lavere enn kostnadene. Inntektene var 3,5 % høyere enn planlagt, mens kostnadene ble 4 % høyere enn budsjettet. Det budsjetterte driftsresultatet for 2014 var negativt, -29 mill. kroner. Det er høyere kostnader enn planlagt som førte til at driftsresultatet ble lavere enn budsjettet.

Tabell 1 Totaltall regnskapet 2014

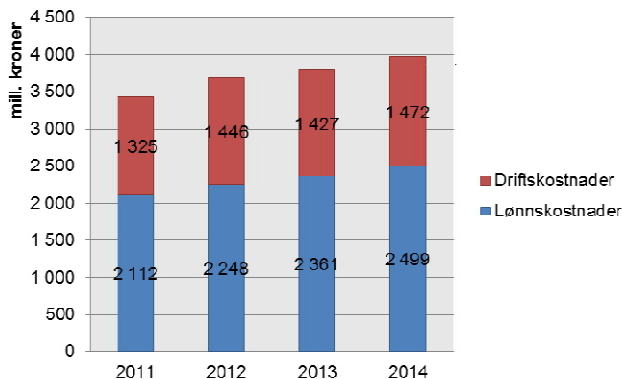
UiB totalt (mill. kroner)	Årsbudsjett 2014	Regnskap per 2014	Avvik per 2014
Inntekter	3 787	3 921	3,5 %
Kostnader	3 816	3 970	-4,0 %
Driftsresultat	-29	-50	

Figur 1 viser utviklingen i inntekter på GB og aktivitet (regnskapsført inntekt) i BOA. De totale inntektene i 2014 var 4,5 % høyere enn i 2013. Det består av en økning i inntektene både på GB og BOA på henholdsvis 3,2 % og 9,5 % sammenlignet med 2013.

Figur 1 Utvikling inntekter GB og aktivitet BOA



Figur 2 Utvikling lønns- og driftskostnader



Figur 2 viser utviklingen i kostnader og fordeling mellom lønns- og driftskostnader de fire siste årene. Kostnadene i 2014 var 4,8 % høyere enn i 2013. Størsteparten av økningen ligger på lønnskostnadene, som har økt med 5,8 %. Av lønnsveksten er 2,6 % vekst i antall årsverk og 3,2 % vekst i lønnskostnad per årsverk. Driftskostnader har økt med 3,2 %.

Forholdet mellom investeringer og verdifall, opprettholdelsesgraden, sier noe om hvorvidt vi investerer nok til å opprettholde verdien av eiendelene. Tallene viser at investeringene er lave i forhold til avskrivningene, men ser vi over flere år så opprettholdes verdien av eiendelene totalt sett. På byggsiden tilsier opprettholdelsesgraden at det investeres litt for lite til at verdien opprettholdes. Det investeres mer enn verdifallet i andre eiendeler.

2.1 Grunnbevilgningen (GB)

I 2014 var kostnadene 50 mill. høyere enn inntektene på GB. Overføringene til 2015 ble dermed 56 mill. kroner, 21 mill. lavere enn budsjettet. Nivået på overføringene er redusert fra 106 mill. kroner fra 2013.

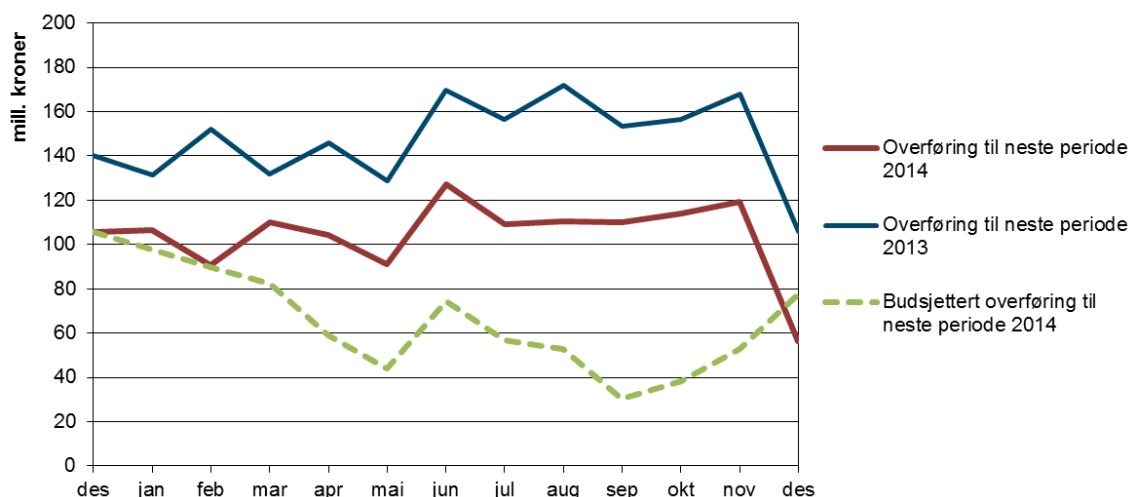
Tabell 2 Hovedtall grunnbevilgningen (GB)

UiB GB (mill. kroner)	Årsbudsjett 2014	Regnskap 2014	Avvik 2014
Inntekter	3 039	3 127	2,9 %
Lønn	2 109	2 128	-0,9 %
Andre driftskostnader	1 113	1 217	-9,3 %
Interne transaksjoner	-154	-169	9,8 %
Kostnader	3 068	3 176	-3,5 %
Driftsresultat	-29	-50	-72,2 %
Overført fra i fjor	106	106	0,0 %
Overført videre	77	56	27,0 %
Sum	0	0	

Inntektene var 2,9 % høyere enn budsjettet i 2014. Noen årsaker til avviket er høyere avskrivningsinntekter og høyere instituttinntekter enn budsjettet. I forhold til 2013 har inntektene på GB økt med 8,7 %. De samlede kostnadene på GB var 3,5 % høyere enn budsjettet og 7,5 % høyere enn i 2013. Lønnskostnadene ble noe høyere enn budsjettet (0,9 %) og driftskostnadene var 9,3 % høyere enn budsjettet. En endring i regnskapsføring av tilskudd fra direktorat har ført til at inntekter og kostnader har blitt flyttet fra BOA til GB og økt begge deler.

Figur 3 viser utviklingen i overførte midler på GB i 2013 og i 2014 frem til årsslutt. Den stiplede linjen viser budsjettet utvikling i overførte midler i 2014 og ender på budsjettmålet for overføring til 2015, 77 mill. kroner.

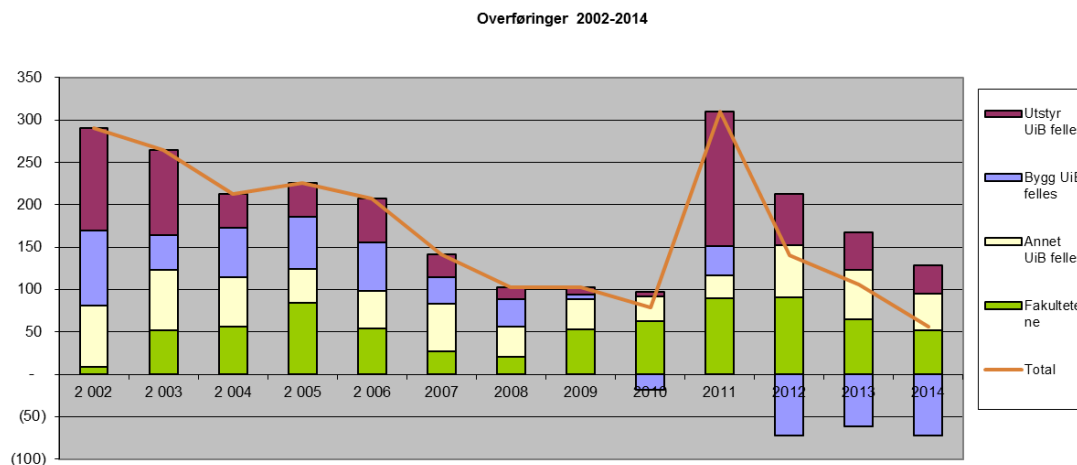
Figur 3 Utvikling i overførte midler GB 2013-2014



Figuren viser at overføringene hele året har vært en del høyere enn det periodiserte budsjettet tilsier. Fakultetene budsjetterte i 2014 med en i sum negativ overføring ut av året, som er årsaken til at denne linjen har ligget lavt. Den røde linjen viser at de faktiske overføringene til 2015 ble 56 mill. kroner, som var 21 mill. lavere budsjettert overføring.

Figur 4 viser hvordan overføringene på grunnbevilgningen har utviklet seg i den siste 13-årsperioden. Utviklingen er stadig fallende overføringer, sett bort fra en økning i 2011 grunnet utstyrsmidler til odontologibygget.

Figur 4 Utviklingen i overførte midler GB 2002-2014



Overføringene er totalt 56 mill. kroner, der 52 mill. er ved fakultetene og 4 mill. ved UiB felles. Overføringene er de laveste på mange år og lavere enn budsjettmålet som var på 77 mill.

Fakultetenes overføringer er lavere enn i 2013, som igjen var lavere enn 2012. Det er et mål å ha et relativt lavt nivå på overføringene, men det er også viktig at nivået på overføringene ikke blir for lavt slik at det blir en begrensning for universitetets handlingsrom. For å unngå dette blir det svært viktig å ha gode prognoser å styre etter. Enhetene har levert prognoser gjennom hele året. Prognosene i mars var på -14 mill. kroner. Prognosene bedret seg gjennom året, spesielt etter at enhetene ble oppfordret til å ta en grundigere vurdering basert på faktiske regnskapstall fra 2013 og 2014. Den siste innleverte prognosen i november var på 39,4 mill. kroner, 15,8 mill. kroner lavere enn faktisk resultat.

I tillegg til at økonomiavdelingen vil ha fokus på godt prognosearbeid vises det også til egen sak om fakultetenes overføring, sak 10/15, for forslag til hvordan overføringsnivået til fakultetene kan stabiliseres.

Fakultetene overfører midler på annuum og øremerkede avsetninger. Samlet sett er det en ubalanse mellom disse overføringene. Det overføres samlet sett negativ saldo på annuum, mens det er positiv overføring på øremerkede avsetninger.

UiB felles overfører 4 mill. kroner til 2015. Dette er den laveste overføringen på lenge. Selv om summen er lav består den av en rekke poster med både positive og negative fortegn. Den innbefatter forpliktelser på 81 mill. kroner og et likviditetslån på 77 mill. kroner.

Ved årets avslutning overfører Eiendomsavdelingen en saldo på -10,5 mill. kroner. Den negative saldoen på prosjektene dekkes inn i 2015 i hovedsak ved at bygget som var planlagt solgt i 2014 nå er solgt blir inntektsført i 2015, og for øvrig ved prosjektbevilgninger i investeringsbudsjettet for 2015.

De største postene i overføringer ved UiB felles for øvrig, er 30 mill. kroner i utstyrsmidler til det nye odontologibygget og 21,6 mill. kroner i forpliktelse for fellesløftet. Videre er 6,8 mill. RBO-midler fra revidert nasjonalbudsjett 2014 som er forutsatt brukt i 2015, 5 mill. er midler til museumshagen, 2,9 mill. er midler til UH-nett-vest og en rekke bindinger knyttet til forpliktete tiltak i 2015. Prosjektsaldoer uten forpliktelser er trukket inn. Innenfor disse er det funnet rom til å dekke 2,8 mill. kroner i økt krav til effektivisering og avbyråkratisering, en økning som kom inn i budsjettforliket etter UiBs budsjettvedtak.

2.2 Bidrags- og oppdragsfinansiert aktivitet (BOA)

I 2014 var aktiviteten i BOA 6,2 % høyere enn budsjettet, noe som utgjør 46 mill. kroner. Dette er 9,5 % høyere enn for 2013. Aktiviteten på alle finansieringskildene var høyere enn budsjettet.

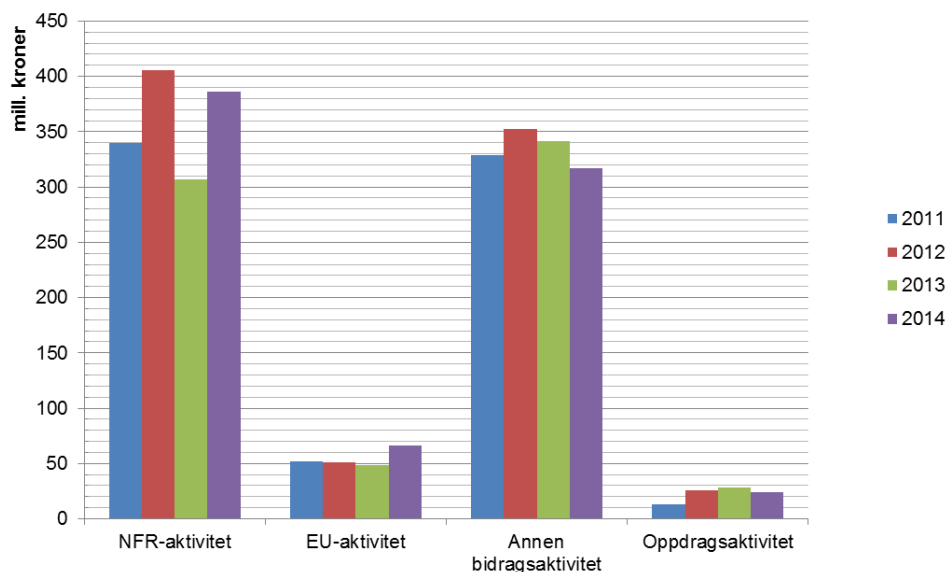
Tabell 3 Hovedtall bidrags- og oppdragsfinansiert aktivitet

UiB BOA (mill. kroner)	Årsbudsjett 2014	Regnskap per 2014	Avvik per 2014
NFR-inntekt	366	386	5,6 %
EU-inntekt	53	66	24,8 %
Annen bidragsinntekt	306	317	3,6 %
Oppdragsinntekt	23	24	7,4 %
Inntekter	748	794	6,2 %

NFR-inntekten er 20,3 mill. høyere enn budsjettet. MN har 31,2 mill. mer enn budsjettet og er hovedårsaken til det store avviket. MOF har et positivt avvik på 4,5 mill., mens HF og SV har negative avvik på henholdsvis 8,7 og 4,5 mill. kroner. EU-inntekt er 13,2 mill. over budsjett, der MN har 5,7 mill. over budsjett og MOF 8,4 mill. kroner mer enn budsjettet. Annen bidragsinntekt var 11 mill. kroner over budsjettet. Det er positive avvik på MN, PS, ADM og BM på henholdsvis 4,3 mill., 6,1 mill., 10,4 mill. og 14,8 mill. HF og MOF har negative avvik på 4,6 mill. og 20,7 mill. kroner. Oppdragsinntekter er 1,7 mill. høyere enn ventet, der avviket på MN på 1,3 mill. kroner står for størstedelen av avviket. Se nærmere omtale av aktivitet i forhold til budsjett under fakultetene.

Figur 5 viser utviklingen i BOA de siste fire årene.

Figur 5 Utvikling BOA 2011-2014



Den regnskapsførte BOA-aktiviteten for 2013 var 725 mill. kroner. Fakultetene ventet at dette skulle bedre seg noe i 2014 og budsjetterte med en aktivitet på 748 mill. kroner. Det faktiske resultatet på 794 mill. kroner viser en bedring på 69 mill. kroner fra 2013. Det er spesielt for NFR-aktivitet det er en stor økning, på 79,2 mill. kroner, der det matematisk-naturvitenskapelige fakultet (MN) har en økning på 61,2 mill. kroner og det medisinsk-odontologiske fakultet (MOF) har en økning på 17,6 mill. kroner. Det er også en økning på EU-aktivitet på 18,1 mill. kroner, der MOF har en økning på 13,4 mill. kroner og MN har en økning på 6,8 mill. kroner. På annen bidragsaktivitet har aktiviteten vært 24,5 mill. lavere enn i 2013. Den er størst nedgangen på MOF, 15,8 mill. kroner. HF, MN og ADM har hatt en nedgang på henholdsvis 7,4 mill., 6,2 mill. og 8,7 mill. kroner. PS og UM har hatt en økning i forhold til 2013 på 5,3 mill. og 11,4 mill. kroner. Oppdragsaktivitet var 3,7 mill. lavere i 2013. Her har det vært mindre positive og negative endringer på alle fakultet. Se nærmere omtale av endring i aktivitet under fakultetene.

Det jobbes med å få bedre styringsdata innen BOA-området og det legges opp til at parameter det rapporteres på utvides. Ved innføringen av nye parameter er dataene forbundet med usikkerhet, men etter hvert som tiden går vil erfaring føre til bedre rapportering. Noen parameter som er relativt nye er prognose for overføring og fakturert inntekt (innbetalinger). Overføringene sier noe om hvor mye av aktiviteten som er forsinket. Innbetalingene er viktige å følge med på av flere årsaker. For det første er det den fakturerte inntekten som er grunnlag for resultatmidlene fra Kunnskapsdepartementet og det er derfor viktig å følge med på disse. Fakturert inntekt sier også noe om tilgangen av nye prosjekter, og det er viktig at vi hele tiden får nye prosjekter for å opprettholde og øke aktivitetsnivået

Tabell 4 Fakturert inntekt per finansieringskilde

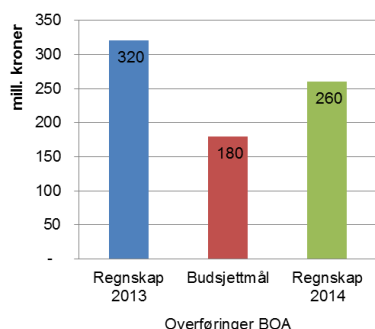
Fakturert inntekt (mill. kroner)	2014	2013	
NFR	353	344	2,5 %
EU	49	86	-43,5 %
Andre bidrag	309	299	3,2 %
Oppdrag	24	34	-28,4 %
Sum fakturert inntekt	734	763	-3,8 %

Fakturert inntekt i BOA var 734 mill. kroner i 2014. Dette er en reduksjon på 29 mill. kroner i forhold til 2013, da innbetalingene var 763 mill. kroner. Det er økning på NFR og andre bidrag, mens det er en reduksjon i innbetalingene fra EU og oppdrag. Nedgangen i innbetalingene fra EU er ventet på grunn av EU sin utbetalingsrutine. Det var i fjor høye innbetalinger blant annet grunnet innbetalinger til prosjekter som ikke får innbetalinger hvert

år og høy forskuddsinnbetaling til mange nye prosjekter. Den samlede nedgangen vil redusere RBO-midlene til UiB i 2016.

Reduksjonen i innbetalinger fra bidragsytere har ikke ført til lavere aktivitet i 2014, som omtalt over har aktiviteten økt siden 2013. Dette grunnet at fakultetene også har finansiert årets aktivitet med midler overført fra 2013. Figur 5 viser at det ble overført 320 mill. kroner til 2014, og at fakultetene planla å redusere denne med 140 mill. kroner og overføre 180 mill. kroner til 2015. Resultatet ble en overføring til 2015 på 260 mill. kroner, dermed en bruk av overføringer på 60 mill. kroner. Den planlagte nedbyggingen var på hele 141 mill. kroner, samlet ble det bygget ned 80 mill. mindre enn ventet.

Figur 6: overføring BOA



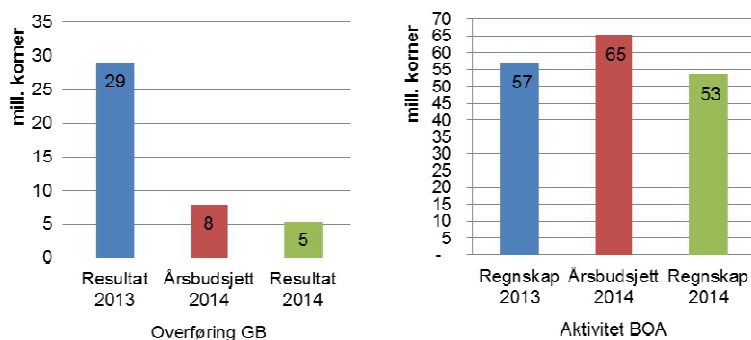
Av overføringen på BOA er over en tredjedel gaver gaveforsterkning. Overføringene på dette området har vært relativt høye de siste årene og det er MOF som overfører størstedelen av midlene her.

I de siste økonomirapportene har vi kommentert to nøkkeltall for BOA, inntektsoverhead i prosent av lønnskostnader og egeninnsats i prosent av totale kostnader i prosjektene. Inntektsoverheaden for 2014 var 29,1 %, en liten reduksjon fra 30 % i 2013. Det er dermed en liten nedgang etter at det har steget i perioden 2011 til 2013.

Egeninnsatsen i prosent av totale prosjektkostnader var 29 % i 2014. Dette nøkkeltallet har økt de siste årene, for 2013 var tallet 24 %. Økningen i regnskapsført egeninnsats de siste årene kan blant annet komme av bedre synliggjøring av egenfinansiering.

3 Status per fakultet

Det humanistiske fakultet (HF)



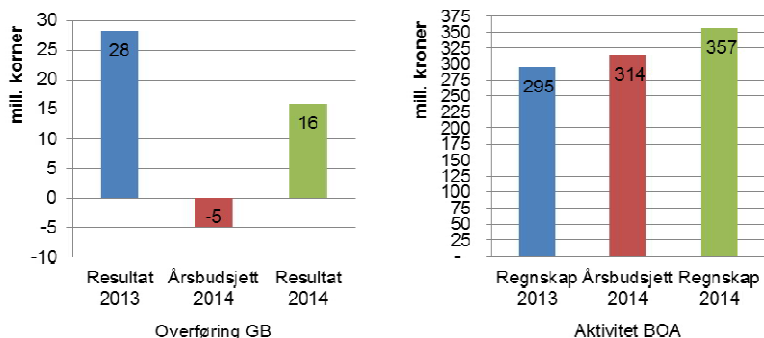
På GB hadde HF en overføring på 29 mill. kroner fra 2013. Denne planla fakultetet å bygge ned til 8 mill. kroner. Nedbyggingen inkluderte en pålagt omdisponering av overføring til investering på 7 mill. kroner. Resultatet til fakultetet ble 2,6 mill. kroner lavere enn budsjettert og overføringen til 2015 er 5,4 mill. kroner. Det er flere årsaker som ligger bak den store

reduksjonen i overføringer. På annum har fakultetet et underskudd på 11,4 mill. kroner. Fakultetet har fått 7,2 mill. mindre i instituttinntekter enn budsjettet, samt de har hatt høyere kostnader på lønn enn budsjettet og det er flere BOA-prosjekter som har blitt avsluttet med tap. Øremerkede prosjekter har til sammen en reduksjon i overføringer på 7,2 mill. kroner, der stipendiat- og postdoktorprosjektene står for til sammen 6,7 mill. kroner.

I 2014 hadde HF aktivitet i BOA på 53,4 mill. kroner, som er 11,6 mill. lavere enn totalbudsjettet på 65 mill. kroner. Det er 3,6 mill. kroner lavere enn i 2013. Det er NFR-aktiviteten som har størst negativt avvik i forhold til budsjett, 8,7 mill. kroner. Budsjettet her har vært noe overvurdert og omfattet innbetalinger som ikke genererer aktivitet, om lag 5-6 mill. kroner. Annen bidragsaktivitet ble 4,6 mill. lavere enn budsjettet, mens oppdragsaktivitet hadde et mindre negativt avvik. Disse avvikene kan forklares med at fakultetet ikke fikk tilslag på prosjekt de håpet på og at det er forsinkelser i prosjekter. EU-aktivitet hadde høyere aktivitet enn ventet, 1,7 mill. kroner over budsjett. Fakultetet overførte 7,3 mill. kroner i BOA-midler fra 2013 og forventet at dette beløpet skulle reduseres til 0 i løpet av 2014. Forsinket aktivitet har vært med på å bidra til at overføringen til 2015 er på 5,2 mill. kroner.

Aktiviteten til HF er høy og overføringene har blitt kraftig redusert i løpet av året. Denne utviklingen kan føre til konsekvenser for driften til fakultetene og er noe økonomiavdelingen vil følge fremover. Fakultetet selv melder om at det kan være aktuelt med innsparinger på drift og nøye vurdering når det gjelder tilsetning.

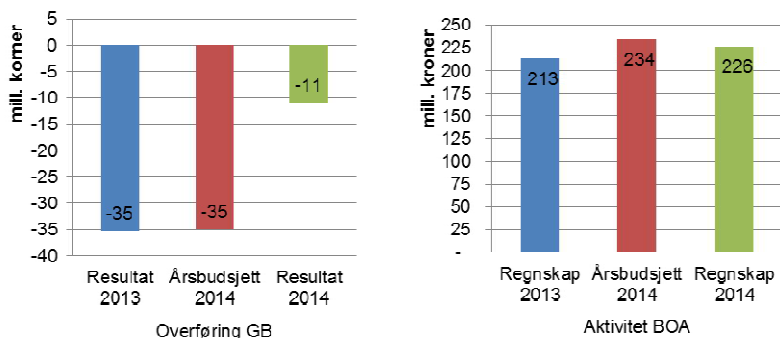
Det matematisk-naturvitenskapelige fakultet (MN)



På GB hadde MN en overføring på 28,2 mill. kroner fra 2013, en overføring de planla å bygge ned til -5 mill. kroner i løpet av året. Resultatet til fakultetet ble 20,9 mill. bedre enn ventet og overføringen til 2015 er på 15,9 mill. kroner. Utgangspunktet for den planlagte nedbyggingen av overføringen var en betydelig nedgang i resultatuttelling og rammekutt i 2014 og usikkerhet rundt i hvor raskt og i hvilken grad aktiviteten hos instituttene ville tilpasse seg kuttene. Det er delvis lavere kostnader enn ventet ved instituttene og lavere kostnader til drift av fartøy som er årsakene til at resultatet ble betydelig bedre enn budsjettet.

I 2014 hadde MN aktivitet i BOA på 356,6 mill. kroner, 42,6 mill. kroner mer enn budsjettmålet på 314 mill. kroner. Det er en bedring på 61,6 mill. kroner siden 2013. Fakultetet har positive avvik på alle finansieringskilder. NFR-aktivitet er 31,4 mill. kroner høyere enn budsjett på grunn av tilslag på nasjonal infrastruktur som ble klart etter budsjetteringen for 2014. Tilslaget er også grunnen til at den store økningen i aktivitet. EU-aktivitet, annen bidragsaktivitet og oppdragsaktivitet har positive avvik på henholdsvis 5,7 mill., 4,3 mill. og 1,3 mill. kroner. De positive avvikene kommer av høyere aktivitet enn planlagt ved flere institutt. Fakultetet overførte 118,1 mill. kroner i BOA-midler til 2014 og forventet å bygge den ned til 91 mill. kroner i løpet av 2014. Overføringen til 2015 er 89. mill. kroner.

Det medisinsk-odontologiske fakultet (MOF)

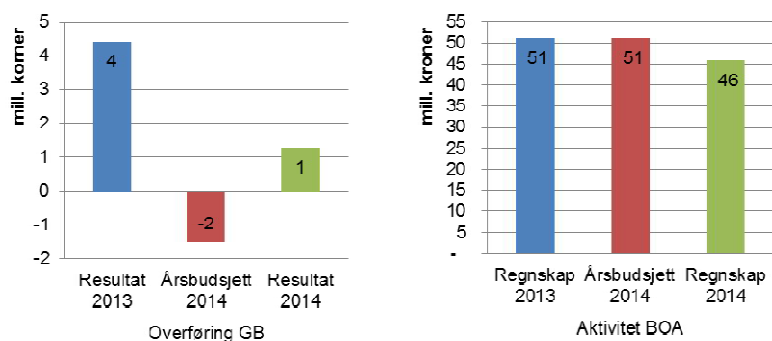


På GB hadde MOF en negativ overføring på -35 mill. kroner fra 2013. Fakultetet planlegger å redusere den negative overføringen over de neste 3 årene, og budsjetterte ikke med bedring av overføringen til 2015. Resultatet til fakultetet ble 23,7 mill. kroner bedre enn ventet og overføringen til 2015 er -11,3 mill. kroner. Hovedårsakene til denne bedringen er flyttingen av 20 mill. kroner knyttet til forskuttering av BUSP-arealer til EIA og en tildeling av renteinntekter på gaveforsterkningsmidler på 5,1 mill. kroner.

I 2014 hadde fakultetet aktivitet i BOA på 226 mill. kroner. Dette er 8 mill. kroner lavere enn budsjett, på 234 mill. kroner og en økning på 13 mill. kroner fra 2013. Det er lavere aktivitet på annen bidragsaktivitet som står for det negative budsjettavviket. I løpet av 2014 har det i denne kategorien blitt flyttet 20 mill. kroner i aktivitet fra BOA til GB på grunn av endring i regnskapsprinsipper knyttet til føring av pasientinntekter og tilskudd fra Helsedirektoratet. På oppdragsaktivitet, NFR- og EU-aktivitet har aktiviteten vært høyere enn budsjettert med henholdsvis 0,2 mill., 4,4 mill. og 8,4 mill. kroner. De positive avvikene på NFR og EU kommer i hovedsak av at SFF-er og andre store prosjekter har fått i gang aktiviteten i 2014, samt større innkjøp på et prosjekt. Fakultetet overførte 117,3 mill. kroner i BOA-midler til 2014 og forventet å bygge disse ned til 60 mill. kroner i løpet av året. Overføringen til 2015 ble 98 mill. kroner.

Fakultetet planla i 2014 å gå fra negativ til positiv overføring i løpet av de neste tre årene. I løpet av det første året har ikke fakultetet selv betalt ned denne saldoen. Fakultetet har derimot blitt tilført midler/avlastet forpliktelser med til sammen 25,1 mill. kroner fra sentralt hold i løpet av 2014. Det skulle tilsi en overføring ut av året på -10 mill. kroner, mens den faktiske overføringen var -11,3 mill. kroner. I henhold til planen skal denne bort i løpet av 2015 og 2016. Økonomiavdelingen vil følge opp fakultetet etter denne planen fremover.

Det samfunnsvitenskapelige fakultet (SV)

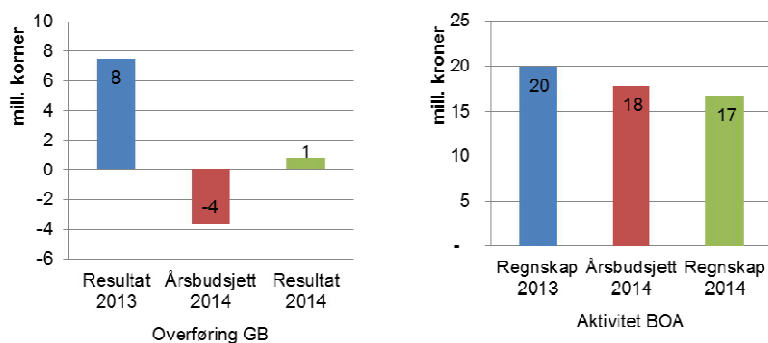


På GB hadde SV en overføring på 4,4 mill. kroner fra 2013. Fakultetet budsjetterte med å redusere denne til -1,5 mill. kroner til 2015. resultatet til fakultetet ble 2,8 mill. kroner bedre enn budsjettert og det ble en positiv overføring til 2015, 1,3 mill. kroner. Bakgrunnen til denne bedringen av resultatet er at fakultetet har holdt igjen på driften, ikke replassert i stillinger som ble ledige i løpet av året, samt fått inn høyere inntekt enn budsjettert.

I 2013 hadde fakultetet en aktivitet i BOA på 45,8 mill. kroner, som er 5,2 mill. lavere enn totalbudsjettet på 51 mill. kroner. Det er 5,2 mill. kroner lavere enn i 2013. NFR- og EU-aktivitet har negative avvik på henholdsvis 4,5 mill. og 1,4 mill. kroner. Avvikene knyttes i stor grad til lavere tilvekst i prosjekter og forsinkelse i aktivitet i nye og eksisterende prosjekter. Annen bidragsaktivitet og oppdragsaktivitet har positive avvik på 0,5 mill. og 0,3 mill. kroner. De positive avvikene er et resultat av noe høyere tilvekst av prosjekter enn ventet og at øvrig aktivitet har gått som planlagt. Fakultetet overførte 2,7 mill. kroner i BOA-midler fra 2013 og planla å redusere denne til 0 i løpet av året. Fakultetet sin overføring til 2015 er 7,4 mill. kroner.

Fakultetet forventer at 2015 vil bli økonomisk mye strammere enn 2014 og er bekymret for at resultatet for 2015 kommer til å føre til negativ overføring ut av året. Regnskapet for 2014 indikerer ikke at fakultetet har utfordringer på dette området, men økonomiavdelingen tar bekymringen på alvor og vil følge utviklingen i løpet av det kommende året. Økonomiavdelingen er i dialog med fakultetet om utviklingen av et langtidsbudsjett for fakultetet.

Det juridiske fakultet (JUS)

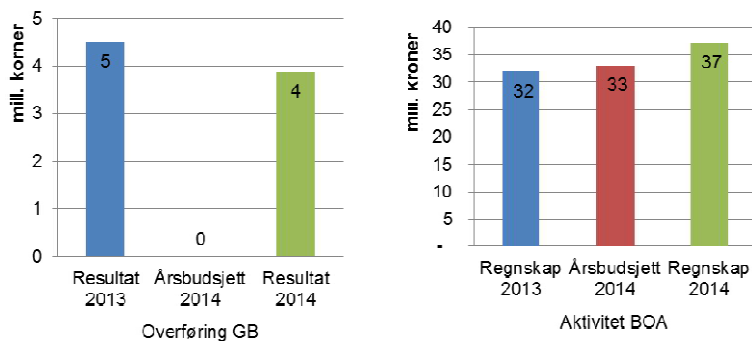


På GB hadde JUS en overføring på 7,5 mill. kroner fra 2013, en overføring de planla å bygge ned med 11,2 mill. kroner til -3,7 mill. kroner. Resultatet til fakultetet ble 4,5 mill. bedre enn budsjettet og overføringen til 2015 ble positiv, 0,8 mill. kroner. Bakgrunnen for den store nedbyggingen av overføringene er at fakultetet har budsjettert med høyere lønnskostnader for å øke antall vitenskapelige tilsatte ved fakultetet. Nedbyggingen ble lavere enn ventet grunnet unormal høye refusjoner fra NAV, lavere forbruk på undervisning og sensur og tildelinger mot slutten av året som ikke var budsjettert.

I 2014 hadde fakultetet aktivitet i BOA på 16,7 mill. kroner, som er 1,1 mill. lavere enn totalbudsjettet på 17,8 mill. kroner. Det er en nedgang fra 2013 på 3,3 mill. kroner. Det er negative avvik på NFR-aktivitet og annen bidragsaktivitet og oppdragsaktivitet på henholdsvis 0,9 mill. og 0,2 mill. kroner. Årsaken til de negative avvikene er at lengden på en tilsetning ble kortere enn ventet og at det er kommet renter på gaveforsterkningsmidler som reduserer den regnskapsførte aktiviteten noe. Fakultetet overførte 22 mill. kroner i BOA-midler fra 2013 og planla å redusere det til 11,5 mill. kroner i løpet av 2014. Overføringen til 2015 er på 11,7 mill. kroner.

Ved inngangen til 2014 meldte fakultetet om at de kom til å øke aktiviteten for å sørge for å øke antall vitenskapelig tilsatte, de planla å bruke opp overføringene og 3,7 mill. kroner til. Det ble gjort en vurdering av økonomiavdelingen at den økte aktiviteten kom til å medføre at svært mye av overføringene kom til å bli brukt opp og det ville være nødvendig å tilføre ekstra finansiering i senere år dersom aktivitetsnivået skulle opprettholdes. Det blir fra 2015 tilført ekstra finansiering og fakultetet melder fremdeles om at de kommer til å bruke opp overføringer og gå ut av 2015 med negativ overføring. Økonomiavdelingen vil i 2015 følge fakultetets utvikling.

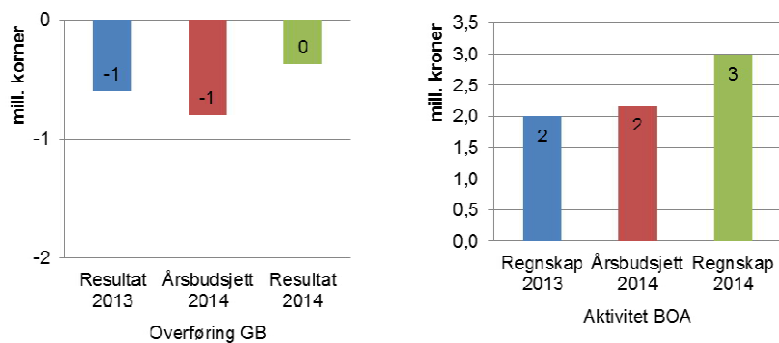
Det psykologiske fakultet (PS)



På GB hadde PS en overføring på 4,5 mill. kroner fra 2013 som de planla å bygge ned til 0 i løpet av 2014. Resultatet til fakultetet ble 3,9 mill. høyere enn budsjettet og overføringen til 2015 ble 3,9 mill. kroner. Bedringen i resultatet er i all hovedsak knyttet til to tildelinger mot slutten av året der kostnadene ikke vil påløpe før i 2015. I tillegg hadde noe overskudd på interne inntekter.

I 2014 hadde fakultetet aktivitet i BOA på 37,2 mill. kroner, 4,2 mill. kroner høyere enn budsjettmålet på 33 mill. kroner. Det er en økning på 5,2 mill. kroner siden 2013. Det er negative avvik på NFR-aktivitet, EU-aktivitet og oppdragsaktivitet på henholdsvis 0,4 mill., 0,9 mill. og 0,6 mill. kroner. Det er et større positivt avvik på annen bidragsaktivitet på 6,1 mill. kroner som fører til at fakultetet samlet sett er overbudsjettmålet. Litt lavt budsjett på denne aktiviteten og noe høyere aktivitet på blant annet rektorskolen er årsakene til det positive avviket. Fakultetet overførte 13,2 mill. i BOA-midler fra 2013 og planla å redusere denne til 8 mill. kroner i løpet av 2014. Overføringen til 2015 er på 3,2 mill. kroner.

Universitetsbiblioteket (UB)

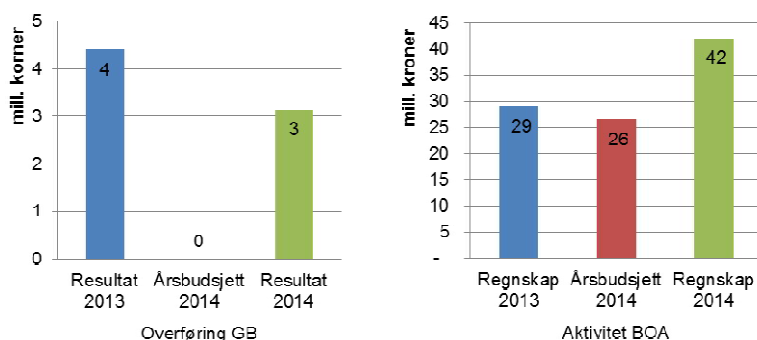


På GB hadde UB en negativ overføring på -0,6 mill. kroner fra 2013 og forventet at denne skulle reduseres til -0,8 mill. kroner i løpet av 2014. resultatet til biblioteket ble 0,4 mill. bedre enn budsjettet og overføringen til 2015 ble -0,4 mill. kroner. Biblioteket har i løpet av året lånt ut ansatte til andre enheter ved universitetet og har blitt kompensert for det, noe som er en stor årsak til at overføringen ble bedret til 2015. På øremerkede prosjekter har valutakurs påvirket forbruket på mediekjøp negativt, i tillegg til overforbruk på Open Access. Mindre aktivitet enn planlagt på andre øremerkede prosjekter bidro positivt til overføringen.

I 2013 hadde UB BOA-aktivitet på 3 mill. kroner, 0,8 mill. høyere enn budsjettet på 2,2 mill. kroner. Det er en økning på 1 mill. kroner siden 2013. Det positive avvik både på EU-aktivitet og annen bidragsaktivitet på henholdsvis 0,1 mill. og 0,7 mill. kroner. Det er i hovedsak ekstra midler til «Skeivt arkiv» og tilsetning av et årsverk med halvårseffekt som fører til høyere aktivitet på annen bidragsaktivitet. Biblioteket overførte 0,7 mill. kroner i BOA-midler fra 2013 og ventet å bygge det ned til 0 i løpet av 2014. Overføringen til 2015 er på -0,5 mill. kroner.

Forverring av valutakursene påvirker kjøpekraften i UBs mediebudsjett. Dette er en risiko som vil bli fulgt opp fremover.

Universitetsmuseet (UM)

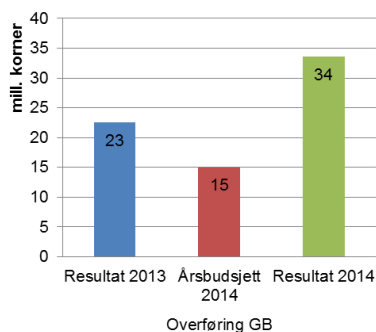


På GB hadde UM en overføring i på 4,4 mill. kroner fra 2013, en overføring de ventet å bygge ned til 0 i løpet av 2014. Resultatet til museet ble 3,1 mill. bedre enn budsjettet og overføringen til 2015 er på 3,1 mill. kroner. Forsinkelser i utbetaling av honorar og tilsetning og tiltredelse i flere stillinger førte til lavere kostnader enn antatt. I tillegg ble inntektene til UM høyere enn ventet og en feilføring mellom grunnbevilgning og BOA-økonomien førte til høyere resultat enn budsjettet.

I 2014 hadde museet aktivitet i BOA på 42,1 mill. kroner, 15,5 mill. over budsjettet på 26,5 mill. kroner. Det er en bedring fra 2013 på 15,6 mill. kroner. Det er i all hovedsak på annen bidragsaktivitet det er positivt avvik, 14,8 mill. kroner. Årsaken er større tilgang på arkeologiske utgravinger enn ventet. Det er positive avvik på NFR- og oppdragsaktivitet på henholdsvis 0,4 og 0,8 mill. kroner. På EU-aktivitet er det et negativt avvik på 0,3 mill. kroner. Museet overførte 12,3 mill. kroner i BOA-midler til 2014 og planla å bygge dette ned til 9 mill. kroner i løpet av året. Overføringen til 2015 er på 20,8 mill. kroner.

Andre enheter

I fellesbetegnelsen felles forskningssatsinger (FFS) inngår Senter for klimadynamikk, Senter for konkurransepolitikk, Senter for Griegforskning, UiB Global og flere forskningstiltak. Det ble for disse enhetene overført i underkant av 23 mill. kroner til 2014, mens det var budsjettet en nedbygging til 15 mill. kroner i løpet av 2015. Den faktiske overføringen til 2015 ble på 33,5 mill. kroner, 18,5 mill. høyere enn budsjettet. Senter for klimadynamikk har en overføring på 16,8 mill. kroner, 9,1 mill. kroner i Innovest-midler overføres, Senter for konkurransepolitikk overfører 0,7 mill. kroner, Senter for Griegforskning overfører 2,2 mill. kroner, Sars overfører 5,2 mill. kroner, mens UiB Global hadde et negativt resultat på 0,7 mill. kroner.



Totalt hadde de administrative avdelingene og UiB felles noe høyere kostnader enn budsjettet, men inntektene er også høyere enn budsjettet. I Administrasjonen var det i 2014 høyere kostnader knyttet til de organisatoriske endringene ved Museplass og til rekruttering av nye lederstillinger. I sentrale enheter var det i 2014 BOA-aktivitet på 24,4 mill. kroner. Denne aktiviteten er blant annet knyttet til Forskningsdagene, NORAD, Balanseprosjektet, Erasmus, Norplus og viderefordeling av renteinntekter til fakultetene.

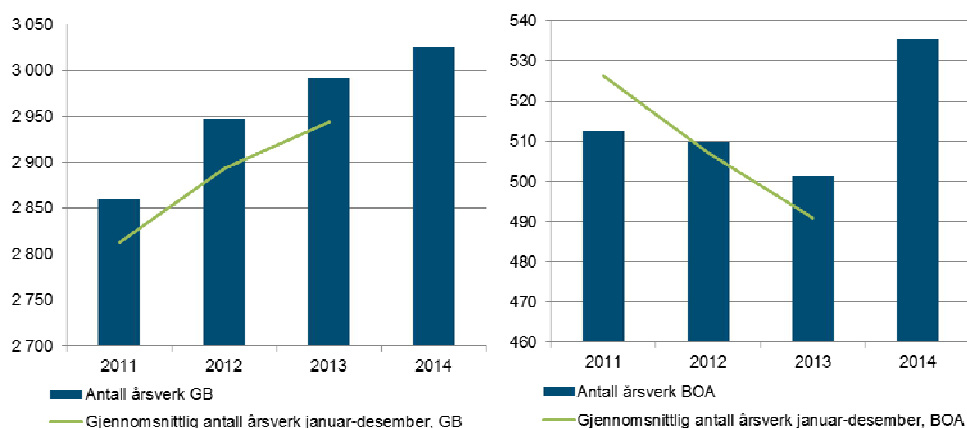
Eiendomsavdelingen (EIA) har i 2014 hatt innsparinger på driftsbudsjettet på energikostnader som planlegges omdisponert til ENØK-tiltak. Noe av dette ble omdisponert i 2014, men det førte til et overskudd på driftsbudsjettet på 7,5 mill. kroner. Det ble forutsatt i investeringsbudsjettet at det skulle selges eiendommer for 25 mill. kroner i 2014, men forsinkelser førte til at denne inntekten ble på 9 mill. kroner. I tillegg til noe overforbruk på andre prosjekter endte investeringsbudsjettet 17,5 mill. under budsjett. Fra 2013 til 2014 ble overføringer på EIA inndratt og avregnet mot forskutteringer på byggprosjekter, som har fungert etter hensikten. Rammen på likviditetslånet til forskuttering av byggprosjekter har i løpet av 2014 økt med 20 mill. kroner som følge av flyttingen av kostnadene vedrørende BUSP-arealene.

Vedlegg 2

Årsverktall

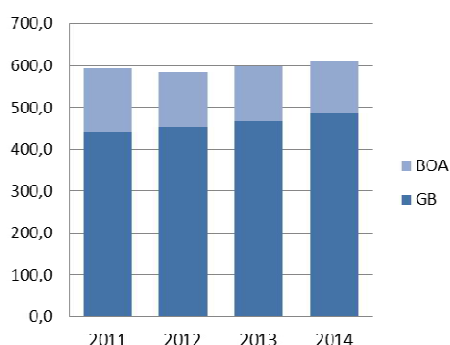
Tallene per 2014 er antall årsverk registrert i januar måned og er påvirket av at siste års tall er ferske tall, i tillegg til naturlige svingninger fra måned til måned som utjevner seg når vi ser på året under ett. Ser vi på antall årsverk i snitt januar til desember 2013 mot snitt for januar til desember 2014 så er økningen 2,6 %, med en økning på 5,1 % på BOA og 2,2 % på GB. Økningen er størst i vitenskapelige stillinger.

Antall årsverk	2011	2012	2013	2014
Antall årsverk BOA	513	510	501	535
Antall årsverk GB	2 859	2 947	2 992	3 025
Totalt	3 372	3 457	3 493	3 560

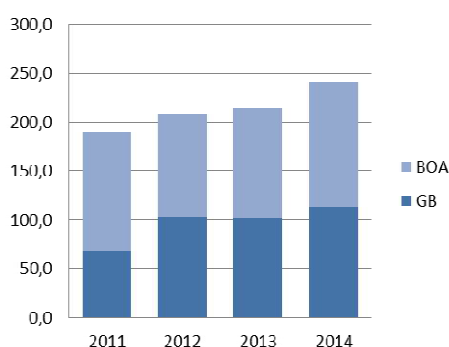


Stipendiater og postdoktorer er to ansattgrupper som har hatt en gledelig vekst de siste årene. Stipendiater har økt med 19 årsverk de siste 4 årene, der det er økning på 42 årsverk på GB og en reduksjon på 23 årsver på BOA. Økningen i postdoktorer har vært større. Det er en økning på 52 årsverk de siste 4 årene, 46 på GB og 6 på BOA. For begge stillingstyper har universitetet på grunnbevilgningen med god margin oversteget måltallet fra KD.

Stipendiater



Postdoktorer



Stipendiater	2011	2012	2013	2014
GB	443,1	452,9	466,9	485,3
BOA	150,1	129,8	130,3	127,2
Total	593,2	582,6	597,2	612,5

Postdoktorer	2011	2012	2013	2014
GB	67,9	102,7	102,4	113,5
BOA	122,6	104,6	112,2	128,5
Total	190,5	207,3	214,6	242,0



Styre: Universitetsstyret

Styresak: 10/15

Møtedato: 12.02.2015

Dato: 27.01.2015

Arkivsaksnr: 2013/63

Om videreføring av fakultetenes overføringer fra 2014 til 2015

Bakgrunn

I styresak 84/12 vedtok styret at overføringer ved fakultetene som er på mer enn 2 % av grunnbevilgningen må godkjennes av styret. Denne ordningen er siden videreført.

I denne saken vurderes overføringene. For en mer helhetlig omtale av overføringene vises det til sak 9/15 om økonomirapport for 2014.

Situasjonen etter 2014

Midler for publiseringspoeng

Tildelingene av driftsmidler basert på publisering ble innført i 2012, etter modell foreslått av Fagerbergutvalget. Midlene er ikke overførbare, det var forutsetning da midlene ble bevilget. Det er restmidler på totalt 333.100 kroner på dette tiltaket. Fordelingen er som følger: HF kr. 154.200, MN kr. 52.500, MOF kr. 34.500 SV kr. 17.200, PS kr. 59.700 og FFS kr. 15.000. Det er lagt opp til at disse midlene trekkes inn slik praksis tilsier.

Midler til rekrutteringsstillinger

I flere år hadde UiB færre tilsatte rekrutteringsstillinger enn måltallet fra KD. Konsekvensen av dette var at UiB har måttet føre ubrukte midler øremerket rekrutteringsstillinger som forpliktelse (gjeld) mot KD i årsregnskapene. Modellen har vært ført ut på fakultetene slik at fakultetene har hatt bundne overføringer for rekrutteringsstillinger. I 2014 var gjennomsnittlig antall rekrutteringsstillinger 599 på grunnbevilgningen, noe som var 73 flere enn måltallet.

Når UiB nå har flere stillinger enn måltallet krever, blir den umiddelbare regnskapsmessige effekten at UiB får et tilgodehavende på KD. Dette stemmer imidlertid ikke overens med de krav KD stiller. UiB kan gjerne ha flere rekrutteringsstillinger disponert av egne midler, men dette gir ikke adgang til å ha færre i senere perioder. Total forpliktelse mellom UiB og KD er etter 2014 null. Dette må derfor også reflekteres i fakultetenes forpliktelser. Saldo på rekrutteringsprosjektene settes derfor til null ved alle fakultetene per. 31.12.2014. Restsaldi overføres til prosjekt 000000 (annuumsprosjektet). Endringen påvirker således ikke fakultetenes overføringer på totalen, kun mellom rekrutteringsprosjektene og annuum.

Overføringer utover 2 % ved fakultetene

Regnskapet for 2014 (sak 8/15) viser at Det matematisk- naturvitenskapelige og Universitetsmuseet har overføringer som overstiger 2 % av grunnbevilgningen.

- MN overfører 15,9 mill. kroner 2,7 % av årets inntektsramme
- UM overfører 3,1 mill. kroner også det 2,7 % av inntektsrammen.

I tillegg er det større overføringer ved Felles forskningssatsninger (33,5 mill.) som er sentre og avdelinger uten fakultetstilknytning. Dette gjelder for Sars-senteret, Senter for Klimadynamikk, Senter for Griegforskning og midler overført fra Innovest AS. Disse midlene er imidlertid ikke omfattet av 2 %-regelen som er knyttet til fakultetenes overføringer.

I det følgende presenteres deres kommentarer til situasjonen og deres planer for bruk av overføringene.

Det matematisk-naturvitenskapelig fakultet:

Fakultetet overførte 28,2 millioner kroner fra 2013. Siden mer enn dette beløpet var bundet opp i forpliktelser i 2014, gjorde nedgang i resultatinntekter og rammekutt at fakultetet i tillegg budsjetterte med reelt underskudd for 2014. Når overføringen til 2015 likevel ble på 15,9 millioner kroner, skyldes dette forsiktig forbruk og naturlige forsinkelser. Særlig gjelder dette egeninnsats knyttet til større satsninger og sentre, samt utstyrsinvesteringer.

Det er betydelige forpliktelser som fakultetet overfører til 2015. Også i ut av 2014 er fakultetet sin overføring lavere enn det beløpet fakultetet har bundet opp i egeninnsats inn mot store BOA-prosjekt, planlagte utstyrsinvesteringer og andre øremerkede tiltak. Eksempel på dette er: 1 mill. kroner til SFF-egeninnsats på Birkelandsenteret, 7 mill. kroner til egeninnsats til andre BOA-prosjekt som ERC, tungrekning, og Elixir.no, 3,8 mill. kroner til videreføring av FUGE-plattformen i bioinformatikk, 1,5 mill. kroner til lisensinntekter fra BTO, 6,9 mill. kroner til utstyrsinvesteringer og 1,8 mill. kroner til likestillingsmidler.

Alle midler i overføringen er disponert og fakultetet har derfor behov for å disponere hele sin overføring.

Universitetsmuseet

Universitetsmuseet (UM) overførte 4,4 mill. til 2014. Denne er nå redusert til 3,1 mill. til 2015. Det er midler til rekrutteringsstillinger og midler knyttet til ombyggingen ved museet som er de største postene i overføringen.

Det er nå tilsatt i flere rekrutteringsstillinger og det foreligger planer for siste del av flyttestrukturprosjektet.

Alle midler i overføringen er disponert og avdelingen har derfor behov for å disponere hele sin overføring.

Universitetsdirektørens merknader

For å bygge ned overføringene er virkemidler som forskutteringer og restriksjoner på fakultetenes overføringer tatt i bruk. UiB har de siste årene satt 40 mill. kroner av eget budsjett pluss planlagt overføring på KDs utstyrsmidler til bygg som passende nivå på overføringer. For 2014 var dette 77 mill. kroner.

Overføringen på grunnbevilgningen ble 56 mill. kroner. 26 mill. kroner av UiB eget budsjett pluss 30 mill. kroner i øremerkede utstyrsmidler fra KD. At overføringene nå klart lavere enn budsjettmålet viser at virkemidlene har hatt effekt.

At nivået er lavt betyr at virkemidlene nå bør rettes inn mot å stabilisere nivået heller enn å senke det ytterligere. Universitetsdirektøren foreslår derfor at fakultetenes overføringer ut av

2015 underlegges samme rutine for som tidligere, men at terskelen økes fra 2 % til 3 %. For UiB felles bør en inntil videre også være varsom med å øke interne forskutteringer ytterligere. Det er nødvendig å ha virkemidler som regulerer overføringene, samtidig er overføringene en størrelse som påvirkes av variable faktorer. Dette gjelder for utstyrstildelinger fra KD, salgsinntekter ved salg av bygg og evt. ekstratildelinger fra KD. Nivået vil derfor variere over tid. Virkemidlene bør settes inn får dempe de største utslagene i disse variasjonene.

De fakultetene som avslutter sine regnskaper med enn 2 % av grunnbevilgningen, har gitt begrunnelser for situasjonen og har gjort rede for hvordan midlene ønskes brukt, dersom de stilles til disposisjon for bruk i 2015. Universitetsdirektøren har gått gjennom begrunnelsene og finner det riktig å anbefale at overføringene ved Det matematisk-naturvitenskapelig fakultetet og Universitetsmuseet stilles til rådighet for 2015 uten ytterligere justeringer enn det som følger av inndragningen av de såkalte Fagerbergmidlene.

Med disse kommentarene fremmes følgende forslag til

vedtak:

1. Restmidler på totalt 333.100 kroner for publiseringsmidler trekkes inn med følgende fordeling: HF kr. 154.200, MN kr. 52.500, MOF kr. 34.500 SV kr. 17.200, PS kr. 59.700 og FFS kr. 15.000.
2. Midler utover 2 % overføres i sin helhet ved Det matematisk-naturvitenskapelig fakultetet og Universitetsmuseet.
3. For 2015 videreføres ordningen med vurdering av fakultetenes overføringer, men terskelen økes fra 2 % til 3 %.

Kjell Bernstrøm
universitetsdirektør

28.01.2015/Kirsti Aarøen - Sven-Egil Bøe



Styre: Universitetsstyret

Styresak: 11/15

Møtedato: 12.02.2015

Dato: 28.01.2015

Arkivsaknr: 2014/7270

Hovedregler for økonomiforvaltningen ved Universitetet i Bergen

Bakgrunn

Universitetsstyret vedtok «Hovedregler for økonomiforvaltningen ved UiB-Oppdatering» 09.06.2005. Dette vedtaket bygger Hovedinstruks fra Utdannings og forskningsdepartementet om økonomiforvaltningen ved universiteter og høyskoler av 01.08.2005.

Kunnskapsdepartementet fastsatte 10.juli 2014 ny hovedinstruks om økonomiforvaltningen ved de statlige universitet og høyskoler. Hovedinstruksen gjelder fra samme dato og erstatter tidligere instruks av 01.08.2005. Hovedinstruksen er tilpasset Reglement for økonomistyring i staten og Bestemmelser om økonomistyring i staten av 12.12.2003 med endringer, senest 18.09.2013.

Hovedinstruksen fra Kunnskapsdepartementet delegerer ansvar på mange områder innenfor økonomiforvaltningen til styret som er den øverste myndighet ved universitetet.

Hovedreglenes formål er blant annet å delegerer de nødvendige fullmakter videre til universitetsdirektøren, og dermed tydeliggjøre skille mellom styrets overordnede ansvar og universitetsdirektørens operative ansvar.

Hovedregler for økonomiforvaltningen ved UiB må fastsettes av styret i henhold til punkt 2.1. i Hovedinstruks fra Kunnskapsdepartementet om økonomiforvaltningen ved statlige universitets- og høyskoler av 10. juni 2014.

Universitetsdirektøren sine kommentarer

Instruksen gir bestemmelser på de samme myndighetsområdene som tidligere. Instruksen er utformet med utgangspunkt i at styret er øverste myndighet, jf universitets og høyskolelovens § 9-1.

Etter den nye instruks er det styret som har budsjett disponeringsmyndighet og kan delegerer denne helt eller delvis til ansatte ved institusjonen. I den tidligere instruks har budsjett disponeringsmyndighet vært lagt til styreleder. I universitets og høyskoleloven § 10-3(7) er det bestemt at administrerende direktør har budsjett disponeringsmyndighet ved institusjoner som har valgt rektor.

Styreleder/rektor har ikke budsjett disponeringsmyndighet ut fra universitets og høyskoleloven eller hovedinstruks. Styret må delegerer budsjett disponeringsmyndighet til rektor.

Som følge av endringer i Bestemmelsene når det gjelder felles standard og systemer for budsjettering, regnskapsføring og betalingsformidling, er bestemmelsene om dette i hovedinstruksens kapittel 5 utvidet og presisert og tilpasset departementets krav til kontoplan, regnskapsprinsipp, oppstilling og presentasjon av delårsregnskap og årsregnskap. I instruksens kapittel 10 er det tatt inn to nye bestemmelser som gir styret myndighet til å innrømme erstatningsansvar og begjære påtale når det foreligger særskilt fullmakt til dette fra Kunnskapsdepartementet.

På noen områder er ikke universitetsstyrets fullmakter og ansvar delegert videre:

- Styret skal fastsette hovedreglene for økonomiforvaltningen ved universitetet
- Styret fastlegger universitetets årsplan
- Styret avgjør om institusjonen skal foreta alle deler av arbeidet på lønnsområdet eller regnskapsområdet selv, eller om institusjonen skal nytte annen tjenesteyter godkjent av Finansdepartementet
- Styret har ansvaret for at alle kjøp av varer og tjenester til UiB skal utføres i samsvar med gjeldende lov og regelverket om offentlige anskaffelser
- Styret skal utforme strategidokument for innkjøpsvirksomheten.
- Styrets beretning i årsrapporten skal undertegnes av styrets medlemmer
- Styrets medlemmer skal signere årsregnskapet i henhold til Kunnskapsdepartementets retningslinjer.
- Styret fastlegger de overordnede målene i universitetets strategiske plan
- Styret vedtar opprettelse av, eller medvirkning i, egne rettssubjekter, herunder kapitalinnskudd samt salg av egne aksjer.

I de vedlagte reviderte hovedreglene er overnevnte innarbeidet

vedtak:

Universstyret vedtar de nye hovedreglene for økonomiforvaltningen ved Universitetet i Bergen

Kjell Bernstrøm
universitetsdirektør

28.01.2015/Kirsti R Aarøen, Kathrine Levin

Vedlegg:
Reviderte hovedregler for økonomiforvaltningen ved Universitetet i Bergen



UNIVERSITETET I BERGEN

Hovedregler for økonomiforvaltningen

ved

Universitetet i Bergen (UiB)

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Innledning

(UHL §§9-1, 10-2 og 10-3)

Hovedinstruksen fra Kunnskapsdepartementet delegerer ansvar på mange områder innenfor økonomiforvaltningen til styret som er den øverste myndighet ved universitetet.

Hovedreglenes formål er blant annet å delegere de nødvendige fullmakter videre til direktøren, og dermed tydeliggjøre skillet mellom styrets overordnede ansvar og direktørens operative ansvar.

Hovedregler for økonomiforvaltningen ved UiB er fastsatt av styret i henhold til punkt 2.1. i Hovedinstruks fra Kunnskapsdepartementet om økonomiforvaltningen ved statlige universitets- og høyskoler av 10. juni 2014.

Overordnet lov og regelverk

Økonomiforvaltningen ved UiB skal følge:

- Lov om universiteter og høyskoler av 1. april 2005 (sist endret 1. august 2014).
- Lov om offentlige anskaffelser av 1. juli 2001 (sist endret 1. januar 2014)
- Reglement for økonomistyring i staten, fastsatt ved kronprinsregentens resolusjon 12. desember 2003 (sist endret 18. september 2013).
- Bestemmelser om økonomistyring i staten, fastsatt av Finansdepartementet 12. desember 2003 (sist endret 18. september 2013).
- Hovedinstruks fra Kunnskapsdepartementet om økonomiforvaltningen ved statlige universiteter og høyskoler, fastsatt 10. juli 2014.
- Reglement om statlige universiteter og høyskoler forpliktende samarbeid og erverv av aksjer (F-07-13) og tilhørende veileder datert 26. august 2013.
- Rundskriv, reglement og pålegg for øvrig fra Kunnskapsdepartementet og Direktoratet for økonomistyring som gjelder økonomiforvaltningen.

Bestemmelsene om økonomiforvaltningen gjelder all virksomhet ved UiB, uavhengig av finansieringskilde.

1. INSTRUKSENS FORHOLD TIL ØKONOMIREGELVERKET

(R§ 3, HI 1)

Hovedreglene er et supplement til det overordnede økonomiregelverk i staten. Innholdet i dokumentene er ikke gjengitt, slik at ved bruk av hovedreglene må en også forholde seg til de punkter i det overordnede regelverket det er henvist til.

Hovedregler for økonomiforvaltningen gjelder hele økonomifunksjonen og alle enheter ved UiB som skal bidra til å understøtte UiBs fastsatte mål og strategier.

I hovedreglene for UiB benyttes følgende begrep og forkortelser:

- UHL – Lov om universiteter og høyskoler
- R - Reglement for økonomistyring i staten
- B - Bestemmelser om økonomistyring i staten
- HI - Hovedinstruks fra Kunnskapsdepartementet om økonomiforvaltningen med de tilføyelser og presiseringer som fremgår av bestemmelsene i disse.

2. HOVEDTREKK I MYNDIGHETS-, OPPGAVE- OG ANSVARS FORDELING

2.1 Interne regler og retningslinjer

(R § 3, B 2, HI 2.1)

Styrets ansvar og oppgaver er regulert i UHL §§ 9 – 1 og 9 -2. Direktørens ansvar og oppgaver er regulert i UHL § 10 – 3.

Styret er det øverste organ ved universitetet og skal innenfor lover og regler og de rammer og retningslinjer som er trukket opp av Kunnskapsdepartementet, fastsette hovedregler for økonomiforvaltningen ved institusjonen. Direktøren er den øverste leder for den administrative virksomheten ved UiB og har ansvaret for at universitetet drives effektivt og i overensstemmelse med de lover, forskrifter og regler som gjelder og de rammer og mål som gis av overordnet myndighet.

Direktøren har det operative ansvaret for de arbeidsområdene som omfattes av dette regelverket.

Direktøren kan delegerer myndighet i den utstrekning lov eller andre bestemmelser ikke er til hinder for det.

Direktøren skal sørge for at styret er kjent med de økonomiske forpliktelser universitetet har påtatt seg.

2.2 Økonomiforvaltningsansvar

(UHL § 9-2, R §§ 4, 7, 8, 9, 12, 14, 15, 16, 17 og 18 – B 1.2, B2 og B 4.5.1 - HI 2.2)

Direktøren har ansvaret for at den samlede økonomi- og formuesforvaltningen er samordnet og utføres rasjonelt. Dette ansvaret omfatter blant annet:

- Fastsette retningslinjer slik at de løpende økonomioppgavene utøves i henhold til gjeldende regelverk
- Samordne budsjettarbeidet ved universitetet og påse at det baseres på de rammer styret fastsetter og utføres etter gjeldende regler og retningslinjer fra Kunnskapsdepartementet
- Samordne kommunikasjonen med Kunnskapsdepartementet og med Riksrevisjonen i saker som gjelder økonomiforvaltningen ved institusjonen
- Sørge for hensiktsmessig oppgave- og arbeidsfordeling mellom nivåene i organisasjonen i saker som angår økonomiforvaltningen
- Samordne arbeidet med resultat- og økonomikontroll internt ved universitetet, herunder følge opp at mål og resultatkrav fastsatt i tildelingsbrev, andre vedtak og interne styringsdokumenter følges opp og gjennomføres innenfor rammen av tildelte midler
- Fastsette interne kontrollrutiner innenfor alle systemene som benyttes i universitetets økonomiforvaltning, og sørge for at det er etablert tilfredsstillende intern kontroll som er tilpasset risiko og vesentlighet og forhindrer styringssvikt, feil og mangler
- Sørge for at økonomiregelverket med tilhørende interne regler og retningslinjer er lett tilgjengelig for ansatte ved universitetet, og for at alle ansatte har kjennskap til og blir informert om de bestemmelser for økonomiforvaltning som gjelder for deres arbeid
- Sørge for kontrollfunksjoner som dekker forvaltnings-, økonomi- og resultatkontroll
- Påse at den eksternt finansierte virksomheten drives i samsvar med bestemmelser fastsatt av Kunnskapsdepartementet og lokale retningslinjer fastsatt av styret
- Sørge for at rutiner er skriftlig dokumentert
- Påse at økonomiregelverket følges ved fakulteter og tilsvarende enheter
- Sørge for nødvendig kompetanse i UiBs økonomiforvaltning
- Vurdere behov for endringer i hovedregler og delinstrukser mm

3. DELEGERING AV BUDSJETTDISPONERINGSMYNDIGHET OG PLANLEGGING

3.1 Budsjettdisponeringsmyndighet

(B 2.5.2.1, HI 3.1)

3.1.1 Generelle bestemmelser om intern disponering

Styret har budsjettdisponeringsmyndighet og kan delegerer denne helt eller delvis til ansatte ved universitetet. Alle delegeringsvedtak og vedtak om disponeringer skal dokumenteres skriftlig.

Rektor har ikke budsjettdisponeringsmyndighet ut fra universitets og høyskoleloven eller hovedinstruksen. Styret delegerer budsjettdisponeringsmyndighet til rektor.

Direktøren har generell budsjettdisponeringsmyndighet jf. universitets- og høyskolelovens § 10-3 (7) og kan delegerer i den utstrekning lov eller andre bestemmelser ikke er til hinder for dette.

Direktøren skal sørge for at det til enhver tid foreligger en oversikt over hvem som har budsjett disponeringsmyndighet i den enkelte enhet/avdeling og disse tjenestemenns signaturprøver.

Direktøren fastsetter retningslinjer for kontroll med hvordan budsjett disponeringsmyndighet utøves.

3.1.2 Gjennomføring og oppfølging

(R § 9, B2.3.2, HI 3.1.2)

Direktøren skal påse at mål og resultatkrav fastsatt i tildelingsbrev, andre beslutninger og interne styringsdokumenter følges opp og gjennomføres innenfor rammen av tildelte resurser. Direktøren fastsetter universitetets rutiner for rapportering og kontroll av resultater

3.2 Langsiktig plan og budsjett

(R § 9, B 2.3, HI 3.2)

Styret fastlegger de overordnede målene i virksomhetens strategiske plan. Det skal utarbeides både ettårig og flerårig plan (strategisk plan) ved fakulteter, grunnenheter og administrative avdelinger og for universitetet.

Planarbeidet sentralt ved universitetet skal ledes og samordnes av direktøren. Direktøren fastsetter hvordan planarbeidet skal organiseres og de praktiske retningslinjene for arbeidet. Innenfor sine ansvarsområder bestemmer avdelingene selv hvordan planarbeidet skal organiseres og gjennomføres.

Universitetets langsiktige plan skal bygge på innspill fra fakultetene, grunnenhetene og de administrative avdelingene. Planen skal være retningsgivende for fakultetenes, grunnenhetenes og de administrative avdelingenes langsiktige planer.

Direktøren fastsetter frister for innspill fra fakultetene, grunnenhetene og de administrative avdelingene i særskilt skriv eller i de praktiske retningslinjene for planarbeidet.

Universitetets langsiktige plan skal legges frem til behandling i styret før planperioden tar til og innen den fristen direktøren fastsetter.

3.3 Årsplan

(R § 9, B 2.2 og 2.3.1, HI 3.3)

Med utgangspunkt i styrets vedtak om disponering av inntektene fra Kunnskapsdepartementet og de budsjetterte inntektene fra eksternt finansiert virksomhet, skal universitetet, fakultetene og de administrative avdelingene, hvert år utarbeide en plan for virksomheten.

Direktøren leder og samordner planarbeidet sentralt ved universitetet. Direktøren fastsetter hvordan planarbeidet skal organiseres og fastsetter de praktiske retningslinjene for arbeidet. Innenfor sine ansvarsområder bestemmer fakultetene og de administrative avdelingene selv hvordan planarbeidet skal organiseres og gjennomføres.

Universitetets årsplan skal bygge på innspill fra fakultetene, grunnenhetene og de administrative avdelingene. Planen skal være retningsgivende for fakultetenes, grunnenhetenes og de administrative avdelingenes årsplaner. Direktøren fastsetter frister for innspill fra fakultetene, grunnenhetenes og de administrative avdelingene i særskilt skriv eller i de praktiske retningslinjene for planarbeidet.

Årsplanen skal identifisere hovedprioriteringer og områder der det er behov for særskilte tiltak. Årsplanene skal angi prioriterte tiltak og i tillegg angi:

- mål og resultater som skal nås i løpet av året i henhold til departementets tildelingsbrev og andre styringssignaler
- virkemidler som skal nyttes
- resultatansvar
- oppfølging, rapportering og kontroll av ressursbruk og resultater

Universitetets årsplan skal legges frem til behandling i styret innen den frist direktøren fastsetter i særskilt skriv eller i de praktiske retningslinjene for planarbeidet.

3.4 Disponeringsplan

(R § 9 – B 2.3 – HI 3.4)

Med utgangspunkt i årsplanen og tildelte ressurser skal fakultetene, grunnenhetene og de administrative avdelingene utarbeide en disponeringsplan (budsjett) med månedlig periodisering for å kunne føre en løpende kontroll med utgifter og inntekter (løpende økonomistyring).

4. ØKONOMIFORVALTNING

4.1 Generelt om økonomiforvaltningen

(HI 4.1)

Direktøren skal gjennom rutiner, regelverk og rapportering legge til rette for at styret kan forvalte økonomiansvaret på en forsvarlig måte.

Direktøren skal påse at avgjørelser i økonomisk-administrative saker er skriftlig dokumentert. Dersom det etter omstendighetene er nødvendig med en muntlig avgjørelse, skal avgjørelsen snarest mulig etterfølges av en skriftlig bekreftelse.

Direktøren skal påse at universitetets midler og øvrige eiendeler forvaltes i samsvar med de retningslinjer Kunnskapsdepartementet fastsetter.

Direktøren skal vurdere behovet for å utarbeide delinstrukser og praktiske retningslinjer, slik at de løpende økonomioppgavene utøves i henhold til gjeldende regelverk.

4.2 Regler for behandling av utgifter

4.2.1 Lønn og oppgavepliktige ytelser

(R §§ 17 og 18 - B 2.5, 4.3 og 5.2 – HI 4.2.1)

Direktøren har det overordnede ansvar for at arbeidet med lønn og oppgavepliktige ytelser foregår rasjonelt og gjennomføres i samsvar med gjeldende regelverk og retningslinjer.

Styret avgjør om UiB skal forestå alle deler av arbeidet på lønnsområdet selv eller om institusjonen skal nytte annen tjenesteyter godkjent av Finansdepartementet. Dersom deler av lønnsarbeidet skal utføres av en ekstern tjenesteyter, skal direktøren inngå skriftlig avtale med tjenesteyteren som presiserer hvilke funksjoner som skal utføres av institusjonen og hvilke som skal utføres av vedkommende tjenesteyter.

Direktøren fastsetter hvordan lønnsarbeidet skal organiseres. Vesentlige endringer i arbeidsdeling mellom ekstern tjenesteyter og UiB skal forelegges styret.

Direktøren har ansvar for at UiB har tilgang til elektroniske systemer med tilfredsstillende funksjonalitet for beregning, utbetaling, regnskapsføring og rapportering av lønns- og personalkostnader.

Direktøren skal etablere retningslinjer og kontrollfunksjoner for UiBs lønnsarbeid som sikrer

- Løpende oversikt over hvem som har myndighet til å attestere lønnsberegningsskjemaer
- Korrekt lønnsberegning og lønnsutbetaling
- Riktig rapportering av lønnsdata blir ivaretatt
- Regelmessig avstemming av lønns- eller lønnsrelaterte utgiftskonti i regnskapet mot tilsvarende registreringer i lønnsystemet
- At kontrolltiltak gjennomføres i henhold til vesentlighet og risiko.

4.2.2 Kjøp av varer og tjenester

(B 5.3 – HI 4.2.2)

Styret har ansvaret for at alle kjøp av varer og tjenester til UiB skal utføres i samsvar med gjeldende lov og regelverk om offentlige anskaffelser.

Styret skal også fastsette mål og utforme strategidokument for innkjøpsvirksomheten, og har det overordnede ansvaret for at innkjøpsvirksomheten gjennomføres i samsvar med gjeldene lov og regelverk om offentlige anskaffelser

Direktøren har ansvar for tilgang til elektronisk anskaffelsessystem.

Direktøren skal etablere retningslinjer og kontrollfunksjoner som sikrer effektiv og forsvarlig gjennomføring av kjøp av varer og tjenester, herunder regler for godkjenning og effektivering av bestilling av varer og tjenester.

4.3 Attestasjon og bekreftelse av utbetalinger

(B 2.5, 4.3.1, 5.3.3, 5.3.5.2, 5.3.6 - HI 4.3)

Direktøren skal fastsette retningslinjer som sikrer forsvarlig transaksjonskontroll av at alle utbetalinger er attestert, bekreftet og bokført i samsvar med reglene om dette og etablerer rutiner som sikrer forsvarlig transaksjonskontroll

4.4 Betalingsformidling og regnskapsføring

(R § 17 - B 3.8, 4.4, 5.4.6 -HI 4.4)

4.4.1. Konsernkontoordningen

(HI 4.4.1)

Direktøren velger kontofører og anmoder Kunnskapsdepartementet om oppgjørskonti i Norges Bank i henhold til Finansdepartementets retningslinjer for konsernkontoordningen. Direktøren må fastsette skriftlig hvem som kan opprette arbeidskonti hos kontofører, og utarbeide retningslinjer for behandling og kontroll av avregningsretur og betalingsoppdrag, og for betalingsformidlingsaktivitetene forøvrig.

Direktøren skal skriftlig fastsette hvem som har myndighet til å autorisere betalingsoppdrag og skal sørge for at det til enhver tid foreligger ajourført oversikt hos kontofører og ved institusjonen over hvem som har autorisasjonsmyndighet.

4.4.2 Regnskapsføring

(HI 4.4.2)

Direktøren fastsetter retningslinjer for regnskapsføringen som er innrettet i samsvar med gjeldende regler og retningslinjer for virksomhetsregnskap.

4.4.3 Betalingskort, sjekk og håndkasse

(B 3.8.3.5, HI 4.4.3)

Direktøren skal i fastsette retningslinjer for kontroll med rutiner for bruk av betalingskort, sjekk og håndkasse.

4.5 Inntekter

(R § 14 – B 2.5, 5.4 - HI 4.5)

Direktøren har ansvaret for at det er etablert innfordrings- og kontrollrutiner for inntekter som er i samsvar med gjeldende regler.

Direktøren fastsetter nærmere retningslinjer og regler for behandling av inntekter og inntektskrav, herunder kontantsalg, herunder

- Oppfølging av krav som ikke er gjort opp og der innkrevingen stilles i bero og retningslinjer for behandling av saker som gjelder beslutning om å unnlate å avbryte foreldelsesfrist. Direktøren tar beslutningen i slike saker, og beslutningen skal være skriftlig dokumentert.
- Behandling av saker som gjelder ettergivelse av krav som krever stortingsvedtak eller samtykke fra departementet.
- Etablere kontrolltiltak for inntektsområdet.

Direktøren skal sørge for at tilskuddsforvaltningen skjer i samsvar med retningslinjene for den enkelte tilskuddsordning, og etter gjeldende regler.

5. REGNSKAPSFØRING OG RAPPORTERING

(R §§ 12, 17, 18, B 3.2.1 og 3.2.3, HI 5)

5.1 Regnskapsføring og økonomisystem

(R § 17, B 3 og B 4, HI 5.1)

Direktøren har det overordnede ansvaret for at regnskapsarbeidet er rasjonelt og foregår på en betryggende måte og i samsvar med de til enhver tid gjeldende bestemmelser om regnskapsføring fastsatt av Finansdepartementet og Kunnskapsdepartementet.

Direktøren skal sørge for at UiB har tilgang til et økonomisystem med en funksjonalitet som ivaretar de oppgavene som institusjonen er pålagt i henhold til økonomiregelverket og andre lover og regler. Direktøren skal sørge for at økonomisystemet har funksjonalitet som sikrer forsvarlig økonomistyring og har et sikkerhetsnivå som er tilpasset risiko og vesentlighet.

Direktøren bestemmer hvordan økonomioppgavene skal organiseres og fastsetter retningslinjer for institusjonens regnskapsarbeid.

Styret avgjør om universitetet skal forestå alle deler av regnskapsarbeidet, eller om deler av regnskapsarbeidet skal utøves av annen tjenesteyter godkjent av Finansdepartementet. Dersom deler av regnskapsarbeidet skal utføres av en ekstern tjenesteyter, skal direktøren inngå skriftlig avtale med tjenesteyteren som presiserer hvilke funksjoner som skal utføres av institusjonen og hvilke som skal utføres av vedkommende tjenesteyter.

Direktøren bestemmer nærmere regler for universitetets regnskapsarbeid og har ansvaret for at regnskapsføringen foregår på en betryggende måte og i samsvar med de til enhver tid gjeldende bestemmelser om regnskapsføringen fastsatt av Finansdepartementet og Kunnskapsdepartementet.

Når institusjonen planlegger å ta i bruk nye systemer eller gjøre vesentlige endringer i eksisterende systemer, skal direktøren på et tidlig stadium i planleggingen orientere Riksrevisjonen og konsultere Kunnskapsdepartementet.

5.1.1 Kontoplan

(HI 5.1)

Direktøren skal fastsette kontoplan for økonomisystemet i samsvar med Finansdepartementets retningslinjer.

Direktøren skal fastsette retningslinjer for bruk av kontoplanen i virksomhetsregnskapet og utforme den slik at den ivaretar de krav til rapportering som Kunnskapsdepartementet fastsetter og slik at det kan lages rapporter som gir den informasjon som er nødvendig for styring og kontroll av virksomheten.

5.2 Arkivering av regnskapsmateriell og regnskapsdokumentasjon

(B 4.4.9, B 4.4.10 - HI 5.2)

Direktøren skal sørge for at arkivering av regnskapsmateriell og regnskapsdokumentasjon skjer på en betryggende måte i henhold til gjeldende regelverk.

Direktøren fastsetter nærmere retningslinjer for oppbevaring og sikring av regnskapsmateriell slik at etterkontroller kan foretas.

5.3 Rapportering til statsregnskapet

(B 3.5 - HI 5.3)

Direktøren er ansvarlig for UiBs rapportering til statsregnskapet og skal fastsette retningslinjer som sikrer at det rapporteres korrekte regnskapsbeløp til Direktoratet for økonomistyring og Kunnskapsdepartementet i henhold til Finansdepartementets retningslinjer.

Direktøren fastsetter nærmere regler for hvordan arbeidet med regnskapsrapporteringen skal organiseres og utføres med hensyn til å sikre korrekt regnskapsrapportering. Direktøren fastsetter retningslinjer for kontrolltiltakene for regnskapsrapporteringen.

5.4 Virksomhetsregnskapet

(R §§ 12 og 17 – B 3.4.4 – HI 5.4)

Direktøren skal sørge for at virksomhetsregnskapet føres etter periodiseringsprinsippet og i henhold til de anbefalte statlige regnskapsstandarder (SRS).

Direktøren skal sende inn delårsregnskap i samsvar med Kunnskapsdepartementets krav til oppstilling og presentasjon innen de frister departementet fastsetter. Delårsregnskapene med tilhørende regnskapsmateriale skal være tilgjengelig for Riksrevisjonen.

Direktøren skal avlegge årsregnskap med det innhold og i samsvar med krav til oppstilling og presentasjon og innen den frist Kunnskapsdepartementet fastsetter. Direktøren må påse at årsregnskapet er fullstendig, pålitelig og gir et rettviseende bilde av universitetets økonomiske stilling. Årsregnskapet skal undertegnes av styrets medlemmer.

Årsregnskapet og det tilhørende regnskapsmateriale skal legges frem for revisjon innen den frist Riksrevisjonen fastsetter

Direktøren skal holde styret orientert hvert tertial om virksomhetens stilling.

Direktøren skal informere styret om vesentlige avvik i forhold til tildelingsbrev eller planlagt forbruk straks direktør får kjennskap til slike avvik.

5.5 Årsrapport og delårsrapporter (tertrialrapporter)

(R § 9, B 1.5.1, HI 5.5)

Direktøren skal sende inn årsrapport og delårsrapporter til den instans, med det innhold og innen de frister som Kunnskapsdepartementet fastsetter. Årsrapporten skal undertegnes av styrets medlemmer.

6. KONTROLL OG RESULTATOPPFØLGING

6.1 Resultatoppfølging og evaluering

(R §§ 9 og 16 – B 2.2 og 2.6 – HI 6.1)

Direktøren har ansvaret for at universitetet oppfyller de mål og resultatkrav som er fastsatt i tildelingsbrevet. Direktøren skal informere departementet om vesentlige avvik i forhold til tildelingsbrevet eller planlagt forbruk straks direktøren får kjennskap til slike avvik.

Direktøren skal sørge for at det gjennomføres evalueringer for å få informasjon om effektivitet, måloppnåelse og resultater ved institusjonen. Styret tar, etter forslag fra direktøren, stilling til frekvens og omfang ut fra risiko og vesentlighet.

Direktøren fastsetter nærmere rutiner for gjennomføring.

6.2 Intern kontroll

(R § 14 - B 1.2, B 2.2, B 2.4, - HI 6.2)

Direktøren har ansvaret for at universitetet har effektive og hensiktsmessige styrings- og kontroll systemer slik at fastsatte mål og resultatkrav kan følges opp, ressursbruken er effektiv og at universitetet drives i samsvar med gjeldende kover og regler.

Direktøren skal etablere intern kontroll og fastsette rutiner som sikrer at tilfredsstillende internkontroll er innebygd i hele universitetets interne styring.

Direktøren skal fastsette retningslinjer og rutiner som sikrer at fakultetene, grunnenhetene og de administrative avdelingene med budsjettmyndighet slik at forbruket på deres ansvarsområde er i samsvar med forutsetningene i disponeringsbrev og at bestillinger og andre forpliktelser har dekning i midler enheten har til rådighet.

7. FORVALTNING AV VERDIPAPIRER OG ANDRE EIENDELER

7.1 Behandling av verdipost og verdipapirer

(B 5.4.7, B 5.4.8, HI 7.1)

Direktøren skal sørge for forsvarlig behandling av verdipost, sjekker og andre betalingsmidler, og fastsetter retningslinjer og rutiner for dette.

7.2 Forvaltning av eiendeler

(R § 14 - B 5.3.7, HI 7.2)

Direktøren skal fastsette retningslinjer som sikrer tilfredsstillende oversikt over - og rutiner for forvaltning av universitetets eiendeler. Direktøren skal sørge for forvaltningen av verdipapirer i form av aksjebrev, obligasjoner mv. er lagt opp i samsvar med regelverk om dette.

7.3 Forvaltning av eierinteresser m.v

(R §10, F-07-13 kapittel 4, Instruks om Riksrevisjonens virksomhet av 11. mars 2004, § 5 - HI 7.3.)

7.3.1 Generelle bestemmelser om forvaltning av eierinteresser

Kunnskapsdepartementet har gitt UiB fullmakt til å forvalte statens eierinteresser på vegne av departementet.

Departementets retningslinjer for hvordan styrings og kontrollmyndighet skal utøves skal legges til grunn.

Styring, oppfølging og kontroll skal tilpasses statens eierandel, selskapets egenart, risiko og vesentlighet. Statens eiermyndighet utøves gjennom generalforsamling.

Styret delegerer generalforsamlingsfullmakten til rektor. Rektor har fullmakt til å representere UiB på ordinær eller ekstraordinær generalforsamling i de selskaper UiB har eierinteresser i.

Styret vedtar opprettelse av, eller medvirkning i, egne rettssubjekter, herunder kapitalinnskudd samt salg av egne aksjer.

Rektor gir forslag til styremedlemmer i de selskapene UiB har eierinteresser i. Styremedlemmer velges av generalforsamlingen.

Direktøren skal sørge for at informasjonsplikten overfor departementet om sentrale spørsmål knyttet til selskapets virksomhet for å sikre at statens eierinteresser forvaltes på en forsvarlig måte. Direktøren informerer styret tilsvarende.

Direktøren skal påse at rapportering til departementet blir foretatt i henhold til departementets retningslinjer.

7.3.2 Særskilte bestemmelser i selskaper der staten har dominerende innflytelse

(HI 7.3.2)

Direktøren skal sørge for at rapportering til departementet blir foretatt i henhold til departementets retningslinjer i selskap der staten eier så mange aksjer at de representerer 50 % eller mer av stemmene, eller hvor staten på grunn av eierposisjon eller ved kontroll av selskapsinteresser mv, har dominerende innflytelse.

7.4 Statlige fond

(B 3.6, HI 7.4)

Direktøren skal sørge for at forvaltning og rapportering av statlige fond er innrettet i samsvar med gjeldende regelverk.

7.5 Forvaltning av finansielle eiendeler og midler

(UHL § 9-2 nr 2, B 3.7, HI 7.5)

Direktøren skal fastsette regler for forvaltning av finansielle eiendeler og midler i samsvar med bestemmelser Kunnskapsdepartementet fastsetter.

8 EKSTERNT FINANSIERT AKTIVITET

(Rundskriv F-07-13, HI 8)

Direktøren skal fastsette retningslinjer for den eksternt finansierte aktiviteter ved universitetet.

Direktøren skal påse at alle direkte og indirekte kostnader i forbindelse med oppdragsaktivitet blir dekket av oppdragsgiver, og at den eksternt finansierte aktiviteten er organisert i samsvar med Kunnskapsdepartementets reglement om statlige universiteters og høyskolars forpliktende samarbeid og erverv av aksjer.

Direktøren skal sørge for at for at eksternt finansiert virksomhet regnskapsføres i samsvar med Kunnskapsdepartementets retningslinjer.

Direktøren fastsetter nærmere retningslinjer og kontrolltiltak for eksternt finansiert virksomhet. Retningslinjene skal dokumentere rutiner for saksbehandling og myndighetsforhold i forbindelse med godkjenning av oppdrag, inngåelse av kontrakter, beregning av dekningsbidrag, faglig og økonomisk oppfølging av prosjekter, prosjektrapportering mm.

9 SAMARBEID MED STIFTELSER OG SELSKAP

(Rundskriv F-07-13 kapittel 3, HI 9)

Direktøren skal påse at samarbeidet med stiftelser eller selskap er organisert i samsvar med de retningslinjer Kunnskapsdepartementet fastsetter.

10 ANDRE FORHOLD

10.1 Erstatningsansvar

(HI 10.1)

Styret kan inngå forlik eller innrømme erstatningsansvar og utbetale erstatning etter særskilt fullmakt fra Kunnskapsdepartementet. Fullmakten gjelder de saker der institusjonen selv skal dekke beløpet innenfor egne budsjettammer. I saker som gjelder erstatning over det angitte nivået skal saken forelegges Kunnskapsdepartementet til avgjørelse.

Styret delegerer denne fullmakten til rektor.

Direktøren fastsetter nærmere rutiner for erstatningsansvar og påtalebegjæring.

10.2 Påtalebegjæring

(HI 10.2)

Styret kan etter fullmakt fra Kunnskapsdepartementet begjære påtale i saker som gjelder økonomisk misligheter ved universitetet.

Styret delegerer denne fullmakten til rektor, som ikke kan delegere den videre.



Styre: Universitetsstyret

Styresak: 12/15

Møtedato: 12.02.2015

Dato: 28.01.2015

Arkivsaknr: 2014/1673

Orientering om framdriften i organisasjonsutviklingsprosjektet

Bakgrunn

Universitetsstyret vedtok mål og rammer for organisasjonsutviklingsprosjektet i møte 10.04.14 (sak 33/14), og fikk forelagt status for prosjektet i møte 24.09.14 (sak 81/14) og 30.10.14 (sak 100/14). I saken gis det status for framdriften i prosjektet, og orienteres om rapporter fra seks av delprosjektene som inngår i prosjektet.

Kartleggingen blant fakulteter og sentraladministrative avdelinger dannet grunnlaget for de prioriterte innsatsområdene i organisasjonsutviklingsprosjektet (arkivsak 14/757). Arbeidet er organisert arbeidet i form av ti delprosjekter som gjennomføres i to faser gjennom høsten og vinteren 2015. Delprosjektene gjennomføres av bredt sammensatte arbeidsgrupper med representanter fra fakulteter, institutter og fra de sentrale avdelingene.

Delprosjektenes rapporter

De seks delprosjektene i som har avlevert sine rapporter er:

Delprosjekt Ou-1: Strategisk arbeid for et anerkjent forskningsuniversitet

Delprosjekt Ou-2: Søknader med konkurransekraft

Delprosjekt Ou-3: Profesjonell prosjektstøtte

Delprosjekt Ou-4: Slik rekrutterer vi de beste talentene

Delprosjekt Ou-5: Digitale tjenester – fornye, forenkle og forbedre

Delprosjekt Ou-6: Service og kvalitet i sentrale tjenester

Styringsgruppen har godkjent at arbeidsgruppene har besvart sine mandater. I møte 6.2 behandler styringsgruppen anbefalinger fra gruppene Ou-4, Ou-5 og Ou-6, og i møte 19.2 behandles anbefalingene fra gruppene Ou-1, Ou-2 og Ou-3.

Nedenfor gis en kort oppsummering av arbeidsgruppenes rapporter. De tre første delprosjektene berører alle BOA-området og har arbeidet med tilgrensende problemstillinger. Arbeidsgruppenes ledere og sekretærer har hatt felles drøftinger underveis i arbeidet.

Delprosjekt Ou-1: Strategisk arbeid for et anerkjent forskningsuniversitet

Arbeidsgruppen har analysert utviklingen i bidrags- og oppdragsfinansiert forskningsaktivitet ved UiB og sammenlignet med resultater fra de andre store universitetene i Norge. Gruppen viser hvordan universitetets BOA-inntekter har hatt en svakere utvikling enn ved de andre store universitetene i Norge, og peker på flere mulige årsaker til dette. Det blir foreslått en rekke tiltak for å øke UiBs konkurranseevne. Gruppen framhever at forskningsprogrammene

utvikles med større vekt på de store samfunnsutfordringene, en mer tverrfaglig orientering og vekt på innovasjon. Sterkere satsing på tematisk og tverrfaglig samarbeid mellom fagmiljøer og et mer strategisk samarbeid med randsonen er blant gruppens prioriterte tiltak. Gruppen foreslår stimulerende tiltak på individnivå, som bruk av lønnsinsentiver og fritaksordninger. Andre sentrale forslag er tydeliggjøring av universitetsledelsens forskningsstrategiske ansvar og styrket forskningsledelse. Det fremmes i tillegg forslag om økt bruk av tilsetting i faste forskerstillinger basert på eksternt finansierte inntekter, enten internt ved UiB eller i UiBs randsoneselskap. Styrket samarbeid med randsoneselskapene i form av felles satsninger og bruk av tvillingssenter er også foreslått som virkemiddel for å øke eksterne inntekter.

Delprosjekt Ou-2: Søknader med konkurransekraft

Arbeidsgruppen har gjennomgått de administrative tjenestene som er involvert i de ulike fasene av søknadsprosessen. I fellesskap med delprosjekt Ou-3 Profesjonell prosjektstøtte, foreslår arbeidsgruppen etablering av et sentralt «BOA-team» med økt spisskompetanse på eksterntfinansierte virksomhet. Utvikling av spesialistkompetanse på sentrale finansieringskilder skal styrke rådgivningen til fakultetene. Særlig gjelder det kompetanse på søknader til Horisont 2020, men også på EUs randsonerprogrammer og forskningsrådets store programmer. Bedre kartlegging av prosjektideer og forskningsinteresser skal styrke et målrettet posisjoneringsarbeid og gi bedre ledelsesstøtte på alle nivå.

Delprosjekt Ou-3: Profesjonell prosjektstøtte

Arbeidsgruppen har anbefalt flere tiltak for å utvikle de sentraladministrative tjenestene som gis til støtte for fakultetenes og instituttenes oppfølging av eksterntfinansierte forskningsaktivitet. Gruppen legger i fellesskap med delprosjekt Ou-2 vekt på det tverrfaglige BOA-teamet som også vil ha en sentral rolle når det gjelder rådgivning og tilrettelegging for fakultetenes drift av prosjektporteføljen. Det anbefales ulike tiltak for å styrke prosjektstøtten i oppstartsfasen, gjennomføringsfasen og avslutningsfasen av prosjektene. Oppdatering av BOA-reglementet og et prosesskart som tydeliggjør ansvar og arbeidsflyt mellom nivåene i organisasjonen står sentralt.

Delprosjekt Ou-4: Slik rekrutterer vi de beste talentene

Universitetets strategiarbeid og ambisjoner om å løfte forsknings- og utdanningsvirksomheten danner utgangspunkt for gruppens anbefalinger. Gruppen vektlegger tiltak for en mer offensiv og målrettet rekruttering av internasjonalt anerkjente forskere til UiB. Det foreslås programmer for rekruttering av særlig talentfulle forskere i et tidlig karriereløp og for internasjonalt ledende professorer til viktige satsningsområder. Tjenester for bedre mottak av utenlandske medarbeidere og utvidet språkopplæring anbefales for å rekruttere og beholde internasjonalt anerkjente forskere. Arbeidsgruppen har vurdert behovet for retningslinjer, veiledninger og maler for å sikre kvalitet og effektivitet i rekrutteringsprosessene, og det anbefales opplegg for kompetanseheving og tiltak for å sikre en mer enhetlig praktisering av universitetets reglement for tilsetting i vitenskapelige og i faglig- administrative lederstillinger.

Delprosjekt Ou-5: Digitale tjenester – fornye, forenkle og forbedre

Myndighetene har gjennom stortingsmeldingen «Digital agenda for Norge» satt ambisjoner og krav til en mer digital statlig forvaltning. Arbeidsgruppen har vurdert betydningen kravene til digital forvaltning har for UiB som institusjon. Gruppen anbefaler at rapporten inngår i grunnlaget for en samlet digital strategi for UiB, jfr. universitetsstyresak 118/14 om oppstart av digitaliseringsstrategi.

Universitetet har fortsatt en rekke tjenester rettet mot studenter og ansatte som ikke svarer til kravene for digitale tjenester. Konsekvensene er lite gjenbruk av informasjon, tungvinte prosesser og liten gevinstrealisering. Arbeidsgruppen anbefaler satsing på digitale tjenester til studenter og på utvikling av universitetets saks- og arkivsystem. Det bør utarbeides plan for bruk av digital postkasse fra 2016. Systemerforum anbefales å ha en sterkere rolle når det gjelder å koordinere informasjonssystemer og felles digitale arbeidsprosesser. Et kompetanseprogram for ansatte anbefales for å sikre at universitetets tjenester kan møte offentlige krav og brukernes forventninger om en mer digital forvaltning.

Delprosjekt Ou-6: Service og kvalitet i sentrale tjenester

God tilgjengelighet og høyt servicenivå i de sentraladministrative tjenestene er viktig for å støtte opp om våre primær oppgaver. Arbeidsgruppen har gjennomgått rådgivningstjenester og førstelinjetjenester tvers av sentraladministrative avdelinger og foreslår tiltak for å bedre oversikt og tilgjengelighet i tjenestene. Universitetets ansatte-sider må videreutvikles og det foreslås nye digitale løsninger som kan forenkle tilgangen til ulike tjenester. Det foreslås også en felles standard for servicenivået for sentraladministrative tjenester. Arbeidsgruppen er bedt om å vurdere organiseringen av førstelinjetjenester som gis fra sentraladministrative avdelinger. Det foreslås en samordning av enkelte tjenester gjennom to felles servicesentre, et på Årstadvollen og et på Nygårdshøyden. Tjenestetilbudet som i dag er organisert ved Senter for internasjonal mobilitet er anbefalt styrket.

Videre behandling av arbeidsgruppens rapporter

Styringsgruppen for prosjektet har satt opp følgende plan for behandlingen av rapportene:

- IDU for sentraladministrasjonen, IDU for UB og forhandlingsutvalget er invitert til å gi innspill til rapportene. Rapportene og innspill fra IDU og forhandlingsutvalget vil danne grunnlag for styringsgruppens anbefalinger til universitetsledelsen.
- Universitetsledelsen beslutter hvilke anbefalinger det er ønskelig å gå videre med.
- Universitetsstyret vil bli forelagt en plan for utvikling av de sentraladministrative tjenestene i løpet av våren 2015.

De resterende fire delprosjektene i andre fase av prosjektet, vil levere sine rapporter i slutten av februar.

Informasjon til organisasjonen

Organisasjonsutviklingsprosjektet legger stor vekt på grundig informasjon og åpenhet omkring prioriteringer, framdrift og resultater. Prosjektet følger vedtatt plan for informasjon til organisasjonen.

Delprosjektene rapporter er oversendt til fakultetene, sentraladministrative avdelinger, universitetsmuseet og universitetsbiblioteket, fagforeningene og hovedverneombudet. Rapportene er også gjort tilgjengelig på organisasjonsutviklingsprosjektets nettsider: www.uib.no/ouprosjekt. Mandag 26. januar ble det avholdt et informasjonsmøte i Egget, hvor lederne for arbeidsgruppene i fase 1 presenterte sine rapporter for fullsatt sal.

Universitetsdirektørens kommentarer

Arbeidsgruppene har gjort et godt og omfattende arbeid gjennom høsten, og har levert grundige rapporter innenfor sine arbeidsområder. Det er gitt viktige anbefalinger til utvikling av sentraladministrative tjenester til støtte for forskning, utdanning og formidling. Organisasjonsutviklingsprosjektet følger den vedtatte framdriftsplanen.

Universitetsdirektøren vil legge opp til nær dialog og samarbeid med fakultetene, muséet, avdelingene og fagforeningene i den videre prosessen.

vedtak:

Styret tar orienteringen om framdrift i organisasjonsutviklingsprosjektet til etterretning.

Kjell Bernstrøm
universitetsdirektør

28.01.2015/Maud Hansen/Kari Fuglseth



Styre: Universitetsstyret

Styresak: 13/15

Møtedato: 12.02.2015

Dato: 02.02.2015

Arkivsaknr: 2014/3683

Resultatmål for universitetsdirektøren

Universitetsdirektøren er omfattet av statens lederlønnssystem. Fornyings- og administrasjonsdepartementet har utformet en standard lederlønnskontrakt som skal benyttes ved tilsetning i stillingen. Del II av kontrakten omhandler stillings- og resultatkrav; her skal krav til resultater som gjelder for stillingen, stillingens plassering i delkategori og et eventuelt individuelt tillegg fremgå. Vilkårene i Del II fastsettes årlig og gjelder for 12 måneder av gangen, på bakgrunn av årlige drøftinger, jfr. kontraktens Del I punkt 5, og vil danne grunnlaget for arbeidstakerens arbeid og prioriteringer. Ved neste årlige drøfting vil kravene være utgangspunktet for evaluering av arbeidstakeren og for fastsettelse av et eventuelt individuelt lønnstillegg. Manglende innfrielse av kravene utløser adgang til å omplassere arbeidstakeren til andre oppgaver. Det er derfor av sentral betydning for begge parter at kravene i størst mulig grad er presise og målbare, jfr. «Veiledning til lederlønnskontraktene», utarbeidet av Fornyings- og administrasjonsdepartementet.

Følgende mål for Universitetsdirektøren for 2015 foreslås for Universitetsstyret:

- A. Institusjonen er i sluttfasen av et organisasjonsutviklingsprosjekt for fremtidens sentraladministrasjon. Universitetsdirektøren skal implementere endringer og nødvendige tiltak som kommer ut av dette prosjektet. Dette gjelder særlig:
 - a. Styrke arbeidet med eksterntfinansiering og dermed sikre UiB aktivitetsvekst og finansiell autonomi. Målsetningen for 2015 er 15% flere EU-søknader enn gjennomsnittet for perioden 2009-2014.
 - b. Utarbeide og iverksette nye rekrutteringstiltak slik at UiB kan klare å rekruttere de beste «hodene» både i den faglige og administrative del av virksomheten.
 - c. Legge til rette for at UiB kan nå sine mål for digital læring, bl.a skal 30% av studentene få tilbud om digital eksamen i 2015.
 - d. Modernisere forvaltningen slik at UiB oppfyller målene i regjeringens digitaliseringsstrategi innen 2016.
- B. Universitetsdirektøren skal legge til rette for tverrfaglige satsinger ved UiB. Dette skal gjøres ved å:
 - a. Kartlegge dagens omfang av tverrfaglige satsinger
 - b. Følge opp evalueringen av marin og utviklingsrelatert forskning og iverksette nødvendige tiltak
 - c. Arbeide for å fjerne hindringer for tverrfaglige satsinger
 - d. Arbeide for å innføre belønningssystem for tverrfaglige satsinger

- C. Universitetsstyret vedtar ny strategi for perioden 2016-2022 i løpet av 2015. Universitetsdirektøren har hovedansvar for at denne implementeres. Styret forventer en plan for iverksettingen i løpet av høsten 2015. Dette innebærer at Universitetsdirektøren fremmer forslag til tiltak, virkemidler og eventuelle handlingsplaner som er nødvendig for at strategien settes ut i livet.
- D. Universitetsdirektøren har etter universitets- og høyskoleloven et særskilt ansvar for økonomistyring ved institusjonen og plikter å sikre stabil økonomiforvaltning
- a. Universitetsdirektørens skal sørge for at UiB har en robust og stabil økonomiforvaltning
 - b. Universitetsdirektøren fremmer budsjettforslag for styret i tråd med styrets strategi for institusjonen
 - c. Det etableres et langtidsbudsjett for UiB for perioden 2015-2019
 - d. Arbeidet med gjennomgangen av fakultetenes økonomi starter opp i 2015 (innebærer oppnevning av et "Risa 2-utvalg"). Siktemålet med arbeidet er en revisjon av UiBs interne budsjettmodell.
- E. Universitetsbiblioteket
- a. Universitetsdirektøren skal sørge for at styrevedtak om utviklingsprosjekt knyttet til Universitetsbiblioteket igangsettes når ny bibliotekdirektør er på plass. Målet er modernisering av biblioteket når det gjelder arbeidsformer, tjenester og bruk av ny teknologi.
- F. Universitetsdirektørens ledergruppe utvikles til et reelt lederteam som skal støtte den faglige virksomheten gjennom kollektivt lederskap.
- a. De sentraladministrative avdelingene må i større grad arbeide på tvers av avdelingsgrensene for å skaffe større slagkraft. Det er avgjørende for å nå UiB sine mål, spesielt viktig vil dette være når ny strategi nå skal implementeres. Universitetsdirektøren skal gjennomføre et lederutviklingsprogram for dette lederteamet.

I tillegg til de konkrete resultatmål skal det gjennomføres en "360-gradersevaluering" (eller tilsvarende) av Universitetsdirektøren som del av evalueringer nedfelt i Del I punkt 5. i kontrakten. Hensikten med evalueringen er å gi innsikt i hvordan lederskapet utøves, hvor det kan videreutvikles og på hvilke områder den eventuelt kan forbedres.

vedtak:

Styret gir sin tilslutning til "Krav og resultatmål for Universitetsdirektøren for 2015" slik de fremgår av saksfremlegget, med de endringer som er fremkommet gjennom styrets diskusjon. Styret ber rektor om å innlemme kravene og målene i lederlønnskontrakten og orientere departementet om innholdet i kontrakten.

Styret ber rektor om å gjennomføre drøfting med og evaluering av universitetsdirektøren innen en 12-mnd periode, i tråd med statens lederlønnskontrakt, og presenterer denne for styret.

Dag Rune Olsen
rektor

02.02.2015/Dag Rune Olsen

Veiledning til lederlønnskontraktene

Innledning

Fornyings- og administrasjonsdepartementet har utformet nye versjoner av standard lederlønnskontrakt. Den reviderte kontrakten foreligger i fire versjoner, for henholdsvis fast ansatte tjenestemenn, fast ansatte¹ embetsmenn, tjenestemenn på åremål og embetsmenn på åremål. Denne veiledningen er felles for alle kontraktene.

Det materielle innholdet i kontraktene er i all hovedsak uforandret. Ved inngåelsen av en kontrakt vil derfor rettsstillingen til embets- eller tjenestemannen være den samme som ved inngåelsen av tidligere versjon av kontrakten. Det er imidlertid foretatt en del strukturelle endringer i kontrakten. Endringene er primært begrunnet i behovet for en mer oversiktlig og ryddig kontrakt. I tillegg er det innarbeidet enkelte vilkår som er gitt pr. brev eller gjennom praksis, samt fjernet enkelte kontraktspunkter av mer veiledende art. For øvrig er det bare foretatt mindre endringer.

Valget av kontraktstype

For å velge riktig kontraktstype, må arbeidsgiver for det første avgjøre om den aktuelle stillingen er et embete eller ikke. Arbeidsgiver må videre avklare om stillingen skal besettes fast eller om det er rettslig adgang til å ansette på åremål. Med mindre adgangen til å benytte åremål fremgår av særlov, må spørsmålet om åremål forelegges Fornyings- og administrasjonsdepartementet til avgjørelse. Standardkontrakten vil gi en helhetlig regulering av det aktuelle arbeidsforholdet.

Ny struktur

Kontrakten er inndelt i to deler som til sammen utgjør arbeidsavtalen:

- Del I: Alminnelige arbeidsvilkår
- Del II: Stillings- og resultatkrav

Del I – Alminnelige arbeidsvilkår – inneholder de generelle lønns- og arbeidsvilkårene som gjelder i arbeidsforholdet, som normalt vil ligge fast. Del II – Stillings- og resultatkrav – inneholder de krav til resultater som gjelder for stillingen, og et eventuelt individuelt tillegg. Disse arbeidsvilkårene fastsettes for 12 måneder av gangen, blant annet på bakgrunn av drøfting mellom arbeidstaker og arbeidsgiver.

Hovedformålet med den nye strukturen er klarere å skille ut de delene av arbeidsvilkårene som vil være tema for årlig drøfting og evaluering, og som i prinsippet skal fastsettes for 12 måneder av gangen. Disse elementene inngår nå i kontraktens Del II.

Del I: Alminnelige arbeidsvilkår

Til punkt 1: Generelle bestemmelser

I punkt 1 skal det fylles inn en del nøkkelopplysninger om arbeidsforholdet, som navn på arbeidstaker og arbeidsgiver, arbeidssted, tiltredelsesdato, stilling og lønn (hovedkategori).

¹ I kontrakten og den tilhørende veiledningen benyttes betegnelsen ”fast ansatt” om embetsmenn for å markere at det dreier seg om et varig arbeidsforhold, i motsetning til de tidsbegrensede åremålene. Formelt sett blir embetsmenn ikke *ansatt*, men *utnevnt* av Kongen i et embete. Etersom også embetsmenn på åremål utnevnes, ville det virke misvisende å benytte betegnelsen ”utnevnte” om de varige arbeidsforholdene.

Arbeidstakers stilling, tittel og eventuelt en kort beskrivelse av arbeidet skal også fylles inn. Dersom det er gitt en egen instruks for stillingen, bør det vises til denne. Det er ikke behov for nærmere beskrivelse av stillingens ansvar og arbeidsoppgaver i dette punktet, normalt vil det være naturlig bare å angi tittel og arbeidssted. Stillingsbetegnelsen eller beskrivelsen av arbeidet vil blant annet utfylles av de mer detaljerte stillings- og resultatkrav som skal inngå i Del II. Også andre momenter kan være av betydning ved fastleggelsen av stillingens nærmere innhold og oppgaver.

For embetsmenn er det tatt inn en presisering av at kontrakten for enkelthets skyld benytter begrepet stilling fremfor embete.

I åremålskontraktene defineres utløpet av åremålet (fratredelsestidspunktet). Etter § 3 nr. 2 i forskrift til tjenestemannsloven er det adgang til fornyet ansettelse på åremål én gang for hver arbeidstaker. Fornyings- og administrasjonsdepartementet understreker at en eventuell gjentakelse av åremålet må skje i tråd med reglene om offentlig kunngjøring og tilsetting, slik at kvalifikasjonsprinsippet ivaretas. Vanlig utlysning vil dermed være nødvendig. Dersom resultatet av dette blir at samme arbeidstaker ansettes for en ny åremålsperiode, vil partene måtte inngå en ny lederlønnskontrakt, der det nye fratredelsestidspunktet fremgår.

Om lønn

Stillingens plassering på hovedkategori (kategori A, B, C, D eller E) skal fylles inn. Angivelse av hovedkategori i Del I må sees i sammenheng med Del II, se nedenfor. I Del II fremgår det hvilken delkategori stillingen er plassert i, om det er gitt individuelt tillegg, og hvilken totallønn dette utgjør. Når hovedkategoriplasseringen fremgår av Del I, er hensikten å fremheve hvilket lønnsэлеment som normalt vil ligge fast. Stillingens plassering i hovedkategori fastsettes sentralt av Fornyings- og administrasjonsdepartementet. Dersom Fornyings- og administrasjonsdepartementet beslutter å endre stillingens plassering i hovedkategori, skal dette innarbeides i kontrakten.

Til punkt 2: Forholdet til lovgivningen

I punkt 2 beskrives forholdet til lovgivningen. Hovedformålet er å peke på hvilke lover som vil være sentrale for arbeidsforholdet. De nevnte lovene er alle preseptoriske, slik at det som hovedregel ikke er adgang til å avtale dårligere vilkår for arbeidstaker enn det som følger av loven, se blant annet arbeidsmiljøloven § 1-9 og ferieloven § 3.

Dersom det er andre særlover som er sentrale for arbeidsforholdet, bør også disse nevnes i oppregningen i dette punktet. Det kan være lov om personell i forsvaret, lov om utenriks-tjenesten og lov om universiteter og høyskoler, for å nevne noen aktuelle eksempler.

Om unntak fra arbeidsmiljøloven

I utgangspunktet gjelder alle arbeidsmiljølovens bestemmelser for embets- og tjenestemenn. Arbeidsmiljøloven § 1-2 tredje ledd åpner imidlertid for å unnta embets- og tjenestemenn fra bestemmelsene i arbeidsmiljøloven kapittel 14, 15, 16 og 17 ved forskrift. Nærmere unntak er fastsatt i forskrift 16. desember 2005 nr. 1567 om unntak fra arbeidsmiljøloven for visse typer arbeid og arbeidstakergrupper. Forskriften § 1 unntar embets- og tjenestemenn fra arbeidsmiljøloven § 14-2, § 14-4, § 14-9 til § 14-14, § 15-1 til § 15-9, § 15-11 til § 15-14, § 15-16, § 17-1 og § 17-3 til § 17-5. I tillegg fastsetter forskriften enkelte ytterligere unntak for spesielle grupper embets- og tjenestemenn, blant annet for arbeidstakere ved utenriksstasjonene og i Forsvaret.

Etter Fornyings- og administrasjonsdepartementets oppfatning kan forskriften neppe anses som en uttømmende angivelse av hvilke regler i arbeidsmiljøloven som ikke fullt ut kommer til anvendelse for embets- og tjenestemenn. For eksempel vil departementet mene at reservasjonsretten i § 16-3 første ledd må tolkes i lys av plikten til å finne seg i omorganisering etter tjenestemannsloven § 12, og derfor ikke gjelder ved virksomhetsoverdragelser innad i staten. Til en viss grad vil det derfor også kunne være et tolknings spørsmål hvilke regler i arbeidsmiljøloven som skal gjelde i arbeidsforholdet.

Om arbeidsmiljølovens regler om arbeidstid

Som en klar hovedregel vil arbeidstakere på lederlønnskontrakt falle inn under unntakene for ”ledende stilling”, eventuelt ”særlig uavhengig stilling”, i arbeidsmiljøloven § 10-12 første og andre ledd. Dette innebærer at de mer detaljerte reglene om arbeidstid i arbeidsmiljøloven kapittel 10, blant annet reglene om overtid, ikke kommer til anvendelse. De generelle kravene til en forsvarlig arbeidstidsordning i arbeidsmiljøloven § 10-2 første, andre og fjerde ledd vil likevel gjelde.

Til punkt 3: Forholdet til statens tariffavtaler

I punkt 3 er forholdet til statens tariffavtaler regulert. Arbeidstakere på lederlønnskontrakt er ikke omfattet av hovedtariffavtalen eller av statens særavtaler, med mindre det er særskilt fastsatt i kontrakten. Punkt 3 inneholder derfor en samlet oppregning av hvilke bestemmelser i hovedtariffavtalen og hvilke særavtaler som skal gjelde tilsvarende i arbeidsforholdet.

Følgende særavtaler er nevnt i kontrakten:

- Særavtalen om fleksibel arbeidstid
- Sentral særavtale om ferie for statstjenestemenn
- Særavtale for reiser innenlands for statens regning
- Særavtale for reiser utenlands for statens regning

Om arbeidstid og fleksitid

Punkt 3 viser til at alminnelig arbeidstid skal beregnes etter hovedtariffavtalens fellesbestemmelser § 7 nr. 1, med mindre noe annet er særskilt avtalt. Med dette menes at alminnelig arbeidstid utgjør 40 timer pr. uke og skal, i den utstrekning det er mulig, legges til tidsrommet mellom kl 0700 og kl 1700. Som det fremgår ovenfor, vil reglene om overtid normalt ikke komme til anvendelse. Arbeidstakeren kan derfor være pliktig til å utføre arbeid også utover alminnelig arbeidstid uten at dette utløser rett til overtidsgodtgjørelse el. Kontrakten åpner også for at partene særskilt avtaler at et annet utgangspunkt enn hovedtariffavtalens regel legges til grunn.

Tidligere versjoner av lederlønnskontrakten etterlot en viss uklarhet om særavtalen om fleksibel arbeidstid som utgangspunkt skulle gjelde, eller om partene måtte avtale dette særskilt. Etter det Fornyings- og administrasjonsdepartementet kjenner til, praktiserer i dag mange arbeidstakere på lederlønnskontrakt en fleksibel arbeidstidsordning. Kontrakten fastsetter derfor at særavtalen gjelder, men at det må avtales særskilt hvor mange fleksidager som kan avspaseres pr. år. Arbeidsgiver skal vurdere om – og i tilfelle i hvilken utstrekning – den enkelte leder har anledning til å avspasere fleksitid, vurdert ut fra den enkeltes arbeidssituasjon. Dersom fleksitid skal praktiseres for den enkelte leder, skal vedkommende følge fleksitidsavtalens regler for opptjening m.v., men det kan settes begrensninger i antall dager som kan avspaseres pr. år. Anvendelse av fleksitidsavtalen forutsetter tidsregistrering. Avspasering av fleksitid kan ikke erstatte avvikling av lovfestet og avtalefestet ferie. Arbeidsgiver plikter å

fastsette feriefritiden for alle arbeidstakere og arbeidstakere har en korresponderende plikt til å avvikle ferie.

Utgangspunktet er at det kreves godkjenning fra Fornyings- og administrasjonsdepartementet dersom partene avtaler andre vilkår enn det som følger av standardkontrakten. Når kontrakten uttrykkelig åpner for at partene kan komme til enighet om noe annet, må dette forstås slik at fagdepartementet har fullmakt til å avtale vilkår som ikke påfører arbeidsgiver mer vidtrekkende forpliktelser enn standardkontrakten.

Om AFP

Retten til avtalefestet pensjon (AFP) for arbeidstakere på lederlønnskontrakt ble slått fast ved avtale mellom staten og hovedsammenslutningene 20. januar 1999, med virkning fra 1. februar 1999. Kontrakten slår derfor fast at bestemmelsene om AFP i hovedtariffavtalen punkt 4.2 skal gjelde tilsvarende.

Om ferie

Kontrakten slår fast at ferierettighetene i samsvar med hovedtariffavtalen punkt 6 skal gjelde tilsvarende. Dette innebærer at arbeidstakere på lederlønnskontrakt har rett til den femte ferieuken på linje med andre statlige arbeidstakere. Også sentral særavtale om ferie for stats-tjenestemenn, kommer til anvendelse. For øvrig vises det til at ferielovens regler gjelder i arbeidsforholdet, jf. punkt 2.

Om tjenestereiser

Særavtalene om reiser innenlands og utenlands, skal gjelde tilsvarende når arbeidstakere på lederlønnskontrakt er på tjenestereise. Det følger av kontrakten at det er de til enhver tid gjeldende særavtaler som skal legges til grunn.

Særavtalen om reiser utenlands ble endret med virkning fra 1. januar 2006. I den endrede særavtalen er det i § 10 inntatt en ny bestemmelse om kompensasjon for reisetid. Rett til kompensasjon utløses av reisetid utenom ordinær arbeidstid, samt reisetid på frilørdag, søndag eller helligdager. Arbeidstakere på lederlønnskontrakt vil som utgangspunkt ha rett til fleksitid, men ikke overtid. Når særavtalen om reiser utenlands skal "gjelde tilsvarende" for disse arbeidstakerne, innebærer dette etter Fornyings- og administrasjonsdepartementets syn at reisetiden bare kan kompenseres med fritid, og ikke ved ekstra betaling.

Til punkt 4: Øvrige arbeidsvilkår

Punkt 4 angir hvilke øvrige arbeidsvilkår som skal gjelde. Under punkt 4 kan det også være aktuelt å ta inn andre vilkår enn de som fremgår av standardkontrakten, som for eksempel vilkår om prøvetid, se nærmere nedenfor. Det samme gjelder eventuelle andre arbeidsvilkår som partene er kommet til enighet om, som telefongodtgjørelser eller lignende.

Ytelser som gis for en kortere periode, eller som er forutsatt å være knyttet til resultatoppnåelse, bør heller nedfelles i Del II, se nedenfor. Mindre ytelser som følger av administrativ praksis kan gis uten at de nedfelles skriftlig i kontrakten.

Fornyings- og administrasjonsdepartementet legger til grunn at fagdepartementene har fullmakt til å fastsette vilkår som telefongodtgjørelse, fri avis og andre ytelser av lignende karakter og verdi. Ytelser ut over dette anses for å avvike fra standardkontrakten og skal forelegges Fornyings- og administrasjonsdepartementet for godkjenning.

Om prøvetid

En tjenestemann er i utgangspunktet ansatt på prøve de første seks måneder, med mindre noe annet er særskilt avtalt, jf. tjenestemannsloven § 8. Det er ikke adgang til å benytte prøvetid overfor embetsmenn. I praksis vil mange tjenestemenn som ansettes på lederlønnskontrakt, komme direkte fra en annen statsstilling. I slike tilfeller gjelder det i utgangspunktet ikke prøvetid, men tilsettingsorganet kan bestemme at prøvetid likevel skal gjelde. I de tilfellene der prøvetid skal gjelde, må dette fremgå av kontrakten. Blankett X 0031/B/N kan benyttes.

Om offentliggjøring av lønn

Etter offentlighetsloven vil opplysninger om lønn som den klare hovedregel være offentlige. Totallønn, inkludert et eventuelt individuelt tillegg, kan dermed normalt offentliggjøres uten arbeidstakers nærmere samtykke. Det kan ikke utelukkes at opplysninger om kontraktsfestede tilleggssytelser i særlige tilfeller kan regnes som "noens personlige forhold" etter forvaltningsloven § 13. I så fall vil opplysningene være underlagt taushetsplikt og ikke kunne offentliggjøres, jf. offentlighetsloven § 5a.

Om tilsettings- og personalreglement

Virksomhetens tilsettings- og personalreglement kan inneholde bestemmelser som kan få betydning for arbeidsforholdet, for eksempel permisjonsregler eller regler om beregning av tjenestetid. Kontrakten slår derfor fast at reglementet gjelder i arbeidsforholdet. Dersom virksomheten har fastsatt andre reglement som skal gjelde i arbeidsforholdet, bør disse nevnes her. Arbeidsgiver bør sørge for at arbeidstaker får overlevert et eksemplar av aktuelle reglementet ved kontraktsinngåelsen.

Til punkt 5: Plikt til årlig drøfting av stillings- og resultatkrav

Punkt 5 slår fast en gjensidig plikt for arbeidsgiver og arbeidstaker, til årlig drøfting av stillings- og resultatkrav. Drøftingen utgjør en del av grunnlaget for fastsettelse av stillings- og resultatkrav, og for innvilgelse av et eventuelt individuelt tillegg for det kommende året. Det er altså de arbeidsvilkårene som fremgår av Del II, primært stillings- og resultatkravene, som vil være tema under de årlige drøftingene, se nærmere i veiledningen til Del II.

Kontrakten setter klare frister for når drøftingen skal påbegynnes og avsluttes. Dersom drøftingen av praktiske hensyn utsettes noe, vil vilkårene i Del II fortsette å løpe.

Kontrakten klargjør at arbeidstakers deltakelse og samarbeidsvilje under drøftingene, er en forutsetning for lederlønnskontrakten, og dermed en del av stillingskravene. Følgelig vil manglende deltakelse eller klare uttrykk for mangel på samarbeidsvilje i forbindelse med drøftingene, etter omstendighetene kunne regnes som brudd på stillings- og resultatkrav og dermed gi grunnlag for omplassering etter punkt 6.2.

Formålet med en gjensidig drøftingsplikt er at partene får en felles forståelse av resultatoppnåelse og forventninger, samt å legge til rette for en enighet om nye stillings- og resultatkrav, og et eventuelt individuelt tillegg. Tanken er at et slikt samarbeid er egnet til å skape gode resultater. Som det fremgår av kontrakten, er det imidlertid arbeidsgiver som formelt foretar den endelige vurderingen av om arbeidstaker har oppfylt stillings- og resultatkravene, og avgjør hvilke stillings- og resultatkrav som skal gjelde de kommende 12 måneder.

Forutsetningen er at kravene er saklig begrunnet og ligger innenfor stillingens grunnpreg. Det er også arbeidsgiver som avgjør om et individuelt tillegg skal gis, og størrelsen på dette. Dersom partene ikke er enige om vilkårene for de kommende 12 måneder, vil den endelige beslutningen ligge til arbeidsgiver.

Til punkt 6: Endringer i arbeidsforholdet

Punkt 6 regulerer nærmere tre former for endring i arbeidsforholdet; tilbakeføring til hovedtariffavtalen (punkt 6.1), omplassering etter tjenestemannsloven § 12 A (punkt 6.2) og opphør av arbeidsforholdet (punkt 6.3).

Om tilbakeføring til hovedtariffavtalen (punkt 6.1)

Lederlønssystemet ble opprettet ved at staten og hovedsammenslutningene avtalte å ta nærmere bestemte lederstillinger ut av hovedtariffområdet. Dette er bakgrunnen for at lønnen for disse stillingene fastsettes administrativt, og at arbeidsvilkårene reguleres i en særskilt kontrakt (lederlønnskontrakten). Lønnsfastsettelsen skjer ved plassering av stillingen i hovedkategori og delkategori, og ved innvilgelse av et eventuelt individuelt tillegg. Staten og hovedsammenslutningene kan imidlertid bli enige om å føre en stilling eller stillingskategori tilbake under hovedtariffavtalen. En slik situasjon oppstod da partene med virkning fra 1. mars 1997 besluttet å redusere antallet stillinger på lederlønnsordningen fra ca. 375 til ca. 275 ved å føre enkelte stillinger tilbake under hovedtariffavtalen. Tilbakeføring etter punkt 6.1 vil derfor kunne skje når staten og hovedsammenslutningene finner det hensiktsmessig. Tilbakeføring skjer følgelig uavhengig av arbeidstakers prestasjoner, i motsetning til omplassering etter punkt 6.2. Staten og hovedsammenslutningene vil også kunne utvide lederlønnsordningen ved å ta ytterligere stillinger ut av hovedtariffavtalen.

Punkt 6.1 fastslår at arbeidstaker har plikt til å godta slik tilbakeføring, og regulerer hvilke følger dette får. Tilbakeføringen vil i seg selv ikke innebære noen endring i stilling eller i arbeidsoppgaver. Tilbakeføring innebærer hovedsakelig en endring av lønnsregime, fra administrativt fastsatt lønn til plassering på lønnsregulativet. Fremtidig lønnsutvikling vil derfor følge lønnsregulativet og ikke lederlønnsordningen. Videre innebærer tilbakeføringen at selve lederlønnskontrakten opphører, og må erstattes av en annen arbeidsavtale. Etter tilbakeføringen vil hovedtariffavtalen og statens særavtaler gjelde fullt ut i arbeidsforholdet. En annen følge av tilbakeføring er at tjenestemannsloven § 12 A ikke lenger kommer til anvendelse.

Når kontrakten bestemmer at arbeidstaker har rett til å beholde lønnen, innebærer dette at både kategorilønn og et eventuelt individuelt tillegg medregnes. At også et prestasjonsbasert tillegg medregnes, er en naturlig ettersom tilbakeføring ikke er knyttet til manglende prestasjoner fra arbeidstakers side.

Om omplassering etter tjenestemannsloven § 12 A (punkt 6.2)

Omplasseringsadgangen gjelder ikke for de såkalt "uavsettelige embetsmenn" – embetsmenn som er omfattet av Grunnloven § 22 andre ledd. Denne begrensningen følger også uttrykkelig av tjenestemannsloven § 12 A siste punktum.

Punkt 6.2 regulerer omplassering etter tjenestemannsloven § 12 A. Omplassering er et særskilt virkemiddel arbeidsgiver kan benytte overfor arbeidstakere på lederlønnskontrakt som ikke innfrir avtalefestede resultatkrav. En av målsettingene med opprettelsen av lederlønnsordningen var å få sterkere mål- og resultatstyring i staten, samt å styrke mobiliteten blant ledere. Omplasseringsadgangen må sees i sammenheng med denne målsettingen. Videre må omplasseringsadgangen sees i lys av at den gjelder lederstillinger der det er særlig viktig med godt fungerende arbeidstakere og at disse arbeidstakerne er underlagt en gunstig ordning for lønns- og arbeidsvilkår, der arbeidstaker blant annet kan belønnes for gode resultater ved individuelt lønnstillegg.

Vilkåret for å kunne omplassere er at arbeidstaker ikke har innfridd de stillings- og resultatkrav som er fastsatt i Del II. Fastsettelsen av disse kravene vil dermed kunne få betydning for arbeidsgivers mulighet til å omplassere en arbeidstaker som ikke fungerer i lederstillingen. I tillegg vil de alminnelige kravene til saklighet og forsvarlig saksbehandling komme til anvendelse. Kontrakten fastsetter nærmere krav til saksbehandlingen, blant annet et krav om at omplassering "normalt" ikke bør skje før et halvt år etter at arbeidstaker har fått skriftlig tilbakemelding om hva arbeidsgiver ønsker endret. Denne normalfristen kan fravikes dersom bruddet på stillings- og resultatkravene er av en slik karakter at nødvendige forbedringer ikke vil kunne foretas, eller dersom bruddet vesentlig har svekket arbeidsgivers tillit til arbeidstaker. Et eksempel kan være dersom arbeidstaker nekter å gjennomføre årlig drøfting, som er en grunnleggende forutsetning for kontrakten. I slike tilfeller vil en omplassering kunne gjennomføres raskere enn det normalfristen legger opp til. For spesielle situasjoner der arbeidsgiver har et særlig behov for rask avklaring, vises det for øvrig til PM 16/97 om økonomisk kompensasjon i forbindelse med fratredelse.

Omplassering medfører at arbeidstaker får andre arbeidsoppgaver i virksomheten eller pålegges å stå til rådighet for spesielle oppdrag i samme eller annen virksomhet, etter arbeidsgivers nærmere beslutning.

Omplassering innebærer at arbeidstaker overføres til en stilling under hovedtariffavtalen, eventuelt til en annen stilling på lederlønnsordningen. I begge tilfeller medfører omplasseringen at den gjeldende lederlønnskontrakten opphører og må erstattes av en ny arbeidsavtale, jf. arbeidsmiljøloven § 14-8. Det er forutsatt i forarbeidene at arbeidsgivers omplasseringsadgang er relativt vid, og vil blant annet kunne innebære at lederoppgaver fratras. Omplasseringsadgangen er dermed videre enn arbeidsgivers generelle adgang til å endre arbeidsoppgaver mv. innenfor stillingens grunnpreg etter tjenstemanssloven § 12.

Ved omplassering fremgår det uttrykkelig av kontrakten at arbeidstaker mister et eventuelt individuelt tillegg. Dette er en naturlig konsekvens av at et individuelt tillegg skal være en belønning for god resultatoppnåelse. For øvrig har arbeidstaker rett til å beholde lønnen. Lønnen beholdes enten gjennom innplasseringen av vedkommende på stilling under lønnsregulativet, eller ved fastsettelsen av kategorilønn for ny stilling på lederlønnsordningen. Embetsmenn har krav på å beholde tittel, for tjenstemenn vil tittelen kunne beholdes som en personlig ordning.

Et alternativ til omplassering er å redusere eller fjerne et individuelt tillegg, dersom dette er gitt. Adgangen til å velge en slik reaksjon ved manglende innfrielse av stillings- og resultatkrav, følger av at det etter punkt 5 ligger til arbeidsgiver å avgjøre om et individuelt tillegg skal gis. En slik reaksjon må normalt regnes for å være mindre inngripende overfor arbeidstaker enn omplassering.

Det særskilte utvalget som skal kunne vurdere saker om omplassering etter krav fra arbeidstaker, opprettes ad hoc når et slikt krav foreligger. I tidligere versjoner av kontrakten inngikk Statens Personaldirektør og en representant for Regjeringsadvokatembetet i utvalget. Grunnet omorganisering er Statens Personaldirektør erstattet med ekspedisjonssjefen i Arbeidsgiverpolitisk avdeling i Fornyings- og administrasjonsdepartementet. Etersom Regjeringsadvokaten vil kunne bli involvert i saken ved en eventuell senere rettstvist, er denne representanten erstattet med en representant fra Justisdepartementets Lovavdeling. Dette fremgår av kontrakten.

Om opphør av arbeidsforholdet (punkt 6.3)

I punkt 6.3 om opphør av arbeidsforholdet, viser kontrakten til gjeldende regler om oppsigelse for tjenestemenn og om avskjed for embetsmenn. Dersom arbeidstaker sier opp kontrakten, regnes dette som en oppsigelse av, eller søknad om avskjed fra, arbeidsforholdet som sådan.

Åremålskontraktene inneholder en presisering av at arbeidsforholdet opphører ved åremålets utløp uten forutgående oppsigelse eller avskjedsvedtak, og viser til kravet om skriftlig varsel i tjenestemannsloven § 7. Åremålets utløp, dvs. fratredelsestidspunktet, er fastsatt i punkt 1 i åremålskontraktene.

Dersom en arbeidstaker på lederlønnskontrakt søker og aksepterer en annen statlig stilling, vil lederlønnskontrakten opphøre ved overgangen. Dette er en konsekvens av at adgangen til å benytte lederlønnskontrakt er begrenset til visse stillinger og ikke knyttet til person. Den enkelte arbeidsgiver står ikke fritt til å bestemme hvilke stillinger som skal inngå i lederlønnssordningen. Det er staten og hovedsammenslutningene som kan avtale å føre stillinger/stillingstyper fra Hovedtariffavtalen og inn under lederlønnssordningen, mens Fornyings- og administrasjonsdepartementet avgjør dette for nyopprettede stillinger/stillingstyper.

Til punkt 7: Karantene/saksforbud

Det følger av retningslinjer for karantene og saksforbud ved overgang til ny stilling m.v. utenfor statsforvaltningen, fastsatt av Moderniseringsdepartementet, jf. PM 12/2005, at arbeidsgiver har plikt til å vurdere om stillingens karakter tilsier at en klausul om karantene og/eller saksforbud tas inn i lederlønnskontrakten. Klausulen skal tas inn i kontrakten før tiltredelse, eventuelt ved en senere kontraktsrevisjon for allerede inngåtte kontrakter. Arbeidsgivers vurdering av behovet for en slik klausul foretas i tråd med de gjeldende retningslinjene. Det er lagt til grunn i retningslinjene at en klausul primært vil være aktuelt for nøkkelstillinger, det vil si for lederstillinger eller stillinger med særlig ansvar eller innflytelse. Arbeidstakere på lederlønnskontrakt vil ofte være i en slik posisjon. Fornyings- og administrasjonsdepartementet understreker derfor arbeidsgivers ansvar for å vurdere nærmere om en slik klausul er nødvendig i det konkrete tilfellet. For øvrig vises det til de nevnte retningslinjene.

Dersom arbeidsgiver finner at det er tilstrekkelig behov for karantene og/eller saksforbud, skal en egen klausul om dette nedfelles skriftlig i kontrakten. Fornyings- og administrasjonsdepartementet anbefaler da at standardklausulen, som er vedlagt retningslinjene om karantene og saksforbud, benyttes i sin helhet, og tas inn i punkt 7.

Til punkt 8: Avtalt ventelønn eller retrettstilling (gjelder bare åremålsstillinger)

Åremålskontraktene inneholder et særskilt punkt 7 om avtalt ventelønn eller retrettstilling. Utgangspunktet er at arbeidstaker tilstås avtalt ventelønn dersom vedkommende ikke går over i ny stilling etter utløpet av et åremål. Ordningen kalles "avtalt ventelønn", ettersom den er forankret og regulert i avtale, i motsetning til ventelønn forankret og regulert i tjenestemannsloven.

Kontrakten åpner for at partene inngår avtale om retrettstilling, i stedet for ventelønn. Det er *ikke* adgang til både å avtale ventelønn og retrettstilling. Vurderingen av behovet for retrettstilling skal foretas i tråd med gjeldende retningslinjer av 4. februar 1999 fastsatt av Arbeids- og administrasjonsdepartementet. Retrettstilling kan enten avtales som rett til en bestemt stilling, eller som en plikt for arbeidsgiver til å tilby en passende stilling i god tid, senest seks måneder før åremålets utløp.

Vilkårene for avtalt ventelønn, eventuelt rett til retrettstilling, skal nedfelles skriftlig i kontrakten. Dette gjennomføres ved at den aktuelle delen av standardteksten nedenfor tas inn i punkt 8.

Avtalt ventelønn

Arbeidstaker har ved åremålets utløp rett til ventelønn i tråd med bestemmelsene nedenfor. Rett til slik avtalt ventelønn inntreffer også om tjenesteforholdet opphører tidligere enn det fratredelsestidspunktet som er fastsatt i Del I punkt 1, såfremt dette ikke skyldes arbeidstakers oppsigelse /arbeidstakers søknad om avskjed (*stryk det som ikke passer*) eller arbeidstakers klanderverdige forhold.

Ventelønnen utgjør inntil 80 % av totallønnen ved fratredelse. Arbeidstaker som var ansatt i staten før inngåelsen av lederlønnskontrakten, kan gis rett til en ventelønn som tilsvarende den lønn vedkommende hadde på det tidspunkt lederlønnskontrakten ble inngått.

Overtar arbeidstaker annen stilling (ikke retrettstilling) som er lønnet lavere enn ventelønnen, har arbeidstaker rett til å få utbetalt differansen.

Ventelønnen opphører:

- a) når arbeidstakeren overtar annen stilling med samme eller høyere lønn enn ventelønnen
- b) når arbeidstakeren oppbeholder næringsinntekt som er tilsvarende eller høyere enn ventelønnen
- c) når arbeidstakeren får rett til pensjon
- d) eller senest når arbeidstakeren har oppbåret ventelønn i 2 – to – år.

Så lenge arbeidstaker mottar ventelønn etter denne avtale, er vedkommende forpliktet til å utføre annet passende arbeid eller overta annen passende stilling etter fagdepartementets nærmere bestemmelse.

Retrettstilling

Alternativ 1:

Etter åremålets utløp har arbeidstaker rett til å gå over i stilling som... (*sett inn stilling, tittel, stillingskode, lønnstrinn mv. ...*) i(*sett inn etat/institusjon eller departement*). Arbeidstaker har ikke rett til avtalt ventelønn.

Alternativ 2:

Etter åremålets utløp er arbeidsgiver ensidig forpliktet til å tilby arbeidstaker annet passende arbeid i(*sett inn etat/institusjon eller departement*). Tilbud om en konkret stilling skal fremsettes skriftlig minst et halvt år før åremålets utløp. Arbeidstaker har ikke rett til avtalt ventelønn.

Del II: Stillings- og resultatkrav

Del II inneholder stillings- og resultatkrav, plassering i delkategori samt et eventuelt individuelt tillegg. Utgangspunktet er at disse arbeidsvilkårene fastsettes for 12 måneder av gangen.

Dersom partene kommer til enighet om øvrige ytelser som skal gjelde i en begrenset tid eller som er betinget av resultatoppnåelse, kan dette nedfelles i et nytt punkt 5 i Del II. Øvrige arbeidsvilkår av mer generell og varig karakter, fastsettes i Del I punkt 4.

Stillings- og resultatkravene i Del II skal være gjenstand for årlig drøfting mellom partene, jf. Del I punkt 5. Det er lagt opp til at partene undertegner kontrakten etter at de nye vilkårene fastsettes, blant annet på bakgrunn av drøftingen. Som det fremgår av kontrakten, vil arbeidsgiver i prinsippet ensidig kunne fastsette både individuelt tillegg og stillings- og resultatkrav, så lenge det er saklig begrunnet, og ligger innenfor stillingens grunnpreg. Slik ensidig fast-

settelse av nye stillings- og resultatkrav vil være aktuelt dersom partene ikke kommer til enighet, og arbeidstaker motsetter seg å undertegne en endret kontrakt.

Til punkt 1: Stillings- og resultatkrav

I punkt 1 skal de nærmere stillings- og resultatkrav fastsettes. Kravene skal fastsettes for 12 måneder av gangen, på bakgrunn av den årlige drøftingen, jf. Del I punkt 5. Stillings- og resultatkravene vil danne grunnlaget for arbeidstakerens arbeid og prioriteringer de kommende 12 måneder. Ved neste årlige drøfting vil kravene være utgangspunktet for evaluering av arbeidstakeren og for fastsettelse av et eventuelt individuelt tillegg. Manglende innfrielse av kravene utløser adgang til å omplassere arbeidstakeren til andre oppgaver. Det er derfor av sentral betydning for begge parter at kravene i størst mulig grad er presise og målbare. Det vises til "Kriterier for bruk av statens lederlønnsordning. En sjekklister" av september 1998 (AAD), P-0875.

Stillings- og resultatkravene skrives direkte inn i kontrakten. Alternativt kan det i kontrakten henvises til et eget vedlegg der stillings- og resultatkravene fremgår.

Til punkt 2: Delkategori

I punkt 2 fylles det inn hvilken delkategori (A0, A1, A2, A3, B0, B1 osv.) stillingen er plassert i. Det er fagdepartementet som beslutter stillingens plassering i delkategori, mens Fornyings- og administrasjonsdepartementet bestemmer plassering i hovedkategori, jf. Del I punkt 1. Plassering i delkategori er tatt inn i Del II av praktiske hensyn, slik at en eventuell endring av delkategori enkelt kan innarbeides i kontrakten i forbindelse med den årlige drøftingen.

Til punkt 3: Individuelt tillegg

Individuelt tillegg kan gis som belønning for oppnådde resultater i de foregående 12 måneder. Forutsetningen er følgelig at et eventuelt tillegg gis for 12 måneder av gangen. Fagdepartementet har fullmakt til å gi individuelt tillegg på inntil 30 % av kategorilønn. Tillegget skal gis som et kronetillegg og ikke som et tillegg fastsatt i prosent. Tillegg utover rammen på 30 % krever særskilt godkjenning av Fornyings- og administrasjonsdepartementet, og er forutsatt bare å være aktuelt i spesielle tilfeller.

I visse tilfeller kan arbeidstaker ha fått individuelt tillegg allerede ved tiltredelsen, begrunnet i markeds- eller rekrutteringshensyn. Det kan være spesielle forutsetninger knyttet til slike tillegg, som kan legge begrensninger på arbeidsgivers adgang til å redusere eller fjerne et tillegg etter 12 måneder. En forutsetning kan for eksempel være at den totale lønnen skal videreføres ved at tillegget reduseres gradvis etter hvert som kategorilønnen stiger. Partene bør vurdere om det er behov for at slike spesielle forutsetninger nedfelles i punkt 3.

Til punkt 4: Totallønn

I punkt 4 skal totallønnen settes inn. Totallønnen vil være summen av lønnen i den aktuelle delkategori og et eventuelt individuelt tillegg.

Fullmakter og signering

Som det fremgår ovenfor, fastsetter Fornyings- og administrasjonsdepartementet stillingens plassering i hovedkategori. Fagdepartementet har fullmakt til å bestemme stillingens plassering i delkategori og innvilge individuelt tillegg på inntil 30 % av kategorilønn. Individuelt tillegg utover denne rammen er betinget av særskilt forhåndsgodkjenning fra Fornyings- og administrasjonsdepartementet.

Arbeidsgiverfunksjonen overfor en arbeidstaker på lederlønnskontrakt vil normalt utøves av fagdepartementet. I øvrige tilfeller, det vil si for stillinger under toppledernivå i underliggende virksomheter, er kontraktens gyldighet betinget av fagdepartementets godkjenning. Dersom fagdepartementet ønsker å avtale vilkår som avviker fra standardkontrakten, eller går ut over de generelle fullmaktene, er disse vilkårenes gyldighet betinget av Fornyings- og administrasjonsdepartementets godkjenning. Fornyings- og administrasjonsdepartementet skal heretter ikke godkjenne lederlønnskontraktene ved underskrift etter at arbeidsgiver og arbeidstaker har underskrevet lederlønnskontrakten, men det innebærer i seg selv ingen endringer i fullmaktsforholdene. Slik godkjenning må derfor innhentes fra Fornyings- og administrasjonsdepartementet før det inngås avtale med den enkelte arbeidstaker, slik at det ikke arbeidsgiver forplikter seg ut over sine fullmakter.

Kontraktens forutsetning er at vilkårene i Del II fastsettes for 12 måneder av gangen, på bakgrunn av den årlige drøftingen. Fastsetting av vilkår for de kommende 12 måneder gjennomføres ved det fastsettes nye vilkår i Del II, og at den samlede kontrakten signeres på nytt av partene.

Som det fremgår av kontrakten, vil arbeidsgiver i prinsippet ensidig kunne fastsette nye stillings- og resultatkrav i Del II. Dersom arbeidstaker motsetter seg å undertegne, kan dette skje ved at arbeidsgiver ensidig utsteder ny Del II.

Lederlønnskontrakt - tjenestemenn på åremål -

Kontrakten består av to deler som til sammen utgjør arbeidstakerens arbeidsavtale. Del I – Alminnelige arbeidsvilkår – inneholder de generelle lønns- og arbeidsvilkårene som gjelder i arbeidsforholdet, som normalt vil ligge fast. Del II – Stillings- og resultatkrav – inneholder de krav til resultater som gjelder for stillingen, stillingens plassering i delkategori og et eventuelt individuelt tillegg. Vilkårene i Del II fastsettes årlig og gjelder for 12 måneder av gangen.

Del I – Alminnelige arbeidsvilkår

1. Generelle bestemmelser

Mellom Kjell Bernstrøm, f.nr. 231151 [REDACTED] – i det følgende kalt arbeidstaker – og Universitetet i Bergen – i det følgende kalt arbeidsgiver – er det i dag inngått følgende arbeidsavtale:

Arbeidssted/tjenestested ved avtalens inngåelse er Universitetet i Bergen.

Tilsettingen skjer på åremål etter universitets- og høyskolelovens § 6-4 (1) b. Stillingen tiltres 01.01.2015. Fratredelse er 31.12.2020, se punkt 6.3.

Arbeidsavtalen gjelder stilling som universitetsdirektør, jf. uhl. § 10-3. Nærmere spesifisering av stillings- og resultatkrav fremgår av Del II.

Stillingen er plassert i hovedkategori C. Stillingens plassering i delkategori, et eventuelt individuelt tillegg og totallønn fremgår av Del II.

2. Forholdet til lovgivningen

Partene er innforstått med at denne avtale tilfredsstillende de krav som er stilt i arbeidsmiljøloven §§ 14-5 til 14-8.

Arbeidstaker er ansatt på de vilkår som til enhver tid gjelder for tjenestemenn etter arbeidsmiljøloven (lov 17. juni 2005 nr. 62), tjenestemannsloven (lov 4. mars 1983 nr. 3), ferieloven (lov 29. april 1988 nr. 21), lov om Statens Pensjonskasse (lov 28. juli 1949 nr. 26) og lov om aldersgrenser (lov 21. desember 1956 nr. 1).

3. Forholdet til statens tariffavtaler

Arbeidstaker omfattes ikke av hovedtariffavtalen i staten eller av statens særavtaler. Reglene i disse får likevel anvendelse på arbeidsforholdet i den utstrekning det er særskilt nevnt i denne avtale, se nedenfor. Partene er innforstått med at det er de til enhver tid gjeldende regler i tariffavtalene som da får anvendelse. Ophører vedkommende tariffavtale, har arbeidstaker ikke lenger noen rettigheter etter denne.

Følgende av hovedtariffavtalens fellesbestemmelser skal gjelde tilsvarende:

§ 9 nr. 1 om lønnsutbetaling, samt § 11 og §§ 18-24 om lønn, rettigheter og plikter under sykdom mv., fødsels-, adopsjons-, omsorgs- og velferdspermisjoner, militærtjeneste, sivil-tjeneste og om ytelser ved yrkesskader og dødsfall.

Alminnelig arbeidstid beregnes etter hovedtariffavtalens fellesbestemmelser § 7 nr. 1, med mindre noe annet er særskilt avtalt. Særavtalen om fleksibel arbeidstid i staten gjelder tilsvarende, men det må avtales særskilt hvor mange fleksidager som kan avspaseres pr. år. Det er også anledning til å avtale at fleksitidsavtalen ikke skal gjelde. Avspasering av fleksitid erstatter ikke avvikling av ferie.

Bestemmelsene om avtalefestet pensjon i hovedtariffavtalen punkt 4.2, samt bestemmelsene om ferie og feriegodtgjøring i hovedtariffavtalen punkt 6 og sentral særavtale om ferie for statstjenestemenn, skal gjelde tilsvarende.

Særavtale for reiser innenlands for statens regning og særavtale for reiser utenlands for statens regning, skal gjelde tilsvarende ved tjenestereiser.

4. Øvrige arbeidsvilkår

Arbeidstaker samtykker i at et beløp som er utbetalt for meget i lønn eller feriepenger, kan trekkes fra i lønnen ved neste lønnsutbetaling, jf. arbeidsmiljøloven § 14-15.

Arbeidstaker er innforstått med at stillingens totale lønn og eventuelle tilleggssytelser etter arbeidsavtalen kan offentliggjøres i samsvar med offentlighetsloven (lov 19. juni 1970 nr. 69), og de til enhver tid gjeldende retningslinjer.

Arbeidstaker har ikke adgang til å påta seg styreverv eller andre lønnede oppdrag utenfor virksomheten, uten at dette på forhånd er skriftlig godkjent av arbeidsgiver.

Bestemmelsene i virksomhetens tilsettings- og personalreglement gjelder for arbeidsforholdet.

5. Plikt til årlig drøfting av stillings- og resultatkrav

Partene forplikter seg til årlig å drøfte i hvilken grad arbeidstaker har oppfylt stillings- og resultatkravene fastsatt i Del II punkt 1, og hvilke stillings- og resultatkrav som skal gjelde for arbeidstaker i de kommende 12 måneder. Under drøftingen er arbeidsgiver representert ved rektor Dag Rune Olsen. Drøftingen skal være påbegynt innen 12 måneder fra denne avtales underskrift, og gjentas innen de neste 12 måneder.

Arbeidstaker har plikt til å delta og vise samarbeidsvilje under drøftingen. Plikten utgjør et grunnleggende stillingskrav. Dersom arbeidstaker motsetter seg å gjennomføre drøftingen, kan dette etter en konkret vurdering gi grunnlag for omplassering etter punkt 6.2 nedenfor.

Arbeidsgiver skal, blant annet på bakgrunn av drøftingen, vurdere i hvilken grad arbeidstaker har oppfylt stillings- og resultatkravene i de foregående 12 måneder.

Arbeidsgiver fastsetter, blant annet på bakgrunn av drøftingen, nye stillings- og resultatkrav, og avgjør om et individuelt tillegg skal gis og størrelsen på tillegget, for de kommende 12 måneder. Arbeidstaker har ikke krav på at et individuelt tillegg som tidligere er gitt, videreføres eller økes.

Nye stillings- og resultatkrav og et eventuelt individuelt tillegg nedfelles i Del II så snart drøftingen og vurderingen er avsluttet, senest én måned etter at drøftingen er påbegynt.

6. Endringer i arbeidsforholdet

6.1 Tilbakeføring til hovedtariffavtalen

Dersom staten og hovedsammenslutningene fører selve stillingen inn under hovedtariffavtalen, må arbeidstaker godta dette. Tilbakeføring innebærer at denne avtale opphører og skal erstattes av en ny arbeidsavtale. Arbeidstaker beholder samme arbeidsoppgaver og lønn som vedkommende hadde på tilbakeføringstidspunktet. Fremtidig lønnsutvikling følger hovedtariffavtalen. Arbeidstaker kan beholde sin tittel etter denne avtale som en personlig ordning.

Etter tilbakeføring vil arbeidstakers plikt til å finne seg i endringer av arbeidsoppgaver mv. ikke lenger reguleres av tjenestemannsloven § 12 A.

6.2 Omplussing etter tjenestemannsloven § 12 A

Arbeidstaker er forpliktet til å finne seg i omplussing til andre arbeidsoppgaver i virksomheten eller pålegg om å stå til rådighet for spesielle oppdrag, dersom arbeidstaker ikke innfrir stillings- og resultatkrav i samsvar med Del II punkt 1.

Omplussing innebærer at denne avtale opphører, og at arbeidstaker omplusses til ny stilling/andre arbeidsoppgaver utenfor hovedtariffavtalen, eller til ny stilling på lønnsregulativet etter hovedtariffavtalen.

Før omplussing kan skje, har arbeidstaker rett til skriftlig tilbakemelding om hva som ønskes endret, veiledning for å kunne foreta forbedringer og rett til å uttale seg om sitt nye arbeidsområde med sikte på å finne frem til arbeidsoppgaver som tilfredsstiller begge parter. Omplussing bør normalt ikke foretas før det er gått et halvt år fra det tidspunkt den skriftlige tilbakemelding er gitt.

Arbeidstaker har rett til å få saken forelagt et særskilt utvalg før arbeidsgiver treffer den endelige avgjørelsen om å omplussere. Det særskilte utvalget er sammensatt av ekspedisjonssjefen i Arbeidsgiverpolitisk avdeling i Fornyings- og administrasjonsdepartementet (leder) og ytterligere to representanter som oppnevnes av Fornyings- og administrasjonsdepartementet. Dersom saken er brakt inn for utvalget, kan omplussing ikke skje før utvalgets anbefaling foreligger.

Ved omplussing til annen stilling på lønnsregulativet etter hovedtariffavtalen, innplasseres arbeidstaker på det lønnstrinn som tilsvarer basislønnen i gjeldende delkategori for stillingen. Dersom det er gitt individuelt lønnstillegg i Del II punkt 2, faller dette bort. Fremtidig lønnsutvikling følger hovedtariffavtalen.

Ved omplussing til annen stilling utenfor hovedtariffavtalen har arbeidstaker krav på en årslønn som tilsvarer gjeldende delkategori for stillingen. Dersom det er gitt individuelt lønnstillegg i Del II punkt 2, faller dette bort. Fremtidig lønnsutvikling følger utviklingen av den aktuelle kategori.

Partene kan avtale ny avlønning dersom de nye oppgavene tilsier dette.

Det skal opprettes ny arbeidsavtale som regulerer arbeidsforholdet etter omplussing, jf. arbeidsmiljøloven § 14-8.

6.3 Opphør av arbeidsforholdet.

Arbeidsforholdet opphører uten forutgående avskjedsvedtak når åremålsperioden er utløpt, se fratredelsestidspunkt i punkt 1. Arbeidstaker har krav på skriftlig varsel om fratredelse senest en måned før fratredelsestidspunktet, jf. tjenestemannsloven § 7 nr. 2.

Arbeidsgiver kan i åremålsperioden si opp arbeidsforholdet på de grunnlag og med de frister som følger av tjenestemannsloven.

Arbeidstaker kan ikke bringe denne avtale til opphør uten å si opp arbeidsforholdet. Tilbakeføring til hovedtariffavtalen etter punkt 6.1 og omplassering etter punkt 6.2 innebærer ikke oppsigelse.

7. Karantene/saksforbud

8. Avtalt ventelønn eller retrettstilling

Ved åremålsperiodens utløp gis arbeidstaker tilbud om annen passende stilling i virksomheten med mindre aldersgrensen, for tiden 70 år, er oppnådd.

Del II – Stillings- og resultatkrav

1. Stillings- og resultatkrav

For de kommende 12 måneder gjelder følgende stillings- og resultatkrav:

.....
(sett inn de konkrete krav til ansvar, arbeidsoppgaver og de krav til resultater som skal gjelde for stillingen i de kommende 12 måneder.)

2. Delkategori

Stillingen er plassert i delkategori C3.

3. Individuelt tillegg

For de kommende 12 måneder gis arbeidstaker et individuelt tillegg på kr.....
(sett inn et eventuelt individuelt tillegg)

Et eventuelt individuelt tillegg kommer i tillegg til gjeldende kategorilønn for stillingen og utbetales i tråd med bestemmelsene om lønnsutbetaling i Del I. Fagdepartementet har kun fullmakt til å gi individuelt tillegg på inntil 30 % av kategorilønnen.¹

4. Totallønn

Totallønnen utgjør kr..... *(sett inn).*

* * *

¹ Dersom arbeidsgiver ønsker å avtale vilkår som avviker fra standardkontrakten eller går ut over de generelle fullmaktene, må det innhentes forhåndsgodkjennelse fra Fornyings- og administrasjonsdepartementet.

Denne avtale er opprettet i 2 - to - originaleksemplarer hvorav partene beholder ett eksemplar hver i undertegnet stand.

.....
(sted og dato)

.....
For arbeidsgiver

.....
Arbeidstaker

Avtalens gyldighet stadfestes av:

.....
sted/dato/fagdepartementets underskrift
(nødvendig der fagdepartementet ikke er arbeidsgiver)



Styre: Universitetsstyret

Styresak: 14/15

Møtedato: 12.02.2015

Dato: 29.01.2015

Arkivsaknr: 2007/5229

Oppnevning av styre og regler for ansettelsesprosedyre ved Sars-senteret

Oppnevning av styre

I sak 62/15 vedtok Universitetsstyret å overføre Sarssenteret fra Uni Research til UiB med virkning fra 2015. Som en del av overføringen skal det opprettes et nytt styre for senteret. Styret har en særlig viktig rolle i å ivareta partnerskapet med EMBL og den formelle dialogen med universitetsledelsen.

Det foreslås å gi styret følgende mandat

1. Styret skal ivareta partnerskapet mellom EMBL og Sarssenteret ved Universitetet i Bergen og ivareta den formelle dialogen mellom Sarssenteret og Universitetet i Bergen.
2. Styret skal gi råd i strategiske og ressursmessige spørsmål relatert til aktiviteten beskrevet i samarbeidsavtalen mellom EML og UiB. Styret skal for øvrig behandle enkeltsaker av prinsipiell og strategisk betydning for senteret.
3. Styret består av tre medlemmer hvor av ett av disse medlemmene kommer fra EMBL. Et av medlemmene skal være en fremragende forsker. Direktøren for Sarssenteret har anledning til å møte som observatør. Styret skal ikke ha noen formell kobling til fakultetene ved UiB.
4. Styret for Sarssenteret har ansettelsesmyndighet for alle vitenskapelige stillinger som er knyttet til senteret. To representanter for tjenestemennene tiltrer styret når det behandler ansettelsessaker. Styret selv ansetter forskningsgruppeledere, etter innstilling fra direktøren og etter forslag fra SAC. Styret kan beslutte å delegere ansettelsesmyndighet for andre vitenskapelige stillinger ved senteret til et ansettelsesutvalg.

Administrasjonssjefen ved Sarssenteret er styrets sekretær.

Det foreslås å gi styret følgende sammensetning:

Professor Dag L Aksnes, leder

Professor Petter Erling Bjørstad

Dr Silke Schumacher, Director International Relations, EMBL Heidelberg

Regler for ansettelsesprosedyre

Sars internasjonale senter for marin molekylærbiologisk forskning (Sars-senteret) ble overført fra Uni Research AS (Uni) til UiB den 01.01.15, etter reglene i arbeidsmiljølovens kap 16 om virksomhetsoverdragelse. De ansatte ble overført til UiB med de rettigheter og plikter som fulgte arbeidsavtalene med Uni på overføringstidspunktet, og innplassert ved UiB i samsvar med det statlige regel- og avtaleverk. Det er opprettet nye arbeidsavtaler for arbeidsforholdet ved UiB, jf hovedtariffavtalen i staten pkt 5.8.6. Etableringen av arbeidsforholdet for de overførte arbeidstakerne har således skjedd iht bestemmelsene for virksomhetsoverdragelse, og derfor ikke gjennom UiBs ordinære ansettelsesprosedyrer.

Sars-senteret er ved UiB organisert som et separat senter direkte under rektor, og ikke underlagt noe fakultet. Denne organiseringen nødvendiggjør at det for den videre virksomhet etableres egen ansettelsesprosedyre mv ved Sars-senteret.

Det er utarbeidet et forslag til regler for ansettelsesprosedyre mv ved Sars-senteret. Forslaget er utarbeidet med utgangspunkt i tjenestemannslovens og universitets- og høyskolelovens (uhl) regler for ansettelsesprosedyrer, og har som siktemål innenfor lovgivningen å ivareta Sars-senterets egenart og forutsetningene for partnerskap med European Molecular Biology Laboratory (EMBL):

«Regler for ansettelsesprosedyre mv ved Sars-senteret.

1. Virkeområdet for reglene

Ved Sars internasjonale senter for marin molekylærbiologisk forskning (Sars-senteret) gjelder «Personalreglementet for UiB» og «Reglement for ansettelse i vitenskapelige stillinger og faglige/administrative lederstillinger», med mindre annet er bestemt i reglene nedenfor.

2. Utlysning og oppnevning av komiteer

Styret for Sars-senteret kan delegerer til Forskningsdirektøren ved senteret å foreta utlysning og å oppnevne veiledende komiteer i ansettelsessaker med tilknytning til senteret.

3. Ansettelse av Forskningsdirektør

Forskningsdirektøren ved Sars-senteret ansettes av Universitetsstyret, etter innstilling fra Scientific Advisory Committee (SAC).

4. Ansettelse i vitenskapelige stillinger

Styret for Sars-senteret har ansettelsesmyndighet for alle vitenskapelige stillinger som er knyttet til senteret. To representanter for tjenestemennene tiltrer styret når det behandler ansettelsessaker eller slike saker som er nevnt i §§ 8-10 og 12-17 nr. 3. Styret selv ansetter forskningsgruppeledere, etter innstilling fra Forskningsdirektøren etter forslag fra SAC.

Styret kan beslutte å delegerer ansettelsesmyndighet for andre vitenskapelige stillinger ved senteret til et ansettelsesutvalg. Ansettelsesutvalget skal ha Forskningsdirektøren som leder, og to medlemmer. Ett av medlemmene skal representere arbeidsgiver og ett medlem

tjenestemennene. Det oppnevnes personlige varamedlemmer for lederen og medlemmene. For ansettelse i ansettelsesutvalget avgis innstilling av forskningsgruppelederen i den gruppe som stillingen skal tilknyttes.

5. Ansettelse i administrative stillinger og i tekniske stillinger

Ansettelse i administrative stillinger og i tekniske stillinger foretas henholdsvis av Tilsettingsrådet for administrative stillinger og Tilsettingsrådet for tekniske stillinger ved UiB, etter innstilling av Forskningsdirektøren.»

Universitetsdirektøren sine kommentarer

I henhold til avtalen som er inngått mellom EMBL og Universitetet i Bergen om overføring av Sars-senteret til UiB, er det enighet om at det skal opprettes et eget styre for Sars-senteret. Styret får en viktig rolle i å ivareta den formelle dialogen mellom senteret og universitetsledelsen.

Etter uhl § 11-1 (5) tilligger det universitetsstyret å bestemme antallet ansettelsesråd ved institusjonen. Virksomhetsoverdragelsen og den organisatoriske plasseringen ved UiB nødvendiggjør at universitetsstyret etablerer ansettelsesprosedyrer mv for Sars-senteret. Forslaget til regler for ansettelsesprosedyre mv ivaretar behovet for en hensiktsmessig prosedyre utfra det statlige rammeverk, senterets egenart og partnerskap i EMBL. Samtidig er forslaget innrettet slik at det utfylles av UiBs generelle regler for ansettelse i vitenskapelige og teknisk/administrative stillinger.

Etter uhl § 6-3 (1) er det krav om at studenter skal være representert i ansettelsesorgan, men at styret enstemmig kan bestemme at studentrepresentasjon kan unnlates. Ettersom det ikke er ordinære studenter ved Sars-senteret, foreslår universitetsdirektøren at det gjøres unntak fra regelen om studentrepresentasjon i ansettelsesorganene ved Sars-senteret.

vedtak:

1. Universitetsstyret oppnevner følgende styre for Sars-senteret:
 Professor Dag L Aksnes, leder
 Professor Petter Erling Bjørstad
 Dr Silke Schumacher, Director International Relations, EMBL Heidelberg,
2. Forslaget vedtas som «Regler for ansettelsesprosedyre mv ved Sars-senteret».

Kjell Bernstrøm
 universitetsdirektør

29.01.2015/Svein Åge Eilertsen



Styre: Universitetsstyret

Styresak: 15/15

Møtedato: 12.02.2015

Dato: 03.02.2015

Arkivsaksnr: 2014/597

Handlingsplan for etter- og videreutdanning for perioden 2015-2017

Bakgrunn

Universitetsledelsen oppnevnte i brev av 15.01.14 en egen arbeidsgruppe for utarbeiding av forslag til handlingsplan for styrking av EVU-tilbudet ved UiB. Gruppen ferdigstilte dette arbeidet i begynnelsen av januar. Dokumentet ble sendt på høring til fakultetene med frist 02.02.2015. Arbeidet har vært ledet av viserektor for utdanning, professor Oddrun Samdal.

Handlingsplanens format og struktur

I utarbeiding av handlingsplanen har det vært et overordnet mål at den skal være kortfattet og mulig å oppfylle innen den kommende toårsperioden. Handlingsplandokumentet har i løpet av arbeidet også endret karakter fra å være et internt plandokument til å også skulle kommunisere med eksterne samarbeidspartnere.

Planen er strukturert rundt fire overordnede innsatsområder med tilhørende delmål og aktivitetsområder. Det er ikke fastsatt tidsrom for når de ulike delmålene skal oppfylles, men det presiseres om enten alle fakultet eller UiB som helhet forventes å tilby minst ett EVU-tilbud innen de ulike områdene.

Siden planperioden er kort vil fakultetene bli bedt om å rapportere på sin innsats innenfor handlingsplanen gjennom den årlige utdanningsmeldingen. Arbeidsgruppen har ikke funnet det formålstjenlig å peke på enkeltfakultet som ansvarlig for spesifikke innsatsområder, da dette er faglige vurderinger miljøene best ivaretar selv.

Handlingsplanens satsingsområder

De fire overordnede innsatsområdene i handlingsplanen er følgende:

UiB satser på skolen

UiB satser på offentlig sektor og organisasjoner i arbeidslivet

UiB skal tilby EVU innen UiBs strategiske profilområder

UiB skal videreutvikle etterutdanningstilbudet

Handlingsplanen retter oppmerksomhet både mot spesifikke *målgrupper* og spesifikke *undervisningsformat*. Den nye strategiplanen legger i tillegg føringer for *tematisk innhold*.

Målgrupper

Satsing på *skoleverket* og økt samhandling med eksterne samarbeidspartnere var en del av bestillingen til arbeidsgruppen. Gitt Kunnskapsdepartementets prioriteringer knyttet til etter- og videreutdanning av lærere, må også UiB bidra på dette området. Vi har allerede etablerte relasjoner til skoleverket gjennom lektorutdanningene og gjennom den nye Unversitetsskolesatsningen. Muligheten for synergieffekter i dette arbeidet bør derfor være til stede, med bidrag fra flere fagmiljø enn de som spesifikt underviser i lektorutdanningen. Faglig-pedagogisk dag er det største enkeltstående etterutdanningstilbudet UiB gir lærere i dag. Det er derfor naturlig i konteksten av en handlingsplan å vurdere dagens form og innhold, for om mulig gjøre justeringer.

En av de største målgruppene for EVU har vært og vil fortsette å være ansatte i *offentlig sektor*. UiB har tradisjon for å utvikle skreddersydde tilbud for fagforeninger, men burde videreutvikle denne type samarbeid med alle partene i arbeidslivet. Handlingsplanens betoning av det offentlige ekskluderer selvsagt ikke tilbud rettet mot privat sektor. UiBs *alumni* er både en potensiell målgruppe og potensiell partner i utvikling av nye tilbud.

Undervisningsformat

Etter- og videreutdanningstilbud har i sin karakter stort potensiale for utvikling av nye undervisningsformer der også digitale element inngår (jf. DigUiB). Fjernundervisning er et velkjent konsept på EVU-feltet, og kan utvikles i enda større grad. EVU har potensiale til å ligge i forkant for utprøving av nye verktøy og undervisningsformer. I handlingsplanen pekes det også mot utprøving av såkalte 'settingbaserte' tilbud, det vil si å gi undervisning utenfor campus, men på oppdragsgivers arbeidsplass. Dette kan både være studiepoenggivende videreutdanningstilbud eller kortere etterutdanningstilbud. Det økende utdanningsnivået i samfunns- og arbeidsliv der mange allerede har mastergrad, skaper økt etterspørsel etter etterutdanningstilbud, det vil si tilbud som ikke er studiepoenggivende. For å bidra til denne type livslang læring bør det derfor utredes flere format for etterutdanningstilbud inn mot både etablerte- og nye målgrupper.

Tematisk innhold

Det har også vært et mål for arbeidet at handlingsplanen skal ivareta den nye strategiplanens satsingsområder. Det har hele tiden vært en forutsetning at handlingsplanen for EVU skal synkroniseres med det pågående strategiarbeidet. Når planen benytter benevnningen 'profilområder' er dette med andre ord i påvente av endelig terminologi, og i påvente av en konkretisering av hva disse vil komme til å være. Satsing på tverrfaglighet er likevel et underliggende premiss, spesielt når UiB nå har satt inn dedikerte personressurser for dette.

Høringsrunden

Fakultetene ble i høringsbrevet bedt om å besvare følgende spørsmål:

- hvorvidt det er felt eller områder fakultetet savner omtale av i handlingsplanen?
- hvorvidt handlingsplanen har et realistisk ambisjonsnivå?
- hvilke delmål fakultetet vurderer som mest aktuelle for egne fagmiljø å bidra til, på kortere og lengre sikt?

Et generelt inntrykk fra høringen er at fakultetene er overveiende positiv til hovedtrekkene og ambisjonsnivået i handlingsplanen slik den foreligger. Satsingen på *skolen* imøteses som positivt fra alle de relevante fakultetene, både med tanke på konsolidering og videreutvikling av etter- og videreutdanningstilbudet. Både MN- og HF-fakultetet har konkrete planer og innspill for satsing på *etterutdanningstilbud*. SV-fakultetet har i likhet med HF eksisterende

tilbud for fagforeninger, og begge fakultet er i planleggingsfase for nye tilbud for *offentlig sektor* mer generelt. Delmål knyttet til disse tre satsingsområdene ser med andre ord ut til å ha truffet fakultetenes egne prioriteringer rimelig godt. Når det gjelder etablering av tverrfaglige tilbud er fakultetene mer avventende. MOF og Juss vurderer av ulike grunner ikke å ha kapasitet til å ha EVU som eget satsingsområde for den kommende perioden, men ser også at de potensielt vil kunne bidra innenfor de fleste av handlingsplanens områder.

Det psykologiske fakultet er bekymret for at betoningen av prioriterte områder innebærer en satsning på oppdragsbaserte kurstilbud på bekostning av tilbud fagmiljøene selv ønsker å tilby i tråd med egne forskningsområder, med egenbetaling fra studentene. Det er derfor viktig å presisere at det at handlingsplanen angir prioriterte satsninger ikke berører finansieringsform, ei heller om det enkelte studietilbudet skal oppstå som følge av et oppdrag fra en arbeidsgiver eller ei. Dette må bli en vurdering i det enkelte tilfelle.

HF-fakultetet deler en tilsvarende bekymring, knyttet til at prioriteringer i handlingsplanen skal overskygge faglige prioriteringer i fagmiljøene. Både HF og MN uttrykker samtidig en bekymring for at utpeking av UiBs geografiske nærområde som å være potensielt innskrenkende, spesielt siden fjernundervisning av natur kan tas av studenter andre steder både i inn- og utland. Her må det igjen presiseres at det å angi en prioritet ikke fungerer ekskluderende for andre initiativ, hovedmålet må uansett være økt aktivitet innen EVU.

Andre tema berørt i høringen

Spesifikk omtale av MOOCs og andre digitale undervisningsformat etterlyses av miljøer ved HF-fakultetet. Nettbaserte kurs vil falle innunder planens intensjoner om å ta i bruk en digital læringsarena, der MOOC-formatet er en av flere mulige løsninger.

HF peker videre på at det krever en egen form for infrastruktur å både utvikle og vedlikeholde digitale undervisningsressurser, spesielt for fjernstudier. Dette type støtte ligger innenfor DigUiB-programmets tilbud til fagmiljøene. HF- og SV-fakultetet etterlyser også et eget punkt knyttet til markedsføring og rekruttering. En egen medarbeider ble i 2014 rekruttert inn med markedsføring som arbeidsområde. Arbeidsgruppen vurderte derfor at markedsføring ikke hørte hjemme i handlingsplanen.

SV-, MN- HF- og Jus-fakultetet er alle på ulikt vis innom spørsmål knyttet til økonomiske aspekter ved EVU, som ressursbehov og finansiering (MN) insentivordninger ved nyutvikling (SV), og spørsmål knyttet til avlønning (Juss) og tilsetting (HF). Handlingsplanarbeidet har i hovedsak hatt fokus på faglige prioriteringsområder, andre rammebetingelser har ikke vært del av arbeidet men vil følges opp parallellt med implementering av planens hovedsatsinger.

Universitetsdirektørens kommentarer

Fakultetene støtter den forelagte handlingsplanens satsingsområder og anser ambisjonsnivået som realistisk innenfor den kommende toårs-perioden. Tverrfaglighet regnes imidlertid i denne sammenheng som å være en større utfordring. Det er derfor viktig å ha spesielt fokus på dette også på EVU-feltet i det kommende prosjektet knyttet til tverrfaglighet. Fakultetenes kommentarer knyttet til støttesystemer for utvikling av kurs samt økonomiske rammebetingelser vil følges opp parallellt som en del av implementeringen av handlingsplanen.

På denne bakgrunn anbefales universitetsstyret å gjøre følgende

vedtak:

Universitetsstyret vedtar handlingsplanen slik den foreligger. Terminologi knyttet til strategiske satsingsområder vil tilpasses strategiarbeidets begrepsbruk.

Kjell Bernstrøm
universitetsdirektør

30.01.2015/Ingvild Greve

Vedlegg:

1. Svar fra Det humanistiske fakultet
2. Svar fra Det juridiske fakultet
3. Svar fra Det psykologiske fakultet
4. Svar fra Det samfunnsvitenskapelige fakultet
5. Svar fra Det medisinsk-odontologiske fakultet
6. Svar fra Det matematisk-naturvitenskapelige fakultet
7. Handlingsplan for etter- og videreutdanning for perioden 2015-2017



Studieadministrativ avdeling

Referanse

2014/597-INGHA

Dato

28.01.2015

Svar på høring fra Det humanistiske fakultet - Handlingsplan for etter- og videreutdanning, perioden 2015-2017

Vi viser til mottatt forslag til Handlingsplan for etter- og videreutdanning, perioden 2015-2017. Handlingsplanen har vært ute til intern høring på instituttene, Programutvalet for lektorutdanning ved Det humanistiske fakultet (PUHF) og Senter for kvinne- og kjønnsstudier. Høringssvaret vil reflektere innspill fra enhetene og fakultetets syn.

Den interne høringen på fakultetet viser stort engasjement, gode forslag og konkrete innspill til den foreslåtte handlingsplanen. Den foreslåtte satsingen på skoleverket, innsatsområdet *UiB satses på skolen*, blir godt mottatt ved HF. Vi viser særlig til høringsuttalelse fra PUHF som finner at HF allerede tilfredsstillers universitetsledelsens ønske om å prioritere lærere når det gjelder EVU-tilbud, særlig innen språkfagene. HF har også inngått avtaler om universitetsskolesamarbeid med to videregående skoler og vil fortsatt, tradisjonen tro, være en stor bidragsyter til faglig-pedagogisk dag. Flere institutter kan dessuten vise til langvarig samarbeid og god erfaring med å utvikle skreddersydde tilbud til eksterne parter. HF har allerede et stort og variert EVU-tilbud og flere institutter er i ferd med å utvikle nye tilbud også sammen med eksterne samarbeidspartnere. Fakultetet imøtekommer derved universitetsledelsens ønske om en utvidelse av EVU-porteføljen som en del av UiBs satsningsområder.

Fakultetet er spesielt bedt om å gi tilbakemelding på følgende:

- *hvorvidt det er felt eller områder fakultetet savner omtale av i handlingsplanen?*

Vi skulle gjerne sett at handlingsplanen også fokuserte på utfordringen det er å ivareta og videreutvikle det allerede eksisterende tilbudet. HFs store EVU-portefølje krever tett oppfølging og er krevende å drifte, vedlikeholde og utvikle både faglig og teknologisk. Vi har behov for avklaring på hvordan utvikling og drift av nye tilbud skal finansieres med hensyn til undervisningsstillinger, men etterlyser også nærmere avklaringer om finansiering og støtteapparat for infrastrukturelle og teknologiske utfordringer som fagmiljøene må håndtere i arbeidet med EVU-tilbud. Særlig gjelder dette spørsmål om opprettelse av fjernundervisningstilbud som krever langt større ressurser enn campus-undervisning, og ikke minst med tanke på eventuell utvikling av tverrfaglige studietilbud.

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HF skulle dessuten også gjerne sett at handlingsplanen åpnet for at det kunne være relevant å satse på andre tilbud enn de som er prioritert fra sentralt hold, ut fra egne vurderinger, kompetanse og tilgjengelige ressurser. Flere institutter har dessuten etterlyst MOOCs i handlingsplanen. Handlingsplanen kunne gjerne også inkludert markedsføring og rekruttering til EVU-tilbudene.

- *hvorvidt handlingsplanen har et realistisk ambisjonsnivå?*

HF anser handlingsplanens ambisjonsnivå for å være realistisk, med unntak av utvikling av tverrfaglige tilbud. Vi har behov for en tydelig definisjon og nærmere avklaring om slike tilbud kan bli en realitet innen handlingsplanens tidsrom.

- *hvilke delmål fakultetet vurderer som mest aktuelle for egne fagmiljø å bidra til, på kortere og lengre sikt?*

HF vil særlig satse på videreutvikling av allerede igangsatte tilbud innen fagbasert kompetanseutvikling i form av studiepoenggivende videreutdanning. Samarbeidet med universitetsskolene vil bli videreført, helst i dialog med Programstyret for lektorutdanning. Vi har allerede EVU-tilbud rettet mot organisasjoner i arbeidslivet og flere fagmiljø arbeider med utvikling av nye tilbud rettet mot offentlig sektor, organisasjoner i arbeidslivet, ansatte i museumssektoren, helse- og omsorgssektoren og kommunal sektor.

Vennlig hilsen

Claus Huitfeldt
visedekan for utdanning og internasjonalisering

Inger Marie Hatløy
rådgiver

Vedlegg

- 1 Vedlegg fra IF
- 2 Vedlegg fra LLE
- 3 Vedlegg fra FOF
- 4 Vedlegg fra AHKR
- 5 Vedlegg fra PUHF



Studieadministrativ avdeling

Referanse

2014/597-JOSP

Dato

30.01.2015

Svar fra Det juridiske fakultet. Høring: Handlingsplan for etter- og videreutdanning for perioden 2015-2017

Det juridiske fakultet har ingen merknader til handlingsplanen i og for seg. Vi kan imidlertid ikke se at vi skal kunne påta oss oppgaver på dette området i nær framtid, bortsett fra i enkeltstående tilfeller der et slikt tilbud kan utledes av andre aktiviteter uten ekstra ressursinnsats fra vår side.

Vi anser at vårt eventuelle tilbud særlig vil treffe innsatsområde B. Innenfor lærerutdanningen som synes å være den sentrale målgruppen for evu-satsingen i perioden, ser vi ikke Det juridiske fakultet som en sentral aktør.

Vi konstaterer at verken forslaget til handlingsplan eller oversendelsen fra UiB tar opp spørsmålet om organisering av evu-aktiviteten. Fakultetet antar at en organisering som innebærer andre alternativer for avlønning ville ha positive effekter på aktiviteten; det innebærer i praksis å organisere evu som egen juridisk person.

Vennlig hilsen

Christine Stoltz Olsvik
seksjonssjef

Johanne Spjelkavik
seniorrådgiver

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

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side 1 av 1



Studieadministrativ avdeling

Referanse

2014/597-FRR

Dato

02.02.2015

Svar på høring: handlingsplan EVU for perioden 2015-2017

Det psykologiske fakultet viser til brev datert 8. januar 2015, der fakultet blir bedt om innspill til forslag til handlingsplan for styrking av EVU-tilbudet ved UiB. Høringsfristen var satt til 2. februar 2015.

Det vi ble bedt om å komme med spesifikk tilbakemelding på er;

- hvorvidt det er felt eller områder fakultetet savner omtale av i handlingsplanen?
- hvorvidt handlingsplanen har et realistisk ambisjonsnivå?
- hvilke delmål fakultetet vurderer som mest aktuelle for egne fagmiljø å bidra til, på kortere og lengre sikt?

Handlingsplanen legger vekt på fire innsatsområder: 1) Skole 2) Offentlig sektor og organisasjoner i arbeidslivet 3) Strategiske profilområder 4) Etterutdanning

Strategiske profilområder er fagområder der UiB er ledende og fagområdene er samtidig av tverrfaglig karakter.

Fakultetet mener at profilering av innsatsområder for EVU kan nedtones noe da mange andre samfunnsrelevante områder kan være utgangspunkt for hvilke EVU-kurs som tilbys ved UiB. Oppdragsfinansierte kurs vil være forbeholdt målgruppen som er bestemt av oppdragsgiver, og mange av disse vil være meget aktuelle for fakultetet å kunne tilby. Men fakultetet ønsker også å utlyse EVU-tilbud åpent for alle som er kvalifisert til å søke, uavhengig av hvor de er ansatt. Disse kursene er finansiert med kursavgifter, og målgruppen kan også her være ansatte i offentlig sektor, skoleverket eller fra organisasjoner i arbeidslivet. Det bør derfor etter vår mening ikke være et mål å innsnevre satsing på økt EVU-virksomhet til oppdragsfinansierte kurs, og fakultetet savner derfor i planen en økt satsing også på åpne samfunnsrelevante kurs finansiert ved kursavgifter.

Fakultetet har i mange år hatt fokus på EVU-kurs knyttet opp mot skoleverket og ønsker også i de neste to årene å satse i denne sektoren. Fakultetet tilbyr ikke bare videreutdanning, men også etterutdanning til skoleverket. Faglig-Pedagogisk dag (FP) er en

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viktig arena for UiB når det gjelder å holde kontakt med et viktig praksisfelt. DPF har tette bånd til skoleverket både i samband med lærerutdanning og pedagogikkutdanningen, men i tillegg kommer logopediutdanningen og den pedagogisk-psykologisk tjeneste . Derfor ønsker vi å øke innsatsen og satse mer på FP-dagen. Vi mener også det er bra at viktige satsinger som kompetanseløft for lærere i ungdomsskolen og videregående skole, universitetsskolesatsingen og veilederutdanning for lærere blir fremhevet i handlingsplanen. Dette er tre områder som DPF vil øke sin satsing på de neste to årene.

Handlingsplanen har en ambisjon om at hvert fakultet skal ha minst fem videreutdanningstilbud med spesielle føringer. To tilbud knyttet mot offentlig sektor og organisasjoner i arbeidslivet, og tre tilbud der fakultetet skal samarbeide med andre fakultet eller eksterne samarbeidspartnere. Fakultetet vil prøve å etablere kurs til organisasjoner som etterspør vår kompetanse, men det er bare et begrenset antall som utlyses hvert år. Når det gjelder eksterne samarbeidspartnere har fakultetet samarbeidet med andre institusjoner innen UHR-sektoren og der det er naturlig vil vi fortsette et slikt samarbeid.

Det psykologiske fakultet vil arbeide for en økt satsing på etter- og videreutdanning både på kort sikt og lang sikt. Spesielt satser DPF på skoleverket og på kurs som er tilknyttet andre praksisfelt som er viktige for fakultetet.

Vennlig hilsen

Jarle Eid
dekan

Ragna Valen
fakultetsdirektør



Studieadministrativ avdeling

Referanse

2014/597-HIRO

Dato

02.02.2015

Svar fra Det samfunnsvitenskapelige fakultet på høring om Handlingsplan for etter- og videreutdanning for perioden 2015-2017

Vi viser til brev fra universitetsledelsen 8. januar 2015 vedrørende høring om Handlingsplan for etter- og videreutdanning for perioden 2015-2017. Handlingsplanen ble sendt ut til instituttene for eventuelle kommentarer, samt at den har blitt vurdert av fakultetsledelsen ved Det samfunnsvitenskapelige fakultet.

Vi mener at den foreslåtte handlingsplanen redegjør for utfordringene på etter- og videreutdanningsfeltet på en god måte. UiBs EVU-satsing er viktig for å videreføre og styrke vår relasjon til omverdenen. Kurstilbudet gjør oss også konkurransedyktige overfor andre utdanningsinstitusjoner.

I følgebrevet til høringen ble fakultetene gitt tre punkter som universitetsledelsen ønsker særskilt tilbakemelding på. Vi redegjør for fakultetets synspunkter under.

Forslag til tillegg i handlingsplanen

Det samfunnsvitenskapelige fakultet vil foreslå at det i handlingsplanen inkluderes en målsetting om å utvikle attraktive insentivmodeller overfor fagmiljø som utvikler etter- og videreutdanningstilbud. Det er ressurskrevende å utvikle nye tilbud, særlig dersom dette skal gjøres i samråd med eksterne partnere/målgrupper. Det vil ofte gå lang tid fra arbeidet med å utvikle tilbudet starter, til kurset er i drift og gir inntekter.

Vi ønsker også at handlingsplanen skal tydeliggjøre tiltak for å rekruttere flere studenter til UiBs EVU-kurs. Hvis tilbudet skal økes, må det også markedsføres på en god måte. Kurstilbudet bør i større grad synliggjøres på UiBs nettsider og andre medieplattformer, samt på treffpunkter mellom UiB og offentlig sektor og næringslivet.

Handlingsplanens ambisjonsnivå

Det samfunnsvitenskapelige fakultet oppfatter ambisjonsnivået i planen som realistisk, med nødvendige målsettinger for å drive arbeidet med EVU videre i perioden 2015-2017.

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Aktuelle delmål for fakultetet

Under innsatsområdet «UiB satser på skolen» er det særlig aktuelt for Det samfunnsvitenskapelige fakultet å bidra innenfor delmål 1 og 2. Fagmiljøer ved fakultetet er allerede i kontakt med skoler i nærområdet for å bidra til å styrke undervisningen i våre fag. I tillegg har fakultetet inngått en intensjonsavtale med Amalie Skram videregående skole om samarbeid innenfor samfunnsfagene. Siden åpningen av den nye skolen i august 2014 har fakultetet bidratt med tre faglige tilbud på skolen, både som separate forelesninger om aktuelle tema og som mer integrerte tiltak i undervisningen. Vi har planer om å videreutvikle dette samarbeidet i 2015, blant annet med tanke på kompetanseheving.

Under innsatsområdet «UiB satser på offentlig sektor og organisasjoner i arbeidslivet», så har allerede fakultetet samarbeid med organisasjoner i arbeidslivet om kurstilbud (LO Stat). I tiden fremover vil vi utrede muligheten for å utvikle et tilbud innen planlegging og et tilbud innen geografiske informasjonssystemer (GIS). Disse to kursene vil være særlig rettet mot offentlig sektor, men særlig kurs i GIS kan også være av interesse for det private næringslivet.

For det nest siste innsatsområdet, «UiB skal tilby EVU innen UiBs strategiske profilområder» så avventer fakultetet UiBs nye strategiplan med nye strategiske profilområder. EVU vil være en del av fakultetets vurdering når våre tiltak til profilområdene skal diskuteres.

Vennlig hilsen

Knut Helland
dekan

Lise Gundersen
fakultetsdirektør



Studieadministrativ avdeling

Referanse

2014/597-ØRL

Dato

03.02.2015

Svar fra Det medisinsk-odontologiske fakultet: handlingsplan for etter- og videreutdanning

Fakultetet takker for muligheten til å gi innspill til handlingsplanen for etter- og videreutdanning. Slik vi ser det, er det ingen større felt eller områder som savnes i handlingsplanen.

Fakultet er i starten på en større omlegging av studieplanen for medisinstudiet, og ønsker derfor ikke å prioritere større satsinger på EVU i denne perioden. Vi vil satse på å konsolidere og videreutvikle tilbudene vi allerede har.

Vi mener handlingsplanen har et realistisk ambisjonsnivå. Det vil alltid kunne knyttes usikkerhet til mål der vi forventer og er avhengige av bidrag fra eksterne parter. Tidsplanene vil også være usikre der vi både skal utvikle og prøve ut nye modeller.

Delmål som er mest aktuelle ved vårt fakultet:

A. Innsatsområde: UiB satser på skolen

Delmål 1, 2 og 4

Både samarbeidet med Amalie Skram videregående skole og deltaking i faglig-pedagogisk dag, der vi gjerne har hatt både temarekker og enkeltforedrag, er aktuelle for oss.

B. Innsatsområde: UiB satser på offentlig sektor og organisasjoner i arbeidslivet.

Delmål 1

Fakultetets erfaringsbaserte masterstudium i helseledelse retter seg i stor grad mot offentlig sektor.

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C. Innsatsområde: UiB skal tilby EVU innen UiBs strategiske profilområder – Tverrfaglighet.

Det er usikkert om EVU-tilbud vil være aktuelt og vil bli prioritert ved MOF i innværende periode på tross av at vi har en del fagområder hvor vi arbeider tverrfaglig.

D. Innsatsområde: UiB skal videreutvikle etterutdanningstilbudet.

Delmål: UiB skal utrede og prøve ut nye modeller for etterutdanning.

- Det medisinsk-odontologiske fakultet utdanner i dag spesialister i odontologi, som er EVU basert på grunnutdanningen i odontologi. Denne utdanningen er særskilt finansiert fra Helsedirektoratet.
- Den tilsvarende spesialistutdanningen av leger er under omlegging. Helsedirektoratet leder en prosess hvor Helse- og omsorgsdepartementet, Kunnskapsdepartementet, helseforetakene og universitetene deltar. Hittil har universitetene hatt en beskjeden rolle i disse utdanningene. Det arbeides med en modell hvor universitetenes bidrag i og ansvar for denne utdanningen økes betydelig i forhold til dagens modell. Det er en del usikkerhet når det gjelder valg av utdanningsmodell og hvordan universitetenes bidrag skal finansieres.

Vennlig hilsen

Arne Tjølsen
visedekan for utdanning

Ørjan Leren
seksjonssjef



Studieadministrativ avdeling

Referanse

2014/597-ELIHØ

Dato

30.01.2015

Svar på høring: Handlingsplan for etter- og videreutdanning for perioden 2015-2017

Viser til høring på Handlingsplan for etter- og videreutdanning, der vi blir bedt om å melde tilbake både på form, innhold og spesielle satsingsområder for fakultetene.

MN-fakultetet har hatt handlingsplanen på høring til instituttene og Skolelaboratoriet. Det er kommet innspill fra to av instituttene samt Skolelaboratoriet. De fleste tilbakemeldingene er av generell karakter, med unntak av ett konkret forslag til supplering. Vi ber om at de generelle innspillene blir tatt med i det videre arbeidet med EVU- aktiviteten ved UiB.

I tilbakemeldingene blir det påpekt at det er en svakhet at ikke ressursbehov og finansiering blir drøftet. For mange av instituttene er dette viktig i en vurdering når evt. nye kurs skal etableres. En evaluering av dagens ordning, samt oversikt over søkning og opptak til kursene ville vært til hjelp for å få oversikt over aktiviteten i en slik prosess. Det blir også nevnt i tilbakemeldingene at tilbudene våre bør kunne rette seg mot hele landet, og at en satsing primært ut fra profilområdene ansees som en begrensning for EVU-aktiviteten.

MN-fakultetet har i dag et godt tilbud til lærere, primært gjennom Skolelaboratoriet og Matematisk institutt. I tilbudene fra Skolelaboratoriet er fagfolk fra de fleste instituttene involvert. UiB bør vurdere om slike enheter bør opprettes også ved andre fakultet for å kunne løse de oppgavene som er skissert i handlingsplanen. Dersom det er aktuelt å opprette enheter som kan drive etterutdanning ved andre fakultet, bør dette primært være personer med faglig/fagdidaktisk kompetanse. Det å lage god etterutdanning er en fagjobb. Vi håper flere vitenskapelig ansatte ved UiB kan få et lokalt knutepunkt som gjør det lettere å dele kunnskaper med omverden.

Mange tidligere studenter ønsker å ta ordinære emner ved UiB for å supplere tidligere utdanning, f.eks. for å ta PPU og/eller enkeltemner. Dette kan både gjelde tidligere UiB-studenter og andre som har utdanningen sin fra annet universitet/høgskole. For vårt fakultet har vi løst dette for eksempel gjennom ansattstudierett, poststudierett og lærerstudierett. Dersom man også skal se på dette som videreutdanning, bør handlingsplanen suppleres:

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

Det matematisk-naturvitenskapelige
fakultet
Telefon 55582062
Telefaks 55589666
post@mnfa.uib.no

Postadresse
Postboks 7803
5020 Bergen

Besøksadresse
Realfagbygget, Allégaten 41
Bergen

Saksbehandler
Eli Neshavn Høie
55583227

«Enkeltemner ved UiB vil tilbys som videreutdanning for ansatte, tidligere ansatte og andre aktuelle yrkesgrupper»

For vårt fakultet vil tiltakene rettet mot skoleverket være mest aktuelle i den kommende perioden. Det er her vi pr. i dag har høyest aktivitet, og vi er kjent med at det planlegges ytterligere tilbud. Vi håper at de tilbudene som nå er i gang og som planlegges de kommende årene kan være god eksempler for å øke EVU-aktiviteten ved fakultetet.

Vennlig hilsen

Harald Walderhaug
Prodekan for utdanning

Eli Neshavn Høie
seksjonssjef

UiBs Etter- og videreutdanningstilbud skal ha *bredde*, oppfattes *relevant* og bidra til *innovasjon*

UiB skal være en aktiv bidragsyter i det samfunnsoppdraget etter- og videreutdanning (EVU) representerer. UiB har høy faglig kompetanse og bredde innenfor en rekke fagområder og står derfor i en særstilling til å kunne tilby forskningsbaserte EVU-tilbud av høy kvalitet til arbeids- og samfunnsliv. Strategiplanens profilområder skal reflekteres i UiBs EVU-tilbud.

En av de største målgruppene for EVU har vært og vil fortsette å være ansatte i offentlig sektor. Gitt Kunnskapsdepartementets prioriteringer knyttet til etter- og videreutdanning av lærere, ser UiB det som viktig å bidra på dette området. UiB har tradisjon for å utvikle skreddersydde tilbud for fagforeninger, og vil videreutvikle denne type samarbeid med alle partene i arbeidslivet. Det økende utdanningsnivået i samfunns- og arbeidsliv der mange allerede har mastergrad, vil skape økt etterspørsel etter etterutdanningstilbud. UiB ser det som viktig å bidra til livslang læring og vil utrede flere format for etterutdanningstilbud inn mot allerede etablerte- og nye målgrupper.

I den kommende handlingsplanperioden vil UiB:

- utvide EVU-porteføljen innen de strategiske profilområdene UiB satser særlig på
- utvide EVU-porteføljen rettet mot lærere
- utvide EVU-porteføljen i tråd med behov og forventninger fra offentlig sektor og partene i arbeidslivet
- utvide porteføljen av etterutdanningstilbud

Etter- og videreutdanning: definisjoner

Etter- og videreutdanning (EVU) er et utdanningstilbud som gis primært til personer som har ønsker om eller behov for kompetanseutvikling etter en periode i arbeidslivet. *Etterutdanning* defineres som kursopplegg av en avgrenset karakter som ikke gir formell kompetanse i form av oppnådde studiepoeng og fullførte studieprogram. *Videreutdanning* gir formell ny kompetanse i form av eksamen og opptjente studiepoeng eller grad.

Innsatsområder for UiBs etter- og videreutdanningsportefølje i perioden 2015-2017

- UiBs EVU-tilbud skal bidra til å møte arbeidslivet i Bergen- og omegns behov for kompetanseheving.
- UiB skal være en aktiv bidragsyter i det samfunnsoppdraget EVU representerer. Satsninger knyttet til EVU-tilbud til lærere skal gis særlig prioritet.
- UiBs EVU-tilbud skal reflektere en vilje til utprøving og videreutvikling av nye undervisnings- og læringsformer, både ved å videreutvikle egen undervisningsvirksomhet og for å imøtekomme kompetansebehov i samfunns- og næringsliv. Dette gjelder utprøving av både digitale hjelpemidler i undervisningen og undervisningskonsepter utenfor campus, som bedrifts- og skolenære undervisningsopplegg.

A. Innsatsområde: UiB satser på skolen

Delmål	Hovedaktiviteter	Ansvarlig
<p>Delmål 1: Alle fakultet og universitetsmuseet skal følge opp kompetanseløft for lærere i ungdomsskolen og videregående skole</p> <p>Delmål 2: Alle fakultet og universitetsmuseet skal bidra i universitetsskolesatsningen</p> <p>Delmål 3: Universitetet skal tilby veilederutdanning for lærere</p> <p>Delmål 4: Videreutvikle potensialet i faglig-pedagogisk dag</p>	<ul style="list-style-type: none">- Imøtekomme satsninger fra Kunnskapsdepartementet- Videreutvikle samarbeidet med partnerskoler/ universitetsskoler- Utvide samarbeidet med Hordaland fylkeskommune og Bergen kommune- Opprette arbeidsgruppe for å videreutvikle faglig-pedagogisk dag	<ul style="list-style-type: none">- Fakultetene, universitetsmuseet- Fagmiljøene, didaktikere og pedagoger- Programstyret for lektorutdanning- Kontor for etter- og videreutdanning

B. Innsatsområde: UiB satser på offentlig sektor og organisasjoner i arbeidslivet

Delmål	Hovedaktiviteter	Ansvarlig
Delmål 1: Alle fakultet skal ha minst ett EVU-tilbud rettet mot offentlig sektor	<ul style="list-style-type: none">- Det skal opprettes kontakt med offentlige etater som Helse Vest, kommuner og fylkeskommuner, partene i arbeidslivet- Sette i gang med kursvirksomhet i organisasjoner/ bedrifter, i form av <i>enten</i> etter- <i>eller</i> videreutdanningstilbud	Fakultetene, universitetsmuseet, Kontor for etter- og videreutdanning, Kontor for samfunnskontakt
Delmål 2: Alle fakultet skal ha minst ett EVU-tilbud rettet mot organisasjoner i arbeidslivet	<ul style="list-style-type: none">- Nye digitale læringsressurser bør inngå i nye tilbud	

C. Innsatsområde: UiB skal tilby EVU innen UiBs strategiske profilområder

Delmål	Hovedaktiviteter	Ansvarlig
Delmål 1: UiB skal utvikle minst to nye EVU-tilbud innen UiBs profilområder	- UiBs satsning på tverrfaglighet må også gjenspeiles i EVU-tilbudene. Minst ett av de nye EVU-tilbudene bør være av tverrfaglig karakter.	Fakultetene, universitetsmuseet, Kontor for etter- og videreutdanning
Delmål 2: UiB skal utvikle minst ett EVU-tilbud sammen med eksterne samarbeidspartnere		Fakultetene, universitetsmuseet, Kontor for etter- og videreutdanning, Kontor for samfunnskontakt

D. Innsatsområde: UiB skal videreutvikle etterutdanningstilbudet

Delmål	Hovedaktiviteter	Ansvarlig
Delmål: UiB skal utrede og prøve ut nye modeller for etterutdanning	Definere nye målgrupper, utvikle nye undervisningsformer og - steder	Fakultetene, Kontor for etter- og videreutdanning



Styre: Universitetsstyret

Styresak: 16/15

Møtedato: 12.02.2015

Dato: 26.01.2015

Arkivsaknr: 2013/9168

Forslag til regler for Universitetsbiblioteket og oppnevning av medlemmer til styret.

Bakgrunn

Universitetsstyret behandlet 27.11.2014, i sak 114/14, anbefalinger om nye regler for Universitetsbiblioteket fra Universitetsbibliotekets interimstyre. Universitetsstyret sluttet seg til bibliotekstyrets vedtak med de endringer som ble foreslått av universitetsdirektøren. Videre bad styret om at det skulle utarbeides forslag til nye regler basert på vedtaket.

Universitetsdirektøren sine kommentarer

I samsvar med dette vedlegges forslag til regler for Universitetsbiblioteket (vedlegg 1). I tråd med vedtaket i sak 114/14 har forslaget regler om et styre for Universitetsbiblioteket med overordnede oppgaver.

Universitetsbibliotekets interimstyre har ikke uttalt seg om de generelle reglene for styrets arbeidsform som i dag er regulert i del IV i Regler for styringsorgan fra 1987 (vedlegg 2). Bestemmelsene i reglene fra 1987 avviker noe fra Regler for fakultetsorganene, fastsatt av universitetsstyret 18.06.09 (vedlegg 3).

Ved utformingen av forslag til nytt reglement er det foreslått tilsvarende regler som for fakultetsstyret så langt det passer. Det foreslås blant annet at styreperioden blir i samsvar med universitetets ordinære valgperioder og ikke tre år som i dagens reglement. Videre er det i forslaget ikke lenger krav om to møter pr. semester, men at møter skal holdes så ofte som nødvendig. Et annet eksempel er at innkalling til møtene etter forslaget skal skje med «rimelig varsel» og ikke «med minst fem virkedagers varsel» som i dagens reglement. Enkelte detaljerte bestemmelser, for eksempel om innkalling og møtebok, er tatt ut for å samordne reglementet med Regler for fakultetsorganene.

Det skal oppnevnes et styre for Universitetsbiblioteket. Forslaget til regler legger opp til at de to representantene blant de tilsatte ved Universitetsbiblioteket, med vararepresentanter, skal velges. Viserektor for utdanning Oddrun Samdal, er styreleder. De øvrige medlemmene oppnevnes av universitetsstyret.

Det foreslås at følgende medlemmer oppnevnes:

Dekan Margareth Hagen, Det humanistiske fakultet, nestleder
Postdoktor Bjørn Sætrevik, Institutt for samfunnspsykologi, representant for de midlertidig tilsatte

Studentrepresentantene Lars Arne Nilssen og Ingrid Handeland med vara Vegard Asbjørnsen, er oppnevnt til 31.7.2015.

Styret gir rektor fullmakt til å oppnevne styrerepresentant for de fast tilsatte og vararepresentanter for disse.

Med disse kommentarene fremmes følgende forslag til

vedtak:

1. Styret slutter seg til forslag til Regler for Universitetsbiblioteket
2. Styret oppnevner Margareth Hagen og Bjørn Sætrevik som representanter til styret for Universitetsbiblioteket. Rektor får fullmakt til å oppnevne representanten for de fast tilsatte og vararepresentanter.

Kjell Bernstrøm
universitetsdirektør

26.01.2015/Silje Nerheim

Vedlegg:

1. Forslag til Regler for Universitetsbiblioteket
2. Regler for styringsorgan, vedtatt 11.06.1987
3. Regler for fakultetsorganene, vedtatt 18.06.2009

Forslag til Regler for Universitetsbiblioteket

I. Organisasjon

§1. Organisatorisk tilknytning

Universitetsbiblioteket skal være organisert som én felles organisatorisk enhet, og sorterer direkte under Universitetsstyret.

§2. Universitetsbibliotekets organer

Universitetsbiblioteket skal ha:

- Styre
- Bibliotekdirektør

II. Styret

§3. Styrets sammensetning

Styret skal bestå av åtte medlemmer og skal ha følgende sammensetning:

- Viserektor for utdanning er styreleder
- en dekan som er nestleder
- en representant for fast ansatte i forsknings- og undervisningsstilling ved fakultetene
- en representant for midlertidig tilsatte i utdannings- og forskningsstilling
- to representanter valgt av og blant de tilsatte ved Universitetsbiblioteket
- to representanter for studentene

Det skal velges eller oppnevnes like mange varamedlemmer som det velges medlemmer for hver gruppe, med tillegg av to. Det er ikke personlige varamedlemmer.

For øvrig gjelder valgreglementets § 17 om kjønnsmessig balanse.

Representantene for de tilsatte ved Universitetsbiblioteket med vararepresentanter velges etter reglene som gjelder for valg av representanter til fakultetsstyre. Universitetsbiblioteket regnes i denne forbindelse som en valgkrets.

Fakultetsrepresentantene og dekan med vararepresentanter oppnevnes av Universitetsstyret etter forslag fra fakultetene. Det kan ikke oppnevnes mer enn én representant fra samme fakultet.

Studentrepresentantene med vararepresentanter oppnevnes av Universitetsstyret etter tilråding fra *Studentparlamentet*.

Styremedlemmene oppnevnes eller velges for en periode som samsvarer med universitetets ordinære valgperioder, jf. valgreglementets § 2. Gjenoppnevning kan finne sted, likevel slik at ingen kan sitte i styret i mer enn to perioder i sammenheng.

§4. Styrets kompetanse

Styret er Universitetsbibliotekets øverste organ og er ansvarlig overfor Universitetsstyret for utviklingen av bibliotekjenestene ved Universitetet i Bergen. Styret skal påse at biblioteket best mulig settes i stand til å utføre de oppgaver biblioteket har ansvar for overfor Universitetet og samfunnet for øvrig.

Styret skal behandle overordnede saker som er av prinsipiell eller vesentlig betydning for eksempel strategiske planer, årsregnskap og budsjett.

III. Bibliotekdirektøren

§5. Bibliotekdirektøren

Bibliotekdirektøren har den daglige ledelse av Universitetsbiblioteket, faglig og administrativt, og representerer biblioteket utad. Bibliotekdirektøren sørger for at universitetsdirektørens og styrets vedtak blir satt i verk og er ansvarlig for disponering av ressurser og budsjett i samsvar med vedtak som er gjort av styret.

Bibliotekdirektøren er sekretær for styret, og forbereder og gir tilråding i saker som skal behandles i styret, i samråd med styrets leder. Bibliotekdirektøren deltar i styrets møter med tale- og forslagsrett, men uten stemmerett.

Styret kan delegere avgjørelsesmyndighet til Bibliotekdirektøren dersom ikke lov eller delegasjonsvedtak setter skranker for delegasjon. Bibliotekdirektøren avgjør saker i det omfang disse ikke kan utsettes til styret kan komme sammen i møte. Vedtak av Bibliotekdirektøren i slike saker refereres for styret.

Bibliotekdirektøren avgjør selv saker som ikke etter lov, reglement eller særlige vedtak i Universitetsstyret eller i Universitetsbibliotekets styre skal avgjøres av andre.

IV. Generelle regler om styrets virksomhet

§6. Styrets arbeidsform; møter mv

Styret skal behandle saker i møter, med mindre annet er fastsatt i instruks eller lignende, eller at styrets leder finner at saken kan forelegges skriftlig eller behandles på annen betryggende måte.

Styrets leder sørger for at det avholdes møter for å behandle saker mv ut fra styrets myndighetsområde etter § 4. Møter avholdes så ofte som nødvendig for å ivareta styrets oppgaver på forsvarlig måte. Et medlem av styret kan kreve at styret sammenkalles. Innkalling til møter skal skje med rimelig varsel.

Medlemmer av styret har plikt til å møte hvis ikke vedkommende har gyldig forfall. Styremedlemmene har plikt til å delta i forhandlingene og å avgi stemme. Det kan ikke stemmes blankt annet enn ved valg.

Styremøtene ledes av styreleder. Ved styreleders fravær ledes møtene av nestleder. Ved begges fravær velger styret selv møteleder.

Det skal i størst mulig grad være åpenhet om styrets arbeid. Styremøtene holdes for åpne dører, styret selv kan vedta at bestemte saker skal behandles for lukkede dører. Behandling av sak om lukking skjer for lukkede dører.

Det skal føres møtebok for universitetsbibliotekstyret.

§7 Vedtaksførhet og flertallskrav

Styret er vedtaksført når mer enn halvparten av medlemmene er til stede og avgir stemme.

Vedtak treffes med alminnelig flertall av de avgitte stemmene hvis ikke annet er fastsatt i lov. Ved stemmelikhet i andre saker enn valg er møteleders stemme avgjørende. Ved stemmelikhet ved valg avgjøres dette ved loddrekning.

Avstemning i andre saker enn valg skjer ved stemmetegn. Avstemning ved valg skal skje skriftlig hvis ett av de møtende medlemmer krever det.

This text is available in Norwegian only

Regler for styringsorgan

Vedtatt av Det akademiske kollegium 11.06.87.

I. Organisasjon

§1. Organisatorisk tilknytning

Universitetsbiblioteket skal være organisert som én felles organisatorisk enhet, og sorterer direkte under Universitetsstyret.

§2. Universitetsbibliotekets organer

Universitetsbiblioteket skal ha:

- Styre
- Bibliotekdirektør

II. Styret

§3. Myndighetsområde (mandat/kompetanse)

Styret er Universitetsbibliotekets øverste organ og er ansvarlig overfor Universitetsstyret for utviklingen av bibliotekjenestene ved Universitetet i Bergen. Styret skal påse at biblioteket best mulig settes i stand til å utføre de oppgaver biblioteket har ansvar for overfor Universitetet og samfunnet for øvrig. Styret skal trekke opp hovedretningslinjer for bibliotekets samlingspolitikk og IT-satsing, personalpolitikk og drift, og skal behandle alle saker av prinsipiell karakter og stor betydning for virksomheten ved Universitetsbiblioteket i Bergen, så som:

- strategisk planlegging
- årsbudsjett/langtidsbudsjett
- hovedfordeling av bevilgede midler
- generelle retningslinjer for disponering av litteraturmidler
- årsmelding
- utlysning av og tilsetting i fakultetsbibliotekar- og universitetsbibliotekarstillinger
- søknader om opprykk til førstestilling
- større utviklings- og forskningsprosjekter, samt andre større arbeidsoppgaver og investeringer som binder betydelige ressurser over lengre tid.

For spesielle formål kan styret oppnevne egne utvalg.

§4. Størrelse og sammensetning

Styret skal bestå av åtte medlemmer med varamedlemmer og skal ha følgende sammensetning:

- fire representanter for det vitenskapelige personale ved fakultetene
- to representanter for de tilsatte ved Universitetsbiblioteket
- to representanter for studentene

Representantene for de tilsatte ved Universitetsbiblioteket med vararepresentanter velges etter reglene som gjelder for valg av representanter til universitetsorgan. Universitetsbiblioteket regnes i denne forbindelse som en valgkrets.

Fakultetsrepresentantene med vararepresentanter oppnevnes av Universitetsstyret etter forslag fra de sju fakultetene. Det kan ikke oppnevnes mer enn én representant fra samme fakultet. Universitetsstyret oppnevner samtidig styrets leder og nestleder, som begge skal komme fra gruppen av vitenskapelig personale ved fakultetene.

Studentrepresentantene med vararepresentanter oppnevnes av Universitetsstyret etter tilråding fra Studentrådet.

Alle medlemmene unntatt studentrepresentantene velges/oppnevnes for en periode på tre år. Studentrepresentantene oppnevnes for ett år. Gjenoppnevning kan finne sted, likevel slik at ingen kan sitte i styret i mer enn to perioder i sammenheng.

For hver av gruppene som er nevnt i første avsnitt ovenfor, skal det oppnevnes/velges et antall vararepresentanter som er like stort som tallet på representanter, bortsett fra for gruppen av vitenskapelig personale ved fakultetene, der tallet på vararepresentanter skal være tre. For de gruppene som skal ha mer enn en vararepresentant, skal vararepresentantene rangeres i nummerorden.

III. Bibliotekdirektøren

§5. Bibliotekdirektøren

Bibliotekdirektøren har den daglige ledelse av Universitetsbiblioteket, faglig og administrativt, og representerer biblioteket utad. Bibliotekdirektøren sørger for at universitetsdirektørens og styrets vedtak blir satt i verk og er ansvarlig for disponering av ressurser og budsjett i samsvar med vedtak som er gjort av styret.

Bibliotekdirektøren er sekretær for styret, og forbereder og gir tilråding i saker som skal behandles i styret, i samråd med styrets leder. Bibliotekdirektøren deltar i styrets møter med tale- og forslagsrett, men uten stemmerett.

Styret kan delegere avgjørelsesmyndighet til Bibliotekdirektøren dersom ikke lov eller delegasjonsvedtak setter skranker for delegasjon. Bibliotekdirektøren avgjør saker i det omfang disse ikke kan utsettes til styret kan komme sammen i møte. Vedtak av Bibliotekdirektøren i slike saker refereres for styret.

Bibliotekdirektøren avgjør selv saker som ikke etter lov, reglement eller særlige vedtak i Universitetsstyret eller i Universitetsbibliotekets styre skal avgjøres av andre.

IV. Generelle regler om styrets virksomhet

§6. Møtevirksomhet

Styret skal ha minst to møter i semesteret. Det skal også holdes møte når minst tre av styremedlemmene krever det. Det fastsettes møteplan for hvert semester.

Det innkalles til møte med minst fem virkedagers varsel. Sammen med innkallingen skal medlemmene og universitetsdirektør få en sakliste. En sak som ikke står på saklisten, kan ikke behandles hvis noen av medlemmene motsetter seg det. Alle saksdokumenter skal gjøres tilgjengelige for medlemmene.

§7. Møteplikt og stemmeplikt

Styremedlemmene har plikt til å møte hvis ikke vedkommende har gyldig forfall. Medlemmene plikter også å delta i forhandlingene. Det kan ikke stemmes blankt annet enn ved valg.

§8. Vedtaksførhet

Styret er vedtaksført når mer enn halvparten av medlemmene er til stede og avgir stemme.

§9. Åpne/lukkede møter

Møter i styret holdes for åpne dører. Styret kan fastsette at møtene skal holdes for lukkede dører, eller at bestemte saker skal behandles for lukkede dører. Spørsmål om lukking av dørene behandles for lukkede dører.

§10. Avstemninger

Vedtak treffes med alminnelig flertall av de avgitte stemmene dersom ikke annet er fastsatt i lov. Ved stemmelikhet er møteleders stemme avgjørende.

§11. Møtebok

Det føres protokoll over forhandlingene til styret. Protokollen skal inneholde opplysning om hvem som er til stede og for hver sak inneholde forslag som blir satt under avstemning og vedtak som blir gjort, med angivelse av stemmetall. Et medlem som er uenig i et vedtak, har rett til å gjøre kort rede for sitt syn i en protokolltilførsel.

§12. Uttreden fra styret i valgperioden

Den som har sluttet i tjenesten eller som student ved Universitetet i Bergen, trer ut av styret. Det samme gjelder i permisjonstiden for den som har permisjon for å arbeide i annen stilling utenfor

Universitetet/Universitetsbiblioteket. Første varamedlem rykker i disse tilfellene opp som fast medlem, eventuelt for permisjonstiden.

Vis endringshistorikk

Dato	Kommentar	Lagt inn av
07. april 2011 15:18:21	Import	Bente Krossøy
08. november 2009 19:18:39	Import	Administrator User

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This text is available in Norwegian only

Regler for fakultetsorganene

Fastsatt av universitetsstyret 18.06.09

§1. Fakultetsorganer

Fakultetet skal ha:

- fakultetsstyre
- dekan
- prodekan
- fakultetsdirektør

Dessuten kan fakultet ha:

- tilsettingsutvalg
- andre faste utvalg
- inntil to visedekaner, utpekt av dekanen

§ 2A. Fakultetsstyrets størrelse og sammensetning - normalordning, valgt dekan er styreleder

Fakultetsstyret skal ha 9 eller 11 medlemmer. Fakultetsstyret avgjør selv størrelsen og sammensetning, innenfor disse rammene:

a) Fakultetsstyret skal ha medlemmer valgt av og blant:

- Fast tilsatte i utdannings- og forskningsstilling (gruppe A)
- Midlertidig tilsatte i utdannings- og forskningsstilling (gruppe B)
- Tilsatte i tekniske og administrative stillinger (gruppe C)
- Studenter (gruppe D).

Studentene skal ha to medlemmer dersom styret har 9 medlemmer og tre dersom styret har 11 medlemmer.

b) Dekanen, og ved dennes forfall prodekanen, er fakultetsstyrets leder. Fakultetsstyret bestemmer om prodekanen, skal være medlem av fakultetsstyret, jf. valgreglementets § 29.

c) Fakultetsstyret kan bestemme at det skal ha inntil to eksterne medlemmer. Disse oppnevnes av Universitetsstyret etter forslag fra fakultetsstyret selv.

Det skal velges eller oppnevnes like mange varamedlemmer som det skal velges medlemmer for hver gruppe, med tillegg av to. Det er ikke personlige varamedlemmer.

For øvrig gjelder valgreglementets § 17 om kjønnsmessig balanse.

Universitetsstyret kan etter søknad bestemme at et fakultetsstyre skal ha en størrelse og sammensetning som avviker fra disse reglene, og det kan fastsettes at fakultetet skal ha et arbeidsutvalg eller lignende.

§ 2B. Fakultetsstyrets størrelse og sammensetning - prøveordning, ansatt dekan er styreleder

Fakultetsstyret skal ha 9 eller 11 medlemmer. Fakultetsstyret avgjør selv størrelsen og sammensetning, innenfor disse rammene:

a) Fakultetsstyret skal ha medlemmer valgt av og blant:

- Fast tilsatte i utdannings- og forskningsstilling (gruppe A)
- Midlertidig tilsatte i utdannings- og forskningsstilling (gruppe B)
- Tilsatte i tekniske og administrative stillinger (gruppe C)
- Studenter (gruppe D).

Studentene skal ha to medlemmer dersom styret har 9 medlemmer og tre dersom styret har 11 medlemmer.

b) Dekanen, og ved dennes forfall prodekanen, er fakultetsstyrets leder.

c) Fakultetsstyret kan bestemme at det skal ha inntil to eksterne medlemmer. Disse oppnevnes av Universitetsstyret etter forslag fra fakultetsstyret selv.

Det skal velges eller oppnevnes like mange varamedlemmer som det skal velges medlemmer for hver gruppe, med tillegg av to. Det er ikke personlige varamedlemmer.

For øvrig gjelder valgreglementets § 17 om kjønnsmessig balanse.

Universitetsstyret kan etter søknad bestemme at et fakultetsstyre skal ha en størrelse og sammensetning som avviker fra disse reglene, og det kan fastsettes at fakultetet skal ha et arbeidsutvalg eller lignende.

§ 3. Fakultetsstyrets kompetanse

Fakultetsstyret er fakultetets øverste myndighet. Det skal behandle og avgjøre slike saker som det får delegert fra universitetsstyret, og det kan be om å få seg forelagt enhver sak. Fakultetsstyret delegerer myndighet til dekanen, til instituttene eller til andre organer ved fakultetet dersom ikke annet er fastsatt i lov, forskrift eller vedtak fra Universitetsstyret.

Fakultetsstyret skal fastsette fakultetets strategier for utdanning, forskning, forskerutdanning og formidling og legge planer for fakultetets utvikling i samsvar med de målene som er gitt av Universitetsstyret.

Fakultetsstyret skal fastsette mål og resultatkrav og har ansvaret for at fakultetets økonomiske ressurser disponeres i overensstemmelse med bestemmelser gitt av Universitetsstyret.

Fakultetsstyret skal gi melding til Universitetsstyret om fakultetets virksomhet, på den måten Universitetsstyret bestemmer. Hvert år skal det gis rapport om fakultetets økonomiske status, med redegjørelse for resultatene ved fakultetet og legges frem forslag til budsjett for kommende år.

Fakultetsstyret skal selv behandle og avgjøre alle saker av prinsipiell eller vesentlig betydning.

Ved institutt med ansatte instituttledere, ansettes disse av fakultetsstyret.

§ 4. Tilsetting av dekan - prøveordning

I tilfeller der Universitetsstyret gir anledning til at et fakultet skal kunne ha prøveordning med tilsatt dekan, er det viktig at tilsettingsprosessen sikrer at dekan har faglig legitimitet og den kompetansen som kreves for stillingen.

Rektor foretar utlysning av stilling som dekan. Innstilling foretas av et innstillingsutvalg med leder og fire medlemmer. Medlemmene skal fortrinnsvis ha tilknytning til fakultetet. To av medlemmene skal representere arbeidsgiver, ett medlem tjenestemennene og ett medlem studentene.

Universitetsstyret ansetter dekanen etter at fakultetsstyret har hatt anledning til å uttale seg. Dekanen ansettes på åremål med åremålsperiode lik med prøveperioden, fire år.

§ 5A. Dekanens generelle myndighetsområde - normalordning, valgt dekan, delt ledelse

Dekanen er fakultetets øverste leder og representerer fakultetet utad og har overordnet ansvar for kontakt med eksterne samarbeidspartnere.

Dekanen er daglig leder for fakultetets faglige virksomhet i samsvar med rammer og pålegg som fakultetsstyret fastsetter.

Dekanen er nærmeste overordnede for instituttlederne. Dekanen rapporterer til rektor.

Dekanen avgjør saker i det omfang disse ikke kan utsettes til fakultetsstyret kan komme sammen i møte.

Dekanen har rett til å delta i alle møter i alle fakultetets og underordnede enheters styrer, råd og utvalg.

Dekanen er ansvarlig for iverksetting av de faglige vedtakene som treffes i fakultetsstyret, og skal på fakultetsstyrets vegne påse at den samlede økonomiforvaltningen skjer i samsvar med bestemmelser om økonomiforvaltning og forutsetninger for tildeling av bevilgninger

§ 5B. Dekanens generelle myndighetsområde - prøveordning, ansatt dekan, enhetlig ledelse

Dekanen er fakultetets øverste leder og representerer fakultetet utad og har overordnet ansvar for kontakt med eksterne samarbeidspartnere.

Dekan er daglig leder for fakultetets faglige og administrative virksomhet i samsvar med rammer og pålegg som fakultetsstyret fastsetter.

Dekanen avgjør saker i det omfang disse ikke kan utsettes til fakultetsstyret kan komme sammen i møte.

Dekanen har rett til å delta i alle møter i alle fakultetets og underordnede institutters styrer, råd og utvalg.

Dekanen er ansvarlig for iverksetting av faglige og administrative vedtak som treffes i fakultetsstyret, og for disponering av ressurser og eiendom i samsvar med de vedtak som er truffet av fakultetsstyret.

Dekanen skal påse at den samlede økonomiforvaltningen skjer i samsvar med bestemmelser om økonomiforvaltning og forutsetninger for tildeling av bevilgninger.

Dekanen er nærmeste overordnede til instituttlederne og fakultetsdirektøren. Dekanen rapporterer til rektor.

§ 6A. Prodekan og visedekan - normalordning valgt dekan

Prodekanen, jf. valgreglementets § 29, er stedfortreder for dekanen i og utenfor fakultetsstyrets møter.

Har dekanen forfall eller fratrer vervet i løpet av det siste året av sin funksjonstid, overtar prodekanen, jf. foregående ledd. Fratrer dekanen før dette tidspunktet, velges ny dekan.

Fakultetsstyret avgjør om det skal utpekes visedekaner, jf. § 1. Visedekane(n)e utpekes av dekanen.

§ 6B. Prodekan og visedekan - prøveordning, ansatt dekan

Prodekan utpekes av dekan, etter godkjenning i fakultetsstyret. Prodekan er stedfortreder for dekan i og utenfor fakultetsstyrets møter.

Har dekanen forfall eller fratrer i løpet av det siste året av sin funksjonstid, overtar prodekanen, jf. foregående ledd. Fratrer dekanen før dette tidspunkt, ansettes ny dekan.

Fakultetsstyret selv avgjør om det skal utpekes visedekaner, jf. § 1. Visedekane(n)e utpekes av dekanen.

§ 7A. Fakultetsdirektøren - normalordning valgt dekan med delt ledelse, jf § 5A.

Fakultetsdirektøren har ansvaret for den daglige ledelsen av fakultetets administrasjon.

Fakultetsdirektøren sørger for at vedtak fattet av fakultetsstyret eller dekanen blir satt i verk og er ansvarlig for disponering av ressurser og budsjett i samsvar med vedtak som er gjort av fakultetets styringsorganer.

Fakultetsdirektørens kompetanse fastsettes i instruks og/eller særskilt delegeringsvedtak, fastsatt av fakultetsstyret eller av dekanen etter fullmakt fra fakultetsstyret.

Fakultetsdirektøren er sekretær for fakultetsstyret med tale- og forslagsrett, men uten stemmerett.

§ 7B. Fakultetsdirektøren - prøveordning, jf § 2B og § 5B

Dekanen kan delegere avgjørelsesmyndighet til fakultetsdirektør innenfor sitt eget myndighetsområde.

Dekanen legger fram saker for fakultetsstyret. Fakultetsdirektøren eller en annen er sekretær for fakultetsstyret.

§ 8. Tilsettingsutvalg

Fakultetsstyret er tilsettingsmyndighet for instituttledere, faste vitenskapelige stillinger som førsteamanuenser og professorstillinger ved grunnenheter ved fakultetet.

Fakultetsstyret kan delegere til dekanen å foreta utlysning og oppnevne sakkyndig bedømmelseskomité i tilsettingssaker der fakultetsstyret har tilsettingsmyndighet.

Innstilling til instituttlederstillinger ved grunnenheter underlagt fakultetet foretas av et innstillingsutvalg med prodekanus som leder, og fire medlemmer. To av medlemmene skal representere arbeidsgiver, ett medlem tjenestemennene og ett medlem studentene. Ett av medlemmene som representerer arbeidsgiver, skal være utpekt av det aktuelle instituttrådet. Det oppnevnes personlige varamedlemmer for lederen og medlemmene.

Instituttleder ved grunnenheter underlagt dekanene, foretar innstilling i tilsettingssaker for førstestillinger og professorstillinger som fakultetsstyret har tilsettingsmyndighet i.

Fakultetsstyret selv avgjør om det skal opprettes et tilsettingsutvalg, og hvilke saker utvalget skal forberede og eventuelt avgjøre. Utvalget skal ha minst ett studentmedlem. For behandlingen i utvalget gjelder universitets- og høyskolelovens kap. 6, tjenestemannsloven og de tilhørende forskrifter, samt de reglementene som er fastsatt av Universitetsstyret.

§ 9. Fakultetsstyrets arbeidsform; møter mv

Fakultetsstyret skal behandle saker i møter, med mindre annet er fastsatt i instruks eller lignende, eller at styrets leder finner at saken kan forelegges skriftlig eller behandles på annen betryggende måte.

Styrets leder sørger for at det avholdes møter for å behandle saker mv ut fra fakultetsstyrets myndighetsområde etter § 3. Møter avholdes så ofte som nødvendig for å ivareta fakultetsstyrets oppgaver på forsvarlig måte. Et medlem av styret kan kreve at styret sammenkalles. Innkalling til møter skal skje med rimelig varsel.

Medlemmer av styret har plikt til å møte hvis ikke vedkommende har gyldig forfall. Styremedlemmene har plikt til å delta i forhandlingene og å avgi stemme. Det kan ikke stemmes blankt annet enn ved valg.

Fakultetsstyremøtene ledes av dekanen. Ved dekanens fravær ledes styret av prodekan. Ved begges fravær, velger styret selv møteleder.

Det skal i størst mulig grad være åpenhet om styrets arbeid. Fakultetsstyremøtene holdes for åpne dører, fakultetsstyret selv kan vedta at bestemte saker skal behandles for lukkede dører. Behandling av sak om lukking skjer for lukkede dører.

Det skal føres møtebok for fakultetsstyret.

§ 10. Vedtaksførhet og flertallskrav

Fakultetsstyret er vedtaksført når mer enn halvparten av medlemmene er til stede og avgir stemme.

Vedtak treffes med alminnelig flertall av de avgitte stemmene hvis ikke annet er fastsatt i lov. Ved stemmelikhet i andre saker enn valg er møteleders stemme avgjørende. Ved stemmelikhet ved valg avgjøres dette ved loddtrekning.

Avstemning i andre saker enn valg og ansettelse skjer ved stemmetegn. Avstemning ved valg og ansettelse skal skje skriftlig hvis ett av de møtende medlemmer krever dette.

Vis endringshistorikk

Dato	Kommentar	Lagt inn av
05. september 2011 13:27:03	Mindre justering	Bente Krossøy
05. september 2011 13:25:21	Mindre justering	Bente Krossøy
05. september 2011 13:24:39	Mindre justering	Bente Krossøy
28. januar 2011 11:27:38	Import	Bente Krossøy
08. november 2009 19:16:06	Import	Administrator User

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Styre: Universitetsstyret

Styresak: 17/15

Møtedato: 12.02.2015

Dato: 28.01.2015

Arkivsaksnr: 2014/12092

Søknad om dispensasjon fra Regler om fakultetsorganene, prøveordning med to prodekaner

Bakgrunn

Det humanistiske fakultet har i brev datert 19.12.2014 (vedlegg) søkt om å få benytte prodekanattittel også for visedekane for utdanning og internasjonalisering. I søknaden vises det til at fakultetsstyret har fattet følgende vedtak:

«Fakultetsstyret gir sin tilslutning til forslaget om å arbeide for at fakultetet får benytte prodekanattittel også for visedekane, med mål om at både Thomassen og Huitfeldt blir prodekaner, men der Thomassen har stedfortrederrolle for dekanen.»

Professor Einar Thomassen er prodekan for forskning og formidling, og stedfortreder for dekanen ved Det humanistiske fakultet. Claus Huitfeldt er visedekane for utdanning og internasjonalisering.

Bakgrunnen for søknaden er et ønske om å signalisere at de ulike virksomhetene ved fakultetet er tett integrert og krever en helhetlig tilnærming. Fakultetet peker videre på at dagens skille innebærer et uheldig signal om at utdanning har lavere status enn forskerutdanning/forskning.

Universitetsdirektøren sine kommentarer

Det følger av «Regler for fakultetsorganene» fra 2009 § 1 at fakultetet skal ha prodekan og kan ha inntil to visedekane, utpekt av dekanen. Det følger videre av § 6A at prodekan er stedfortreder for dekanen i og utenfor fakultetsstyrets møter. Det humanistiske fakultet har valgt dekan og prodekan, jf. valgreglementet § 29. En ordning med flere dekaner er ikke i samsvar med de gjeldende reglene og krever i utgangspunktet endringer i reglementene.

Universitetsstyret vedtok i sak 88/13 å innvilge søknad fra Det matematisk-naturvitenskapelige fakultet om å gi de to visedekane tittel prodekan som en prøveordning for fakultetet i periode fram til 31.7.2017. Det ble uttalt i styresaken at «Det er tatt til orde for å gjennomgå reglene fra 2009. En slik gjennomgang foreslås eventuelt i god tid før 2017.

Etter en samlet vurdering foreslås det at Det humanistiske fakultet gis anledning til å gi visedekane tittelen prodekan som en prøveordning for inneværende styringsperiode. Det forutsettes at den valgte prodekanen er stedfortreder for dekanen og at den andre prodekanen er prodekan med spesielle funksjoner.

Det foreslås at det i god tid før 2017 foretas en vurdering av om Regler for fakultetsorgan skal endres slik at det åpner for flere prodekaner.

Med disse kommentarene fremmes følgende forslag til

vedtak:

Søknaden fra Det humanistiske fakultet om å gi visedekan tittelen prodekan innvilges som en prøveordning for fakultetet i perioden fram til 31.7.2017.

Kjell Bernstrøm
universitetsdirektør

28.01.2015/Silje Nerheim

Vedlegg:
Søknad om dispensasjon fra Regler fra fakultetsorgan, datert 19.12.2014



Universitetsdirektørens kontor

Referanse

2014/12092-MED

Dato

19.12.2014

Unntatt offentlighet iht. offl. § 25, 1. ledd

Søknad om dispensasjon fra UiBs Regler for fakultetsorganene - prøveordning med to prodekaner

Ved Det humanistiske fakultet er professor Einar Thomassen prodekan for forskning og formidling, og stedfortreder for dekanen. Claus Huitfeldt er visedekan for utdanning og internasjonalisering.

Dekanen ønsker for inneværende styringsperiode å benytte prodekantittel også for visedekanen. Hun vil med dette signalisere at de ulike virksomhetene ved fakultetet er tett integrert og krever en helhetlig tilnærming, og peker på at dagens skille innebærer et uheldig signal om at utdanning har lavere status enn forskerutdanning/forskning.

Saken ble lagt fram for behandling i fakultetsstyret, som i møte 16.12.2014 fattet følgende vedtak, jf. dok. 1:

«Fakultetsstyret gir sin tilslutning til forslaget om å arbeide for at fakultetet får benytte prodekantittel også for visedekanen, med mål om at både Thomassen og Huitfeldt blir prodekaner, men der Thomassen har stedfortrederrolle for dekanen.»

Fakultetet er kjent med at de humanistiske fakultetene ved UiO, NTNU og UiS har en ordning med to prodekaner, og ingen visedekaner. Det samme gjelder Fakultet for humaniora, samfunnsvitenskap og lærerutdanning ved UiT.

Det humanistiske fakultet ber om dispensasjon fra UiBs Regler for fakultetsorganene, slik at fakultetet også kan gi visedekanen tittel som prodekan. Søknaden gjelder for inneværende styringsperiode.

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

Det humanistiske fakultet
Telefon 55589380
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Postboks 7805
5020 Bergen

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Bergen

Saksbehandler
Mette Dalhaug
55583108

Vennlig hilsen

Margareth Hagen
dekan

Trine Moe
fakultetsdirektør



Styre: Universitetsstyret

Styresak: 21/15

Møtedato: 12.02.2015

Dato: 27.01.2015

Arkivsaknr: 2014/1562

Diverse referater m.v.

A. Vedlagt følger

1. Protokoll fra møte i Forskningsutvalget 6.11. og 11.12.2014
2. Protokoll fra møter i Utdanningsutvalget 15.10. og 19.11.2014
3. Referat fra møte i Læringsmiljøutvalget 25.9.2014
4. Referat fra møter i Likestillingskomiteen 16.10. og 20.11.2014
5. Referat fra møte i Arbeidsmiljøutvalget 3.12.2014
6. Referat fra Alumnusrådet 17.12.2014

B. Utlagt i Kollegiesekretariatet

Protokoller/referater:

1. Møter i fakultetsstyrene:
 - Styremøte ved Det humanistiske fakultet [18.11.](#) og [16.12.2014](#)
 - Styremøte ved Det juridiske fakultet [21.10.](#) og [16.12.2014](#)
 - Styremøte ved Det medisinsk-odontologiske fakultet [26.11.](#) og [17.12.2014](#)
 - Styremøte ved Det psykologiske fakultet [29.10.2014](#)
 - Styremøte ved Det samfunnsvitenskapelige fakultet 28.10. og 9.12.2014
2. Styremøte i SIB [15.9.2014](#)

vedtak:

Universitetsstyret tar referatene til orientering.

Kjell Bernstrøm
universitetsdirektør

27.01.2015/Mona Viksøy

Universitetets forskningsutvalg

Møte 6. november 2014

1300-1530

Kollegierommet

Protokoll

Til stede: Anne Lise Fimreite, Anne Christine Johannessen, Einar Thomassen, Inger Hilde Nordhus, Annelin Eriksen, Roland Jonsson, Lise Øvreås, Henrik von Achen, Monika Sandnesmo, Paul Simon Svanberg, Fredrik Vikse, Sigbjørn Løland Torpe, Susann Strømsvåg.

Fra Forskningsadministrativ avdeling: Heidi A. Espedal, Bjørn Einar Aas, Anne Beate Maurseth, Arne S. Svindland, Emmanuel Babatunde

I. Godkjenning av innkalling og sakliste

Sakslisten ble godkjent.

II. Protokoll fra møte 4. september

Protokollen ble godkjent

III. SAKER

FU 15/14 Styrket veiledning i forskerutdanningen

Saksforelegg var sendt ut med saklisten. Professor Arild Raaheim innledet til diskusjonen og la vekt på følgende hovedtemaer: Hva er god veiledning? Hva er felleselementene i veiledning? Hvordan kan UiB styrke sin veilederopplæring. I diskusjonen ble det vist til ulike oppfatninger og ulik praksis ved fakultetene når det gjelder antall veiledere for hver kandidat og om veiledning ble regnet som tid til undervisning eller forskning. Ulikhetene ved universitet må respekteres. Samtidig ble det påpekt at til tross for ulikheter er slående fellesskap i tilnærmingen til veiledningsoppgavene på tvers av fagmiljøene. Planlegging og veiledning med sikte på en karriere utenfor academia er nytt og element i veiledningsprosessen. Avslutningsvis ble det pekt på enkelte forhold som krever videre behandling og oppfølging:

- Veiledning som utdanning og/eller forskning
- Skal Unipedmodulen om veilederopplæringen gjøres obligatorisk og er dagens kapasitet tilstrekkelig?
- Samordning og mellom fakultetsbaserte og sentrale kurs
- Karriereplanleggingens plass i forskerutdanningen

FU 16/14 H2020. European Research Council (ERC). Highlights. UIB statistics and success rates.

Innledning ved seniorrådgiver Sumathi Subramaniam ved Forskningsadministrativ avdeling. Hennes innledning er tilgjengelig [her](#).

FU 17/14 UiBs innspill til hovedstrategi for Norges Forskningsråd

Forslag til innspill var utsendt med saklisten. Utvalget sluttet seg til utkast til innspill, sammenfattet i følgende kulepunkter:

- Forskningsrådets hovedstrategi bør i sterkere grad reflektere grunnleggende kjennetegn ved forskningsprosessen.
- Begrepet grensesprengende forskning må bli forklart og definert.
- Etter UiBs oppfatning er det tvingende nødvendig at kulturelle forskningsperspektiver, slik de forvaltes av humanistiske og samfunnsvitenskapelige fag, sikres en plass i strategien og følges opp gjennom forslag til tiltak.
- Forskningsrådets næringsrettede forskning bør ikke alene knyttes rekruttering til MNT-fagene og styrking av nærings-ph.d. ordningen, men til den samlede forskning og forskerutdanning.
- Forskningsrådet bør konkretisere og identifisere bidragene til den langsiktige kompetanseutviklingen, utover ordningen med offentlig sektor- ph.d.
- Strategien må være mye tydeligere på når man adresserer det europeiske og det globale, fordi disse to former for internasjonalt samarbeid kan ha ulike begrunnelser og mål som fordrer forskjellige prioriteringer og tiltak både nasjonalt og institusjonelt.
- NFR-strategien bør konkretisere hvordan Norge, og norske forskningsmiljøer, bør være med og forme det europeiske forskningsfelleskapet, the European Research Area (ERA).
- UiB støtter målet om institusjonell innovasjon i Forskningsrådet selv, og finner at det kan styrkes gjennom å inkludere et mer helhetlig syn på forskningens samfunnsansvar.
- Forskningsrådet hovedstrategi bør i sterkere grad reflektere den avgjørende betydning tverrfaglighet vil ha både i nasjonal og internasjonal forskning, og fremme tiltak som kan legge til rette for en slik utvikling ved landets universitet og øvrige forskningsutførende institusjoner.
- Forskerutdanningen må være synlig i en hovedstrategi for forskning.
- Hovedstrategien bør søke å realisere både en sterkere samordning og et sterkere samarbeid, nasjonalt og internasjonalt.

FU 18/15 Møteplan 2015

Utvalget vedtok følgende møte plan for 2015:

Torsdag 5. februar	1230 – 1530
Torsdag 19. mars	1230 – 1530
Torsdag 7. mai	1230 – 1530
Torsdag 3. september	1230 – 1530
Torsdag 12. november	1230 – 1530
Torsdag 10. desember	1230 – 1530

Møtene holdes i Kollegierommet Musépllass 1 om ikke annet er angitt

III. Orienteringer

a. Strategiarbeidet

Prorektor orienterte. [Vedlegg](#) var utsendt med sakslisten.

- b. Evalueringen av innsatsområdene marin forskning og utviklingsforskning**
Viserektor Anne Christine Johannessen orienterte. Institusjonsbesøk og intervjuer er gjennomført. Evalueringene av Marin forskning og Utviklingsforskning vil foreligge hhv. 8. og 15. desember.
- c. UIB budsjettet for 2015**
[Vedlegg](#) var utsendt med sakslisten
- d. Langtidsplan for forskning og høyere utdanning**
[Vedlegg](#) var utsendt med sakslisten
- e. Indikatorrapporten om norsk forskning**
[Vedlegg](#) var utsendt med sakslisten
- f. Basisbevilgning UNI-Research**
[Vedlegg](#) var utsendt med sakslisten
- g. Uttalelse om evaluering av Kvoteordningen**
[Vedlegg var utsendt med sakslisten](#)
- h. Neste utlysning SFF**
[Vedlegg](#) var utsendt med sakslisten

Universitetets forskningsutvalg

Møte 11. desember 2014

1300-1530

Møterommet, 9. etasje,
Det samfunnsvitenskapelige fakultet

Protokoll

Til stede: Anne Lise Fimreite, Anne Christine Johannessen, Claus Huitfeldt, Robert Bjerknes, Lise Øvreås, Svein Olaf Dahl, Berte-Elen R. Konow, Inger Hilde Nordhus, Henrik von Achen, Sigbjørn Løland Torpe, Susann Strømsvåg.

Fra Forskningsadministrativ avdeling: Heidi A. Espedal, Bjørn Einar Aas, Anne Beate Maurseth, Arne S. Svindland, Magnus Holtermann

Fra Bergens Forskningsstiftelse (BFS): Kåre Rommetveit, Anne Marie Haga

I. Godkjenning av innkalling og saksliste

Sakslisten ble godkjent.

II. Protokoll fra møte 6. november

Protokollen ble godkjent

III. SAKER

FU 19/14 Ny rammeavtale med Bergen Forskningsstiftelse.

[Vedlegg](#) var utsendt med sakslisten.

Prorektor Anne Lise Fimreite åpnet med å gratulere Bergen Forskningsstiftelse med 10-års jubileet.

Kåre Rommetveit innledet og ga en presentasjon av virksomheten ved BFS med. Presentasjonen er tilgjengelig [her](#).

I diskusjonen som fulgte ble det vist til at tildelingene fra BFS har vært unike, gode og vitaliserende ordninger ved med stor betydning bl.a. for forskere og fagmiljøer ved Det matematisk-naturvitenskapelige og Det medisinsk-odontologiske og Det juridiske fakultet. Det ble understreket at BFS' ordningene må bli bedre kjent i miljøer også ved andre fakultet.

Utlysning vil komme i begynnelsen av januar 2015. BFS deltar gjerne på informasjons- og kontaktmøter i fagmiljøene. [Invitasjon](#) til ny felles satsing ble omdelt i møtet.

FU 20/14 Innspill til KDs arbeid med ny strategi for høyere utdannings- og forskningssamarbeid med Brasil, India, Japan, Kina, Russland og Sør-Afrika

Seniorrådgiver Bjørn Einar Aas orienterte om Kunnskapsdepartementets arbeid med å utvikle en strategi for å fremme høyere utdannings- og forskningssamarbeid med land utenfor EU og Nord-Amerika som gjennom flere år har hatt status som prioriterte partnere for Norge på kunnskapsområdet. Dette gjelder Brasil, India, Japan, Kina, Russland og Sør-Afrika. Universitetene, høyskolene og forskningsinstituttene er invitert til å komme

med skriftlige innspill til strategiarbeidet med utgangspunkt i egne erfaringer og ambisjoner på område. UiBs ekspedisjon til KD er tilgjengelig [her](#).

FU 21/14 SFF-prosess 2015

[Vedlegg](#) var utsendt med sakslisten.

Utvalget gjorde følgende enstemmige vedtak:

Forskningsutvalget ber Universitetsledelsen om å foreta en tidlig avklaring av form og omfang av det sentrale finansielle bidraget til søknader som tildeles status som Senter for fremragende forskning etter utlysning av SFF IV i 2015.

Eventuelt

Utvalgets leder informerte om at prodekan ved Det matematisk-naturvitenskapelige fakultet, professor Lise Øvreås, går ut av vervet ved årsskiftet for å konsentrere seg om sin forskning. Øvreås ble overrakt en gave og takket for sin innsats som medlem av utvalget i 5 ½ år

Inger Hilde Nordhus tok opp spørsmål som knytter seg til et styrket tilbud PhD-kandidater som ønsker pedagogisk opplæring. Det ble vist til pilot-ordninger som er igangsatt ved Senter for fremragende utdanning, BioCeed, og som er møtt med stor interesse blant stipendiatene. En orientering vil bli gitt på et senere møte i utvalget, bl.a. i forbindelse med arbeidet for styrket veilederopplæring.

IV. Orienteringer

V.

a. Evalueringen av innsatsområdene marin forskning og utviklingsforskning

Viserektor Anne Christine Johannessen orienterte.

Evaluering av marin forskning av foreligger. Den gir tydelige råd. Evalueringen av utviklingsforskning vil foreligge 15. januar 2015. Begge vil bli drøftet i FU-møtet 5. februar 2015.

b. Høring UiB - forslag til forskrift om ansettelse på innstegsvilkår

[Vedlegg](#) var utsendt med sakslisten

c. Fremdriftsrapportering PhD

Rådgiver Anne Beate Maurseth orienterte. Svarprosenten har vært veldig høy : 96% blant kandidatene og 91% blant veilederne. Det rapporteres om flere monografier i 2014 enn foregående år. Tidsfristene for rapporteringen ble strammet inn i 2014. Den tekniske sårbarheten er imidlertid stor fordi det for få nøkkelpersoner som har den nødvendige IT-kompetanse knyttet til rapporteringen.

d. Joint declaration on Doctoral Training in Europe

[Vedlegg](#) var utsendt med sakslisten

e. FRIPRO 2015

Vedlegg var utsendt med sakslisten : [Fripro UiB](#), [UiO](#), [NTNU](#), [Tildelinger FRIPRO 2015](#)

Referat fra møte i Utdanningsutvalget – Møte 7 2014

Tidspunkt: 15. oktober 2014, Kl. 09.00–12.00

Møtested: Lauritz Meltzershus, rom 904

Tilstede:

Viserektor for Utdanning: Oddrun Samdal

Pro- og visedekaner: Claus Huitfeldt (HF), Harald Walderhaug (MN), Kariane T. Westrheim (PSY), Knut Hidle (SV), Bjørnar Borvik (JUS), Arne Tjølsen (MOF)

Studentrepresentanter: Susann Strømsvåg,

Vara: Lars Arne Nilssen møtte for Anders Sætra

Fra administrasjonen: Christen Soleim, Tove Steinsland

Dagsorden:

I **Godkjenning av innkalling og dagsorden**

Innkalling og dagsorden ble godkjent.

II **Protokoll fra tidligere møter:**

Ingen ferdige protokoller

III **Diverse tilbakemeldinger fra utvalgsleder**

- 13. oktober ble det avviklet et lederseminar med utdanningsledelse som tema. Seminaret og videre oppfølging av temaet blir nærmere behandlet i sak 38 på saklisten.
- 21. oktober, DigUiB strategiseminar
- 6. oktober, møte med NOKUT vedrørende virkemidler for å heve undervisningens status for forskningsintensive institusjoner.

Sak 34/14 Mentorordninger ved UiB

Magnus Hoem Iversen ved Institutt for informasjons- og medievitenskap og Henrik Kalisch ved Matematisk institutt, var invitert for å orientere om mentorordningene ved deres respektive institutter. Begge mentorordningene som ble presentert må betraktes som et frivillig tilbud til. En viktig forskjell er at ordningen ved MN-fakultetet er basert på faglig ansatte mentorer, mens ordningen ved SV-fakultetet er basert på masterstudenter som mentorer.

Hovedmålsettingene ved å etablere mentorordning ved MN-fakultetet var å redusere frafall og å styrke kontakten mellom studenter og faglig ansatte. Så langt har de erfart at de av studentene som har mest bruk for mentorer, i liten grad benytter seg av ordningen. Ordningen har derfor så langt hatt liten effekt på frafall. Instituttet har gjort noen justeringer ved opplegget det siste året i håp om å nå ut til flere studenter. Vedlagt følger en presentasjon.

Magnus Hoem Iversen fra Institutt for informasjons- og medievitenskap orienterte om mentorordningen ved instituttet. Før de valgte modell for ordningen, hentet de inn informasjon om erfaringer fra andre institutter og institusjoner. På bakgrunn av dette valgte instituttet en ordning med seminarledere (masterstudenter) som mentorer. Dette først og fremst fordi erfaringer fra andre institusjoner tyder på at det er lavere barrierer for å benytte seg av mentorordningen når det er masterstudenter som er mentorer, enn når det er faglig ansatte. Vedlagt følger en presentasjon.

Det kom følgende innspill:

- Ved MN-fakultetet har det blitt lyst ut midler til forsøksprosjekter for mentorordning. To institutter søkte. Disse baserer seg i hovedsak på masterstudenter som mentorer.
- Valg av modell må være basert på hva som er praktisk mulig. Ved Juridisk fakultet er forholdstallet mellom studenter og ansatte slik at det ikke er mulig å ha en ordning der faglig ansatte er mentorer. Det er svært viktig at fakultetene har handlingsfrihet med hensyn til mentorordninger.
- Stipendiater kan også være aktuelle som mentorer.
- Det er flere ordninger som har en del til felles med mentorordninger. For eksempel praktiserte noen av fakultetene tidligere en ordning om «trefftider». Også når det gjaldt den ordningen var det en del variasjoner i hvor mange studenter som benyttet seg av dette.
- Ved juridisk fakultet har seminarledere i praksis en utvidet funksjon som ligger tett opp til mentorordning. For eksempel har gruppelederne ved Det juridiske fakultet som en av sine oppgaver å ha en samtale med hver av studentene i gruppen. Også dette er en frivillig ordning for studentene.
- Det bør kartlegges hvilke varianter av mentorordninger, og ordninger som ligger tett opp til mentorordninger, som finnes. Første steg bør være at Studentrepresentantene sammen med SA foretar en kartlegging på fakultetene. I kartleggingen bør man få inn både studentenes og veiledernes perspektiver.

Sak 35/14 Realkompetansevurdering

Oddrun Samdal orienterte. Formålet med saken var at utvalget skulle drøfte og gi innspill til hvordan UiB bedre skal kunne ivareta sine oppgaver når det gjelder realkompetansevurdering som kan føre til fritak for hele eller deler av emner og grader.

Arne Tjølsen orienterte om tannpleiestudiet på MOF, der de nå ser på mulighetene for realkompetansevurdering. Bakgrunnen er at tannpleie tidligere var 2-årig, mens det nå er en treårig bachelorgrad. Det er derfor ønskelig at "lærerne" på utdanningen, som selv hovedsakelig har gjennomført det to-årige utdanningsløpet, skal få godkjenning på samme nivå som studentene de underviser. Et viktig ledd i dette arbeidet er å kartlegge hva lærerne er gode i, og hva de trenger mer av. Målet er å utforme et skreddersydd studieår for denne gruppen. Det er ikke påkrevd at gammelt og nytt utdanningsløp skal være like langt, men det er nødvendig å teste hva de kan, og fylle på med det de ikke kan.

Dette er en stor jobb, men det er likevel relativt enkelt for denne gruppen. Det er vanskeligere å vurdere kompetansen til søkere fra land utenom EØS, både når det gjelder utdanningskompetanse og realkompetanse.

Det kom følgende innspill:

- Ved SV fakultetet har de et begrenset omfang av realkompetansevurderinger, men har noe erfaring med realkompetanse når det gjelder vurdering av master til phd.
- Realkompetansevurdering er ressurskrevende. Det er summen av realkompetanse og utdanning som skal vurderes.
- Temaet realkompetansevurdering bør tas opp og drøftes videre ved fakultetene.
- Institusjonen kan i prinsippet tildele både deler av og en hel grad.

Sak 37/14 Justert mandat for Programstyret for lektorutdanningen

Oddrun Samdal orienterte i saken. Gjeldende mandat for programstyret ble vedtatt i 2010. Ved oppnevning av nytt programstyre for kommende toårsperiode er det behov for noen få justeringer og presiseringer.

I tillegg til de endringene som er foreslått i forslag til vedtak, ble det foreslått en presisering om at nestleder trer inn ved leders fravær.

Vedtak:

Formuleringen «*Fakultetene bes avsette driftsmidler til programstyret i forhold til egen opptaksramme.*» endres til «*Programstyret utarbeider forslag til budsjett til driftsmidler. Denne sendes til universitetsledelsen til behandling innen tidsrammen for det ordinære budsjettarbeidet ved UiB.*».

2. Det føyes til en setning i innledningen av mandatet slik (i kursiv):
«*Programstyret for lektorutdanningen er et overgripende styre for hele porteføljen av lektorutdanningsprogram ved UiB. Leder- og nestledervervet i programstyret går på omgang. Nestleder har særskilt driftsansvar for PPU. Det psykologiske fakultet har sekretariatsfunksjon. Lederverv i øvrige underliggende arbeidsutvalg, både faste og ad hoc, skal også gå på omgang, og må ses i sammenheng.*»
3. Det ryddes generelt i begrepsbruken slik at 'lærer' erstattes med 'lektor'.
4. Det føyes til en setning om at nestleder trer inn ved leders fravær.

Sak 38/14 Utdanningsledelse

Rektoratet har som en del av sin valgplattform å etablere tilbud innen utdanningsledelse som både har strategisk, faglig-pedagogisk og studieadministrativt innhold. Høsten 2014 har en rekke nye lederutviklingstiltak blitt lansert. En høstsamling for alle ledere ble arrangert 13. oktober. Tema for samlingen var utdanningsledelse med vekt på roller og funksjoner i hele universitetsorganisasjonen. Utdanningsledelse er også tema ved årets studiekvalitetsseminar, som finner sted 10. desember. I dette seminaret vil målgruppen først og fremst være studieprogramledere og programkoordinatorer. Seminaret vil fungere som en forlengelse av høstseminaret. Det ble derfor stilt spørsmål ved erfaringene fra seminaret 13. Oktober.

Det kom følgende innspill:

- Seminaret 13. oktober hadde et godt opplegg og det var positivt at ledelsen ved hele UiB deltok.
- Innlegget fra BioCEED var interessant og bør tas med videre til seminaret 10. desember. Det samme gjelder Raaheim sitt innlegg om pedagogisk opplegg.
- Formen med rundebord bør videreføres.
- Det bør vurderes om man bør sitte fakultetsvis.

- Diskusjonstemaene var litt for vide, og kan med fordel være litt mer konkrete og spisset.
- Det bør vurderes å trekke inn u-ped-miljøet i seminaret.
- Etter seminaret, er det viktig at fakultetene følger opp det videre arbeidet med utdanningsledelse.
- Innspillene som kom i forbindelse med seminaret 13. oktober, blir samlet inn. Seminaret 10. desember vil bygge videre på disse innspillene.

Sak 39/14 Opptaket 2014

Oddrun Samdal orienterte. De siste årene har ansvaret for å treffe beslutninger knyttet til tilbudstall i NOM-opptaket, ligget til sentralledelsen. Nytt ved årets opptak var at dette ansvaret igjen ble flyttet ut til fakultetene. Dette innebærer at fakultetene fikk delegert myndighet til å fastsette en øvre grense for tilbudstallene ved de ulike instituttene, og å gjøre justeringer av tilbudstall for de ulike studieprogrammene der dette er nødvendig.

Det kom følgende innspill:

- Fakultetene ser det som positivt at myndigheten til å treffe beslutninger om tilbudstall er delegert til fakultetene.
- Ved SV-fakultetet har man erfart at ca. 10 – 12 % av de som har tatt imot studieplass ikke møter opp. Det blir derfor tatt hensyn til dette, og fakultetet «overbooker» tilsvarende når tilbud om studieplasser blir gitt. Overbooking er derfor ikke et reelt problem.
- I forbindelse med studiestart hadde Studvest en sak om overfylte auditorier ved blant annet på MN-fakultetet. I denne perioden kommuniserte fakultetsledelsen tett med studentrepresentantene. Fakultetet vurderer det slik at overbooking var en problemstilling av begrenset omfang og varighet.
- Det ble iverksatt tiltak med doble forelesninger på de forelesningene der det var behov for det. Doble forelesninger i forbindelse med fulle auditorier er et godt tiltak. Erfaringer fra årets opptak er at studentene bør styres til de ulike forelesningene for å unngå at alle velger det samme tidspunktet.

Sak 40/14 Studiestart 2014

Etter behandlingen av studiestart og organisering av studentmottaket i universitetsstyret i februar 2013, ble det gjennomført en rekke endringer i forbindelse med fadderuken høsten samme år. De nye tiltakene ble positivt mottatt og det ble iverksatt ytterligere tiltak i forbindelse med inneværende års studiestart. Blant tiltakene som er nye av året var kurs for fadderledere, og ansettelse av fadderkoordinator.

Det kom følgende innspill:

- Fadderstyrene og studentrepresentantenes innspill bør tas med i organisering av fadderordningen framover.
- Fadderkoordinatorerne var positive til kontakten de hadde med SA. Framover er det viktig at fadderkoordinatorerne også kommuniserer godt med eget fakultets ledelse.

Sak 41/14 Ex. phil.

I mai i inneværende år ble det behandlet en sak om ex. phil. ved UiB, som tok utgangspunkt i Fuglesangrapporten. Rapporten var utarbeidet på oppdrag fra Studentparlamentet. Fuglesangutvalgets mandat var å utrede alternative måter å i tegrere ex. phil. ibachelorgraden.

Etter behandlingen av saken på møtet i mai, ble Institutt for filosofi og førstesemesterstudier (FOF) foreskrevet, og bedt om tilbakemelding på om, og eventuelt i hvilket omfang, instituttet kan tilby ex. phil. senere i studieløpet enn i første semester. Det ble også stilt spørsmål om

fra hvilket tidspunkt alternative løp i så fall kan komme på plass. FOF skriver i sitt svarbrev at de er åpne for å tilby kurset i øvrige semestre, og de har også ved enkelte institutter gjennomført opplegg for ex. phil. i andre semestre enn i første semester.

Det kom følgende innspill:

- FOF bør ha et møte med fakultetene og avklare hva de respektive fakultetene ønsker.
- Det psykologiske fakultet planlegger å legge ex. phil. til andre semester.
- SV- fakultetet er positive til flytting, men opplever at fagmiljøene ved fakultetet er noe mer avventende.
- Det ble stilt spørsmål ved om det skal være en samlet modell for hvert av fakultetene, eller om det kan ligge til hvert enkelt institutt å vurdere plassering.

Sak 42 /14 SHoT- undersøkelsen

Studentens helse- og trivselsundersøkelse (SHoT) er den største undersøkelsen av sitt slag i Norge, og ble gjennomført for første gang i 2010. I 2014 ble den andre SHoT-rapporten publisert. Undersøkelsen ser på studiesituasjonen og studielivet til norske heltidsstudenter under 35 år. Totalt 13600 studenter over hele landet deltok i årets undersøkelse, der sentrale tema blant annet var psykisk helse, studiemiljø, studiemestring.

Fakultetene har fått tilsendt tall som gjelder eget fakultet. Fakultetene oppfordres til å se på disse og vurdere oppfølging internt.

Det kom følgende innspill:

- Undersøkelsen er veldig nyttig. For enkelte fakulteter ser man at studentene blant annet bekymrer seg for arbeidslivsrelevansen for det studiet de har valgt. Dette bør det sees nærmere på.
- Det ble stilt spørsmål om enkelte av de dårlige tallene skyldes forhold ved fakultetet, eller om det har å gjøre med opptakskvaliteten.

Sak 43/14 Nordic Master Programme

Etelka Tamminen Dahl orienterte. Nordisk Ministerraðs sekretariat oppnevnte i august 2013 en ekspertgruppe for å undersøke eventuelle lovmessige eller administrative hinder for å opprette fellesgrader mellom nordiske institusjoner. Arbeidet i gruppen avsluttes i oktober 2014. Flere UiB-ansatte har deltatt aktivt i dette arbeidet. Rapporten bør kunne brukes som en informasjonskilde i forbindelse med innledning av samarbeid mellom nordiske institusjoner. I tillegg har rapporten som vedlegg en rekke dokumenter som bør kunne fungere som hjelpemidler i forbindelse med dette samarbeidet.

Saken ble tatt til orientering.

Sak 44/14 Overgang til ny vitnemålsmal

Etelka Tamminen Dahl orienterte. En arbeidsgruppe oppnevnt av Universitets- og høyskolerådet utarbeidet i 2011 et forslag til harmonisering av norske gradsvitnema og vitnema tillegg (Diploma Supplement) innenfor høyere utdanning. Forslaget har vært på høringsrunde og ble positivt mottatt, og en del forbedringsforslag fra høringsrunden er deretter blitt innarbeidet i malen. FS ved USIT har arbeidet med malen siden i fjor, og nå er malen også tilpasset lokalt i UiBs FS-system.

Saken ble tatt til orientering

Sak 45/14 Årsrapport fra læringsmiljøutvalget

Årsrapporten for Læringsmiljøutvalget for studieåret 2013-2014 ble lagt fram. Rapporten er har tidligere blitt behandlet i Læringsmiljøutvalget 25. september og behandles i universitetsstyret i møte i oktober.

Saken ble tatt til orientering.

Sak 46/14 Omlegginger av studieportefølje ved Psykologisk fakultet

Saken ble utsatt.

Sak 47/14 Eventuelt

Ingen saker.

Protokoll fra møte i Utdanningsutvalget – Møte 8 2014

Tidspunkt: 19. november 2014, Kl. 09.00–12.00

Møtested: Museplass 1, kollegierommet

Tilstede:

Viserektor for Utdanning: Oddrun Samdal

Pro- og visedekaner: Harald Walderhaug (MN), Kariane T. Westrheim (PSY), Bjørnar Borvik (JUS), Arne Tjølsen (MOF)

Vara: Einar Thomassen (HF), Karen Christensen(SV)

Studentrepresentanter: Susann Strømsvåg,

Vara: Lars Arne Nilssen møtte for Anders Sætra

Fra administrasjonen: Christen Soleim, Tove Steinsland

Forslag til dagsorden:

I Godkjenning av innkalling og dagsorden

Innkalling og sakliste ble godkjent. Kariane Westrheim meldte inn ett tema under eventuelt; Begrunnelser for sensur.

II protokoll fra tidligere møter:

Framlagt protokoll ble vedtatt med forslag til justeringer fra Kariane Westrheim.

III Diverse tilbakemeldinger fra utvalgsleder

- 16. og 17. oktober: Coimbramøte i Bergen.
- 21. oktober: DigUiB seminar.
- 9-12. november: Universitetsledelsen var i Stockholm. Tema for turen var blant annet overordnede strategier for å bygge gode forskningsmiljø.
- 10. desember: Studiekvalitetsseminaret i regi av Utdanningsutvalget og Studieadministrativ avdeling. Temaet er utdanningsledelse på studieprogramnivå. Målgruppen har fått tilsendt personlige invitasjoner.
- 19. og 20. mai 2015: Studiekvalitetskonferanse i Bergen i samarbeid med NOKUT.

Sak 48/14 Studietilbud og opptakssrammer

Universitetsstyret vedtar årlig endringer i universitetets studietilbud og omfang av utlyste studieplasser, med utgangspunkt i tilrådinger fra utdanningsutvalget. Første del i saksnotatet omhandler endringer i studietilbudet fra og med 2015. Andre del omhandler opptakssrammer og omfordeling av studieplasser for det kommende studieåret.

Jarle Eid orienterte om arbeidet med studieplanendringer ved Det psykologiske fakultet. Sentrale målsettinger for arbeidet har vært økt studiekvalitet gjennom sterke fagmiljø, årlig

opptak til flere av masterprogrammene, flere studieplasser på høyere nivå samt økt gjennomføring på lavere grad. Initiativet til gjennomgang av studieplanene ved fakultetet, ble tatt av instituttene. Planene for omlegging er vedtatt av fakultetsstyret, og skal gjennomføres i perioden 2015- 2017. Det vises til presentasjon for mer informasjon.

Behandling:

Det utsendte forslaget til vedtak inneholdt noen mangler. Det ble derfor lagt fram en korrigeret versjon av forslag til vedtak. Følgende vedtakspunkter ble tilføyd under tilrådingen om nedlegging av programmer:

- Bachelorprogram i utviklingsstudier
- Felles nordisk masterprogram i marine økosystem og klima (MARECLIM)
- Joint Master's programme in Advanced Spectroscopy in Chemistry (ASC)

I tillegg ble rammen for masteropptaket ved Det matematisk-naturvitenskapelige fakultets ramme for opptak på masternivå redusert med en, fra 297 til 296.

Oddrun Samdal orienterte om et brev fra Det humanistiske fakultet, der det heter at de involverte fakultetene er orientert om nedleggingsplanene for masterprogrammet i region og regionalisering.

Det kom følgende innspill:

- I innstillingen legges det opp til at tre fellesgrader legges ned, samtidig som fellesgrader et satsningsområde for UiB. Det bør tas opp til vurdering om fellesgrader fortsatt skal være et satsningsområde eller ikke. Det er svært ressurskrevende å administrere internasjonale fellesgradsprogrammer.
- Det er også utfordringer knyttet til drift av tverrfaglige bachelorprogrammer. Det bør vurderes om det kan iverksettes tiltak på tvers for å gjøre driften av disse programmene enklere.
- Studentrepresentantene meldte at de primært ville ha ønsket at masterprogrammet i region og regionalisering ble videreført, men at de også ser at problemene med driften av programmet gjør at begrunnelsen for nedlegging er god.
- Mye av grunnen til å framskynde saken om nedlegging av masterprogrammet i region og regionalisering, herunder den seine varslingen til de involverte fakultetene, var NOKTS evaluering av programmet, og den korte fristen for tilbakemelding til NOKUT om de videre planene for programmet.
- Programstyret til masterprogrammet i region og regionalisering har vært orientert om nedleggingsplanene fra spørsmålet om nedlegging først dukket opp. Ingen av fakultetene har meldt at de har innvendinger mot nedleggingen.

Vedtak:

1. Utdanningsutvalget tilrår universitetsstyret å opprette følgende studieprogram med virkning fra høsten 2015:
 - a. Bachelorprogram i bioinformatikk (med REALFA-krav)
 - b. Bachelorprogram i datasikkerhet (med REALFA-krav)
 - c. Bachelorprogram i musikkvitenskap
 - d. Bachelorprogram i nordisk språk og litteratur
 - e. Bachelorprogram i norrøn filologi
 - f. Bachelorprogram i norsk som andrespråk
 - g. Masterprogram i helsevitenskap med studieretningene fysioterapivitenskap, sykepleievitenskap, radiograf/bioingeniør, genetisk veiledning

2. Utdanningsutvalget tilrår universitetsstyret å legge ned følgende studieprogram:
- Bachelorprogram i nordisk
 - Bachelorprogram i språk og interkulturell kommunikasjon
 - Masterprogram i region og regionalisering
 - Felles mastergrad i internasjonal helse (Erasmus Mondusprogrammet)
 - Bachelorprogram i folkehelse og helsefremmede arbeid
 - Masterprogram i arbeids- og organisasjonspsykologi
 - Tverrfaglig bachelorprogram i politisk økonomi
 - Bachelorprogram i utviklingsstudier
 - Årsstudium i utviklingsstudier
 - Masterprogram i helsefag – fysioterapivitenskap
 - Masterprogram i helsefag – sykepleievitenskap
 - Masterprogram i helsefag – radiograf/bioingeniør
 - Masterprogram i helsefag – genetisk veiledning
 - Felles nordisk masterprogram i marine økosystem og klima (MARECLIM)
 - Joint Master's programme in Advanced Spectroscopy in Chemistry (ASC)
3. Utdanningsutvalget tilrår universitetsstyret å utlyse 3851 studieplasser i Samordna opptak, 1010 plasser på toårig master og 367 plasser i særskilte lokale opptak for studieåret 2015/2016

Opptaksrammene fordeler seg slik etter:

Tabell 1: Opptaksrammer for studier utlyst i Samordna opptak 2015/2016:	
<i>Fakultet</i>	<i>Opptaksramme</i>
Det humanistiske fakultet	989
Det juridiske fakultet	380
Det medisinsk- odontologiske fakultet	298
Det matematisk-naturvitenskapelige fakultet	704
Det psykologiske fakultet	520
Det samfunnsvitenskapelige fakultet	960
Totalt	3851

Tabell 2: Opptaksrammer for toårige masterstudier 2015/2016:	
<i>Fakultet</i>	<i>Opptaksramme</i>
Det humanistiske fakultet	255

Det medisinsk-odontologiske fakultet	105
Det matematisk-naturvitenskapelige fakultet	296
Det psykologiske fakultet	99
Det samfunnsvitenskapelige fakultet	255
Totalt	1010

Tabell 3: Opptaksrammer for særskilte lokale opptak:	
<i>Program</i>	<i>Opptaksramme</i>
PPU	180
Profesjonsstudiet i psykologi	82
Norsk for flyktninger og innvandrere*	80
Bachelor i utøvende musikk	25
Totalt	367

* kvote for norskurs for flyktninger og innvandrere, 40 plasser hvert semester

4. Utdanningsutvalget tilrår universitetsstyret å lyse ut studieprogram og programvise rammer i Samordna opptak, i tråd med oversiktene i vedlegg 1 merket *Opptaksrammer samordna opptak og masteropptaket* korrigerert for de innspillene som kom i forbindelse med møtet.
5. Utdanningsutvalget tar fakultetenes opptak utenfor opptaksrammene til etterretning.

Sak 49/14 Tildeling av PEK-midler og Uglepris

Oddrun Samdal orienterte. Satsningsområdene for årets tildeling av PEK-midler ble vedtatt i UU-møtet 20. mai. I alt 16 prosjekter søkte om over 2,8 millioner kroner. I tillegg har tre fakulteter innstilt kandidater til Ugleprisen. En egen vurderingskomité har vurdert PEK-søknadene og gitt innstilling om tildeling av PEK-midler og Uglepris. Utdanningsutvalget vedtar tildeling av PEK-midler og Uglepris.

Det kom følgende innspill:

- Vurderingskomiteen foreslår å slå sammen bevilgningen til Sosiologisk institutt og Institutt for sosialantropologi, og begrunner dette med at prosjektene har flere fellesnevnerne både når det gjelder rekruttering og kilder til studievalg.
- Det ble stilt spørsmål ved om PEK-midler skal benyttes til DigUiB-prosjekter, gitt at DigUiB har ett eget budsjett. Det ble orientert om at prosjektet som søker om PEK-midler i sin helhet dreier seg om opplæring, mens midler i DigUiB-budsjettet først og fremst brukes til oppbygging av en god infrastruktur.

Vurderingskomiteen sin innstilling ble enstemmig vedtatt.

Vedtak:

Utdanningsutvalget vedtar følgende tildeling av pek-midler og Uglepris for 2015:

Det psykologiske fakultet:

- Institutt for pedagogikk, «DigUiB og digital kompetanse II»: kr. 280 000
- Institutt for pedagogikk, «Sammen for bedre læring. Hva lærer studenter i praksis?»: kr. 280 000,-.

Det medisinsk-odontologiske fakultet:

- Institutt for global helse og samfunnsmedisin, «Utvikling og utprøving av ny eksamensform som avslutning på FARM204 Samfunnsfarmasi II og veiledet praksis»: kr. 100 000,-.

Det samfunnsvitenskapelige fakultet:

- Sosiologisk institutt og Institutt for sosialantropologi: prosjekter knyttet til rekruttering/studievalg/fravalg. Samlet sum: kr. 150 000,-
- Institutt for geografi, «*Videreutvikling av teknologi for avansert interaktiv fjernundervisning*», kr. 215 000,-.

Det matematisk-naturvitenskapelige fakultet:

- Institutt for geovitenskap og Matematisk institutt; fellesprosjekt – digital læringslab. Kr. 250 000,-.

Uglepris

Det humanistiske fakultet:

Emnet *Praktisk informasjonsarbeid* ved Institutt for lingvistiske, litterære og estetiske studium (LLE) blir tildelt Ugleprisen for 2014, kr. 100 000,-.

Sak 50/14 Utvelgelseskriterier for ny læringsplattform

Mi Side skal fases ut og blir erstattet av en mer moderne og framtidsrettet læringsplattform. Formålet med saken var å drøfte aktuelle utvelgelseskriterier for ny læringsplattform ved UiB.

Det kom følgende innspill:

- Studentrepresentantene ba om at det nye systemet legges opp slik at det er tilstrekkelig med en pålogging for å nå alle funksjoner og tjenester til studentene, og videre at det blir lagt opp til en funksjonell tilgang til systemet via mobil og nettbrett.
- Det bør legges til rette for at meldinger om avlysning og endringer i undervisningstid og –sted kan sendes via mobil, eventuelt at avlysninger blir lagt i kalenderen med varslings.
- Læringsplattformen bør i større grad enn i dag, legge til rette for at studentene kan oppholde seg utenfor campus
- Det ble gjennomført en undersøkelse i regi av DigUiB i høst, der kriterier for valg av ny læringsplattform var ett av temaene. Det ble bedt om at relevante innspill fra kartleggingen blir lagt ved når saken legges fram for utdanningsutvalget over nyttår. Når ledelsen ved DigUiB-programmet gjennomfører fakultetsvise møter i desember og januar, har de med seg resultatene fra undersøkelsen.

Medlemmene i utvalget ble oppfordret til å ta opp temaet ved fakultetet, slik at vi sikrer oss at de løsningene som velges er de mest pedagogiske.

Sak 51/14 Møtedatoer 2015

Vedtak:

Møtedatoer i Utdanningsutvalget i 2015:

- Torsdag 5. februar
- Onsdag 11. mars
- Onsdag 15. april (utdanningsmelding)
- Onsdag: 13. mai
- Studiekvalitets- og NOKUT konferanse 19. og 20. mai
- UU-seminar 11. og 12. juni
- Onsdag 2. september
- Onsdag 14. oktober
- Torsdag 19. november

Studiekvalitetsseminaret 16. desember –møtetid fra kl. 9.00-12.00.

Sak 52/14 Eventuelt

Kariane Westrheim tok opp en problemstilling om studenter som ber om skriftlig begrunnelse for karakterer. Skriftlig begrunnelse er en tidkrevende ordning for sensorer. Det er også et problem at enkelte studenter tar direkte kontakt med sensor for å få begrunnelse. Det ble stilt spørsmål ved om det er mulig å gjennomføre dette arbeidet på en mindre tidkrevende måte. Det ble også tatt til orde for å utarbeide en felles veileder for sensorer for UiB/ fakultetene.

Videre ble det stilt spørsmål om hva som er de formelle rammene for begrunnelser. Er eksempelvis muntlige tilbakemeldinger tilfredsstillende, og er det tilfredsstillende å ha en felles gjennomgang/orientering om karaktersetting i emner med mange studenter? Temaet blir fulgt opp i en UU-sak på nyåret.

UNIVERSITETET I BERGEN
LÆRINGSMILJØUTVALGET(LMU)

*Læringsmiljøutvalget ved UiB er oppnevnt i henhold til
Lov om universiteter og høyskoler § 4-3.*

Referat fra møte i Læringsmiljøutvalget (LMU) – møte 3 2014

Tid: Torsdag 25. september kl. 09.00- 12.00.

Sted: Det psykologiske fakultet, styrerommet i 5. etasje i Christies gate 13.

Medlemmer: Viserektor for utdanning Oddrun Samdal, avdelingsdirektør Even Berge (EIA), avdelingsdirektør Christen Soleim (SA), Siri Bjerkestrand (studenter med funksjonsnedsettelse), Tommy Aarehun (student), Eivind Brandt (student), Pernille Reitan Jensen (student), Pål Halle Johnsen (student) og Tord Lauvland Bjørnevik (student).

Observatører og andre: Hege Råkil (SiB), Tore Burheim (ITA), Runa Jakhelln (POA), Anne B. Åsmul (UB).

Fra administrasjonen: rådgiver Iren Igesund (SA).

Forfall: dekan Knut Helland.

Saksliste:

I Godkjenning av innkalling og dagsorden

Innkalling og dagsorden ble godkjent.

II Referat fra møte 13.05.2014

Referatet var godkjent.

Sak 23/14 Valg av LMU-leder for studieåret 2014-2015

I følge UH-lovens § 4-3 og LMUs regler § 2, skal LMU hvert år velge leder vekselvis blant de tilsattes og studentenes representanter. De tilsatte, ved viserektor for utdanning Oddrun Samdal, har hatt lederfunksjonen i ett år, og ny leder ble derfor valgt blant studentenes representanter. Studentrepresentantene foreslo Tommy Aarehun som ny leder for LMU.

Studentparlamentet foreslo å velge vara for LMU-leder blant studentene i neste LMU-møte.

Læringsmiljøutvalget fattet følgende vedtak:

Læringsmiljøutvalget vedtar at Tommy Aarehun blir leder for Læringsmiljøutvalget i studieåret 2014-2015.

Sak 24/14 Møte med representanter fra Det psykologiske fakultet

Til denne saken møtte fra fakultetet: visedekan for utdanning Kariane Therese Westrheim, studiesjef Frode Randal og administrasjonssjef Øystein Steine Larsen. I tillegg deltok Ove Botnevik fra Eiendomsavdelingen.

I møtet og på omvisningen ble det blant annet informert om:

- Christies gate 12: Ombyggingen starter i januar 2015 og skal være ferdig til studiestart. Ombyggingen gjelder kjelleretasjen, 1. etasje og 2. etasje. I forbindelse med dette tas undervisningsrom og auditorium ut av bruk, noe som er en utfordring i forhold til å skaffe alternative undervisningsrom. Autogården er ledig fra februar, og dette vil frigjøre ekstra undervisningsrom og lesesalsplasser. Biblioteket skal holdes åpent under ombyggingen. EIA vil sende ut informasjon om ombyggingen til alle fakultetene. Det er planlagt informasjonsmøter for alle instituttene ved fakultetet. Studentene er blitt informert på et studentfrokostmøte. Studentene har vært med i prosessen, og er glad for at ombyggingen skjer på så kort tid.
- Fakultetet har en god dialog med studentene, noe de ser på som viktig.
- Studentene har fått et nytt studentlokale i Christies gate 13 i forbindelse med ombyggingen av Christies gate 12.
- Rekrutteringen av studenter til styrer og utvalg er bedre enn tidligere.
- Det ble påpekt at fakultetet ikke hadde invitert studentrepresentanter til møtet, noe fakultetet beklagde.
- Deltakende evaluering: Fakultetet synes at det er et godt notat som det jobbes med og de håper på å implementere det.
- Studentene påpekte at obligatorisk undervisning flyttes på kort varsel i relativt stor grad og at timeplanen ikke er klar til 1. juni til tross for at det foreligger et styrevedtak på når timeplanen skal være ferdig. Fakultetet beklagde dette.

Utvalget fikk en omvisning i Christies gate 13. Der fikk utvalget se seminarrom, masterlesesal for psykologi, møterom for Studentutvalget og informasjonssenteret. Fakultetet tilbyr lesesalsplasser for jusstudentene i forbindelse med rehabiliteringen av jusbygget.

Sak 25/14 Læringsmiljøprisen 2014 - oppnevning av jury

Læringsmiljøprisen er publisert på Mi side og utlyst gjennom brev til fakultetene og Studentparlamentet i tråd med vedtatte tidsplan. Nominasjonsfristen var 15. september. Tommy Aarehun har også informert om prisen i studentradioen.

I følge statuttene for prisen skal forslagene vurderes av en jury bestående av to studenter og to ansatte, og juryens tilråding skal så legges fram for LMU til avgjørelse.

Læringsmiljøutvalget fattet følgende vedtak:

Juryen for Læringsmiljøprisen 2014 består av Oddrun Samdal, Even Berge, Eivind Brandt og Pål Halle Johnsen.

Sak 26/14 LMU- årsrapport studieåret 2013-2014

Læringsmiljøutvalget har hatt fem møter i løpet av studieåret 2013-2014 og behandlet 45 saker. Av disse sakene utgjør dialogmøtene med fakultetene og oppfølgingen av *Handlingsplan for styrking av universitetets læringsmiljø* faste poster. Dette året har det vært spesielt fokus på arealplanen for UiB, etableringen av et studentombud ved UiB, retningslinjer for konflikter som omfatter studenter og studiestart 2014.

Læringsmiljøutvalget fattet følgende vedtak:

Læringsmiljøutvalget vedtar årsrapporten for studieåret 2013-2014.

Læringsmiljøutvalget ber om at rapporten blir oversendt til universitetsstyret for videre behandling.

Sak 27/14 Organisatorisk plassering og mandat for studentombudet ved UiB

To modeller for organisatorisk plassering av studentombudet er utredet. I saken blir fordeler og ulemper ved plassering hos SiB og HMS-seksjonen skissert. Ved begge modeller vurderes uavhengigheten å være ivaretatt, men legitimiteten vurderes størst ved plassering hos HMS-seksjonen. Derfor foreslås studentombudet organisatorisk plassert ved HMS-seksjonen.

Bakgrunnen for forslaget til organisatorisk plassering av studentombudet er at saken ble drøftet i en studentlunsj med rektoratet, men siden universitetsdirektøren ikke var til stede er den nødvendige forankringen i organisasjonen ikke tilstrekkelig ivaretatt. Oddrun beklaget dette.

Det kom følgende innspill i saken:

- det er viktig med en tydelig forankring ved UiB, noe som er et viktig argument for å plassere studentombudet i organisasjonen
- hovedverneombudet har også en organisatorisk plassering ved UiB
- fra UiB sin side er det viktig at studentombudet blir gitt størst mulig uavhengighet
- det er viktig med legitimitet i organisasjonen
- SiB bør fortsatt vurderes som et alternativ
- SiB er først og fremst en velferdsorganisasjon
- ved plassering hos SiB, kan det også betraktes som et studentombud for de andre utdanningsinstitusjonene i Bergen
- SiB er opptatt av gode løsninger når det gjelder plassering av studentombudet

Læringsmiljøutvalget anbefalte å bruke ekstra tid på saken for at plasseringen av studentombudet skal bli tydelig forankret og studentombudet skal få den nødvendige legitimiteten for å utøve mandatet.

På bakgrunn av diskusjonen i møtet fattet Læringsmiljøutvalget et todelt vedtak:

1. Mandatet vedtas uten at organisatorisk plassering er konkretisert.
2. I tråd med vedtaket i universitetsstyret, foreslås det at LMU-leder og universitetsdirektør har et møte innen 14 dager for å drøfte organisatorisk plassering av studentombudet. Deretter sendes det ut et forslag til organisatorisk plassering på e-post som LMU voterer over. Dersom det ikke blir flertall i saken, innkalles det til et ekstraordinært LMU-møte for ny votering.

Sak 28/14 Møtedatoer for høsten 2014 og våren 2015

Følgende møtedatoer ble foreslått for utvalget:

Onsdag 26. november,	kl. 09-12
Onsdag 11. februar,	kl. 09-12
Torsdag 9. april	kl. 09-12
Onsdag 27. mai,	kl. 09-12

Læringsmiljøutvalget fattet følgende vedtak:

Læringsmiljøutvalget vedtar forslaget til møtedatoer som gjeldende for høstsemesteret 2014 og vårsemesteret 2015.

Sak 29/14 Resultater fra SHot-undersøkelsen

Hege Råkil presenterte resultater fra Studentens helse- og trivselsundersøkelse (SHoT) 2014, som er Norges største studentundersøkelse. Undersøkelsen er en oppfølging av den første SHoT-undersøkelsen fra 2010.

Resultatene viser at UiB sine studenter er mer tilfredse med studentmiljøet og studiebyen enn nasjonalsnittet. I følge SHoT er studenter som deltar i fadderordninger «mer fornøyde med studiemiljøet». Samtidig er det en økende andel som «ofte» opplever press fra medstudenter som en negativ påvirkning på studiet. Det er også en økende andel UiB-studenter som «ofte» opplever konsentrasjonsproblemer som negativ påvirkning på studiet.

Når det gjelder psykisk helse, så er det 19 % som oppgir at de har «alvorlige» psykiske symptomer, mot 10 % i befolkningen, i samme aldersgruppe, totalt. Forekomsten av alvorlige psykiske symptomer var dobbelt så høyt blant kvinner. Tallene viser en økning nasjonalt fra SHoT 2010, med kraftigere økning blant kvinnelige studenter. Men de fleste av disse studentene har likevel ikke behov for behandling. Rundt 1/3 av de som rapporterer om plager søker hjelp for disse. SiB har god dekning når det gjelder å tilby de hjelp.

Når det gjelder bruk av rusmidler, så har studenter på UiB noe større risiko for alkoholrelaterte helseskader enn studenter nasjonalt, men det er likevel en nedgang i risiko for helseskader siden undersøkelsen i 2010.

Tallene fra 2010 ble tatt på alvor, og SiBs tilbud ble innrettet etter disse resultatene. SiB har nok ressurser i dag til å dekke etterspørselen. Det forebyggende arbeidet er viktig.

Det kom følgende innspill i saken:

- Det er viktig med tall på institusjonsnivå og å få rettet informasjonen mot de som trenger det.
- Mentorordning kan være nyttig for å sikre at alle får en gruppe å forholde seg til, noe som vil skape tidlig inkludering og tilhørighet og virke helseforebyggende.
- Hva som fremmer mestring kan være forskjellig fra kvinner til menn, og gjennom mestring blir læring noe positivt.
- Det er viktig med forskjellige vurderingsformer.
- Oddrun Samdal har kommentert undersøkelsen i media og understreker at UiB tar resultatene på alvor.
- Studentlokaler er viktige for å skape faglig-sosiale arenaer for studentene.
- Tiltak som kan fremme psykisk helse kan også fremme studiekvalitet og hindre frafall.

Læringsmiljøutvalget konkluderte med at det er viktig å følge opp dette temaet i LMU og at et godt samarbeid med SiB står sentralt i dette arbeidet.

Sak 30/14 Vern mot gjengjeldelser ved varsling

Studentparlamentet er bekymret for studentenes rettssikkerhet og UiB sine muligheter til å oppdage kritikkverdige forhold. De har vedtatt en resolusjon der de ber Universitetet i Bergen endre regelverket og gi studenter samme vern mot gjengjeldelser ved varsling som ansatte har.

Ansatte har et sterkt vern i Arbeidsmiljøloven, mens studentene mangler dette vernet, noe som kan bidra til at studentene er redde for å varsle om kritikkverdige forhold.

Det kom følgende innspill i saken:

- Dette er et viktig initiativ. Spørsmålet er hvordan initiativet integreres og følges opp.
- I enkelte tilfeller har studentene samme rettigheter som ansatte. Dette gjelder f. eks. på laboratorium og under feltarbeid.

- Det kan være en ide å sjekke dette opp videre i tett dialog med de som forvalter rettighetene for studentene.

Læringsmiljøutvalget anbefalte å sjekke ut rettighetene til studentene i forbindelse med saken.

Sak 31/14 Studiestart og fadderuken 2014

Et nytt tiltak i forbindelse med studiestart 2014 har vært ansettelse av en fadderkoordinator i 50 % stilling. Faddervaktordningen og den sentrale potten på kr. 500 000,- til kulturelle, sportslige og sosiale fadderarrangement, ble videreført. I tillegg fikk alle fakultetene støtte til bruk av et SMS-system under fadderuken.

Alle 1000 faddere ble tilbudt kurs. Kurset, som ble inndelt i to moduler, hadde fokus på rusforebygging, kulturforståelse og inkludering, beredskap og sikkerhet, førstehjelp, mediekontakt og rolleforståelse. Rundt 1300 studenter totalt deltok på begge modulene.

Det har vært arrangert et fellesmøte mellom utdanningsinstitusjonene i Bergen i regi av Utdanning i Bergen. Medieomtalen var mindre i år enn foregående år, og omtalen var overveiende nøytral eller positiv.

Oddrun Samdal uttrykte at det blir gjort et fantastisk arbeid av fadderstyrene og faddervaktordningen i forbindelse med studiestart.

I rapporten fra fadderkoordinator kommer det fram at fadderkoordinator og enkelte fakultet har hatt noen utfordringer i samarbeidet med Kvarteret.

Det kom følgende innspill i saken:

- Det er viktig at retningslinjene for tildeling kommer klart frem i utlysingsbrevet av den sentrale potten til fadderarrangement.
- Det bør arrangeres et møte med Kvarteret.
- Fadderstyrene savner et punkt om samarbeidet med fadderkoordinator.
- Fadderstyrene opplevde at koblingen mellom fadderkoordinator og Studieadministrativ avdeling var for sterk.

Læringsmiljøutvalget anbefalte at Tommy Aarethun ber Christine Wigestrands om å supplere rapporten med informasjon om hvordan samarbeidet med fadderstyrene har vært. Studieadministrativ avdeling tar med seg tilbakemeldingen om at koblingen mellom avdelingen og fadderkoordinator har vært for sterk i planleggingen av neste års studiestart.

Sak 32/14 Retningslinjer for konflikter som omfatter studenter

Et foreløpig utkast til retningslinjer ble drøftet på LMU-møtet 13. mai. Læringsmiljøutvalget anbefalte å sende utkastet til Personal- og organisasjonsavdelingen for å få en vurdering av om det er behov for særskilte avklaringer i forhold til definisjonen av konflikt, og om dette har konsekvenser for oppfølgingen av konflikter. Teksten ble videre anbefalt å gjennomgå med mål om ytterligere konkretisering.

Personal- og organisasjonsavdelingen har kommentert utkastet, og tilbakemeldingen derfra var at det er viktig å sortere i hvilke situasjoner man ønsker å regulere i retningslinjen. De mener at retningslinjen bør ta utgangspunkt i hva som er et fullt forsvarlig læringsmiljø etter universitets- og høyskoleloven. I tillegg er det en fordel å avgrense mot tilfeller som ikke kommer inn under retningslinjen, f. eks forhold som det må forventes at studentene ordner

opp i selv. Det er videre viktig at punkt 6 i retningslinjen er så klart som mulig og at det ikke er for mange alternativer slik at det blir forvirring om hvem som har ansvar for å bidra til å løse konflikten.

Arbeidsgruppen har i tillegg hatt et møte med Ståle Einarsen som har kommet med viktige innspill til det videre arbeidet, og arbeidsgruppen vil drøfte disse.

Saken ble tatt til orientering.

Sak 33/14 Orienteringssaker

Det var ingen saker.

Sak 34/14 Eventuelt

Erfaringsbasert master i helseledelse, kvalitetsforbedring og helseøkonomi har sendt et notat til Læringsmiljøutvalget der de informerer om at det er et problem å finne tilfredsstillende lokaler til undervisning. Til og med høstsemesteret 2013 hadde studentene på dette programmet fortrinnsrett til konferanserommene på VilVite, noe som fungerte veldig bra. De ber Læringsmiljøutvalget vurdere om det er mulig å få denne ordningen tilbake.

Det kom følgende innspill i saken:

- MN-fakultetet har gitt tilbakemelding om at EVU-undervisning blokkerer for faste forelesninger, og at faste forelesninger må prioriteres.
- Lokaler kan leies på byen.
- Utnyttelsesgraden har vært dårlig når disse lokalene brukes til blokkundervisning.

Læringsmiljøutvalget anbefalte at EIA og SA ser nærmere på om det er muligheter for å finne egnede lokaler for blokkundervisning.

REFERAT FRA MØTE I LIKESTILLINGSKOMITEEN 16.10.14

Senter for kjønns- og kvinneforskning, Ida Bloms hus, kl.13.15 – 15.30

Til stede: Hanne Marie Johansen, Antonella Zanna Munthe-Kaas, Dag Ø. Endsjø, Mona Grindheim Matre, Helge Molde, Linn Solvang Aarvik, Randi Barndom, Anne Marit Skarsbø, , Katharina Sass, Johanne Vaagland, Yngve Brynjulfsen, Atle Møen, Inge Fristad (MOF).

Forfall: Christian Franklin, Jutta Dierkes, Marius Prytz.

Møteleder: Hanne Marie Johansen

Referent: Mona Grindheim Matre

Sak 25/14: Referat fra forrige møte

Referatet fra forrige møte ble godkjent uten merknader.

Sak 26/14: Presentasjon av SKOK v/senterleder Christine M. Jacobsen

Senterleder Christine M. Jacobsen orienterte om senteret generelt og planer fremover. Senteret har 3, 5 årsverk i faste stillinger. Jacobsen orienterte om at SKOK har planer om å utvikle et emne rettet mot det utvidede likestillingsbegrepet.

Sak 27/14: SKOK sitt undervisningstilbud på BA-nivå – nye planer – orientering v/ Hanne Johansen

SKOK har planer om å utvikle et emne om det utvidede likestillingsbegrepet. Det er foreløpig ikke avklart om dette blir et enkeltemne, bachelornivå og/eller som fjernstudier. SKOK ønsker konkrete innspill fra Likestillingskomiteen om forslag til innholdet i studieplaner med både en beskrivelse av nåsituasjonen og en beskrivelse av hva som kan/skal gjøres.

Sak 28/14: Likestillingsperspektiv i fagplaner, undervisning og forskning – visedekan for utdanning ved Det medisinsk-odontologiske fakultet, Inge Fristad.

Randi Barndon fra arbeidsgruppen innledet og forklarte hva arbeidsgruppen hadde diskutert. Momentene som var utgangspunkt for møtet var diskrimineringsgrunnlaget generelt, pensum, undervisning og forskning, kunnskap om studentmassen og trivsel, mangfoldig rekruttering av studenter og universitetsledelsens bidrag til arbeid med likestilling og mangfold.

Inge Fristad, visedekan for utdanning ved Det medisinsk-odontologiske fakultet, presenterte likestillingsarbeidet ved fakultet, og særlig ved Institutt for klinisk odontologi hvor han er ansatt som professor. På medisinstudiet er det nå en andel på 80 % kvinnelige studenter, og fakultetet har diskutert kvotering av menn som et tiltak for å øke andelen menn. Ved Institutt for klinisk odontologi er det 50 % kvinnelige professorer og 99 % kvinnelige førsteamanuenser. Vedrørende studenter med ulik etnisitet er det få utenlandske studenter på odontologi. De har et eget studieprogram

for tannleger som har autorisasjonen sin fra land utenfor EØS. Det er flere utfordringer på dette studieprogrammet, særlig i forhold holdninger til kvinner som kommer til uttrykk ved at menn ikke vil ta beskjeder fra kvinner o.l.

Det ble stilt spørsmål om hvordan Det medisinsk-odontologiske fakultet forholder seg til spørsmålet om sosial klasse, da studiene på fakultetet tradisjonelt er forbundet med høy status. Dette ble besvart med at inntaket reguleres av felles opptak på bakgrunn av karakterer og for øvrig forholder seg likt til søkermassen.

Det medisinsk-odontologiske fakultet har et Senter for internasjonal helse som har kvoteprogram for ph.d.-utdanning, hvor studentene i hovedsak reiser tilbake til hjemlandet etter avlagt doktorgrad.

Vedrørende trivsel blant studentene (Studentenes helse - og trivselsundersøkelse 2014) ble det nevnt at denne skal det jobbes mer med og at resultatene diskuteres nærmere i Likestillingskomiteen. Det fremgår blant annet av undersøkelsen at ¼ av ikke-heteroseksuelle studenter opplever i noen – eller stor grad at det er problematisk å være åpen om sin seksuelle legning, men at det oppleves i mindre grad problematisk å være åpen om sin seksuelle legning i 2014 sammenlignet med 2010.

Last ned hele undersøkelsen her:

https://www.sit.no/sites/default/files/SHoT%202014_Rapport_0.pdf

Sak 29/14: Orientering: Tilsettingssak – Det matematisk-naturvitenskapelige fakultet sitt svar.

Likestillings- og diskrimineringsombudet (LDO) har konkludert med at søker ikke har vært utsatt for kjønnsdiskriminering og at UiB har behandlet saken korrekt.

Møteplan: Neste møte i likestillingskomiteen er torsdag 20. november kl. 13.15 i Christies gate 18, rom 3.55. Første møte i 2015 er satt til 22. januar kl. 13.15 i Christies gate 18, rom 3.55.

UNIVERSELL UTFORMING AV LÆRINGS- OG ARBEIDSMILJØ – MØTE I ARBEIDSGRUPPEN I LIKESTILLINGSKOMITEEN 20.11.2014

Møterom 3.55, Christies gate 18, kl.13.15 – 15.00

Til stede: Hanne Marie Johansen, Bente Nilsen Hordvik, Iren Igesund, Siri Bjerkestrand, Else Jerdal, Atle Møen, Linn Aarvik, Mona Grindheim Matre, Even Berge.

Representanter fra Eiendomsavdelingen, Personal- og organisasjonsavdelingen, Studieadministrativ avdeling, Hovedverneombud, Arbeidsmiljøutvalget og Læringsmiljøutvalget, i tillegg til Likestillingskomiteen, var invitert til møtet.

Møteleder: Hanne Marie Johansen

Referent: Mona Grindheim Matre

Presentasjon ved Even Berge, avdelingsdirektør ved Eiendomsavdelingen

Universitetet i Bergen eier ca. 90 bygg og har utfordringer med universell utforming (UU) av eldre bygg. Det er tilsatt en person i en 3-årig prosjektstilling som arbeider med å kartlegge hele bygningsmassen i forhold til UU, dette prosjektet skal resultere i en rapport som ferdigstilles i løpet sommeren 2015. Det skal lages en tiltaksplan på bakgrunn av denne rapporten. Alle nye byggeprosjekter ved UiB utføres med universell utforming. Regjeringens visjon er at Norge skal være universelt utformet innen 2025. UU skal tilrettelegge bedre for alle, ikke bare de med spesielle behov.

Det ble rettet spørsmål fra Likestillingskomiteen vedrørende utemiljøet på campus og Nygårdshøyden, i forhold til fortauskanter, hull i asfalt osv., og ønske om at Eiendomsavdelingen tar dette videre til Bergen kommune. Eiendomsavdelingen har halvårige møter med kommunen hvor UiB har tilbudt seg å dele på utgiftene med kommunen i forhold til utbedring av utemiljøet. Det har vært vanskelig å få til et samarbeid med Bergen kommune om dette. Berge oppfordret generelt sett å bruke vernerundene aktivt til å melde inn og klargjøre behov, og avviksrapportering som et viktig verktøy for å kartlegge utfordringer.

Det ble også diskutert utfordringer omkring universell utforming av IKT, både i forhold til nettsider, men også for eksempel Personalportalen PAGAweb som ikke er tilpasset synshemmede. Økt digitalisering ved UiB krever generelt sett økt universell utforming av IKT.

Det ble konkludert med nytt møte om Universell utforming høsten 2015 hvor rapporten om bygningsmassen ved UiB presenteres, og at IT-avdelingen inviteres for å informere om UU av IKT.

Neste møte i Likestillingskomiteen er torsdag 22. januar kl. 13.15 – 15.00.

Referat	AMU		
Dato:	03.12.14	Sted:	Kollegierommet, Muséplass 1
Fra / Til	09.00-11.00	Referent:	Runa Jakhelln
Innkalt av:	AMU ved UiB		
Møteleder:	Kjell Bernstrøm		
Deltakere:	<p>Tilstede: <u>Arbeidsgiverrepresentanter:</u> Even Berge, Kjell Bernstrøm, Britt-Karin Muri, Dag Rune Olsen, Asbjørn Strandbakken <u>Arbeidstakerrepresentanter:</u> Siv Lise Bedringaas, Randi Heimvik, Else Jerdal, Jørgen Melve <u>Bedriftshelsetjenesten:</u> Bente-Lise Lillebø, Roar Nese <u>Observatør og andre:</u> Tommy Aarethun, Tore Reigstad (III), Tordis Sundnes (sak 36/14) <u>Sekretær:</u> Runa Jakhelln <u>Meldt frafall:</u> Steinar Vagstad</p>		

Sakliste

I Innkalling og sakliste ble godkjent.

II Referat ble godkjent.

III Sikkerhet på UiB - status

Overingeniør Tore Reigstad, Eiendomsavdelingen, gav en grundig orientering om status i arbeidet med sikkerhet på UiB. Det er markert nedgang i innbrudd/tyveri etter stengingen av Nygårdsparken.

Informasjon og opplæring av studentene er fokusområde neste år.

Fakultet/avdelinger vil få tilsendt mer systematisk statusrapporter om status i arbeidet med sikkerhet.

31/14

Endring av verneområder

Kommentarer fra AMU:

Det er viktig at Sarssenterets særegne status ivaretas. Selv om senteret ikke utgjør en del av sentraladministrasjonen vil tilhørigheten til dette hovedverneområdet gi nettverk og kompetansedeling for verneombud, og heller ikke være til hinder for samarbeid med Det matematisk-naturvitenskapelige fakultet der det er hensiktsmessig.

Vedtak:

Universitetsbiblioteket:

Hovedverneområde 9.0 Universitetsbiblioteket får følgende inndeling:

- 9.1 Bibliotek for humaniora (Haakon Sheteligsplass 7)
 Bibliotek for juridiske fag (Magnus Lagabøtes plass 1)
 Bibliotek for samfunnsvitenskap og musikk (Fosswinckelsgt. 14)
 Avdeling for fellesfunksjoner (Haakon Sheteligsplass 7)
- 9.2 Bibliotek for medisinske og odontologiske fag (BB- bygget, Jonas Lies vei 91)
 Bibliotek for psykologi, utdanning og helse (Christiesgt. 12)

Bibliotek for realfag, (Johannes Brunsgt. 12)
Billedsamlingen (Nygårdsgt. 5)
Manuskript- og librarsamlingen (HF- bygget, Sydnep. 7)

Studieadministrativ avdeling, Utdanning i Bergen, UiB Global,
Sarssenteret:

Hovedverneområde 8.0 Administrasjonen får følgende endring i inndeling:

- 8.1 Rektors kontor (Museplassen 1)
Universitetsdirektørens kontor (Museplassen 1)
UiB Global (Jekteviksbakken 31)
- 8.12 (ny) Studieadministrativ avdeling (Langesgate 1-3/
Nygårdsgaten 5/Christiesgate 20, underetg.)
Utdanning i Bergen (Nygårdsgaten 5)
- 8.13 (ny) Sarssenteret (Thormøhlensgt. 55, 1. og 2. etg.)

De nye verneområdene trer i kraft 01.01.2015.

AMU ber Sarssenteret evaluere organisering av verneområdet i samarbeid med verneombud før utgangen av verneombudsperioden 2015-2016.

- 32/14 Utkast til Rusmiddelpolitikk ved UiB**
Vedtak:
Arbeidsmiljøutvalget godkjenner utkast til Rusmiddelpolitikk ved UiB med de merknader som fremkom i møtet, og ber om at denne implementeres i virksomheten.
- 33/14 Inneklimaundersøkelser – Institutt for klinisk odontologi**
Kommentarer i AMU:
Disse undersøkelsene er god dokumentasjon i det videre arbeidet med byggeier.
Vedtak:
Arbeidsmiljøutvalget tar saken til orientering.
- 34/14 Møteplan for Arbeidsmiljøutvalget 2015**
Vedtak:
AMU tar forslag til møteplan til etterretning.
- 35/14 Aktuelle byggesaker ved UiB**
Vedtak:
Arbeidsmiljøutvalget tar saken til orientering.
- 36/14 Skademeldinger (Avvik, ulykker og nestenulykker)**
I tidsrommet 08.08.14 - 13.11.14 er det mottatt og registrert 11 avvik, 11 ulykker og ingen nestenulykker. Parallelt er det i pilotprosjektet som er en del av «Prosjekt for nytt elektronisk system for melding av HMS-avvik» som nå er tatt i bruk ved hele Det matematisk-naturvitenskapelige fakultet, meldt 18 HMS-avvik. Det er ikke meldt om alvorlige personskader i perioden.

Kommentarer fra AMU:

Drift og kontroll av avtrekkskap etter dagens HMS-krav er en utfordring.

Vedtak:

AMU ber HMS-seksjonen om å sende en oversikt over avtrekkskap uten alarm til universitetsledelsen, og at problematikk knyttet til avtrekkskap i relasjon til Helse Bergen og samordningsavtalen bringes videre til universitetsledelsen. Videre bes HMS-seksjonen i samarbeid med Eiendomsavdelingen om å fremme sak til neste AMU-møte vedr. avtrekkskap.

37/14

Orienteringer fra:**HMS-seksjonen**

- Pilotprosjekt HMS-avvik er tatt i bruk ved hele Det matematisk-naturvitenskapelige fakultet og skal evalueres over nyttår, før systemet implementeres ved UiB.
- UiB har gått til innkjøp av krisehåndteringsverktøyet KunnskapsCIM for å sikre bla. best mulig varsling og oversikt over risiko i hele organisasjonen ved en beredskapssituasjon. En prosjektgruppe er etablert, som ledes av HMS-seksjonen. Sentral ledelse, IT-avdelingen og Kommunikasjonsavdelingen skal ta verktøyet først i bruk.
- UiB skal rapportere til Kunnskapsdepartementet i form av en ROS-analyse av de forhold vi mener har størst potensielle risiko ved UiB.

Universitetets hovedverneombud

- Det er i regi av UHVO gjennomført en kartlegging knyttet til verneombudsopplæringen.
- Det har i høst vært gjennomført to samlinger for alle verneombudene; ett med EIA og ett med HMS-seksjonen.
- Den årlige HVO-konferansen i UH-sektoren ble i høst arrangert på Svalbard med tema beredskap, risiko og sikkerhet i felt, flerkulturell arbeidsplass og digitale løsninger.
- Nettverksmøter gjennomføres regelmessig. Det blir en del nyvalgte verneombud og hovedverneombud i neste funksjonsperiode.

Eiendomsavdelingen

- UiB har fått kutt i investeringsbudsjettet, som har ført til en del innstramminger.
- Miljøsertifiseringen ferdigstilles neste år.

Personal- og organisasjonsavdelingen

- Arbeidsmiljø- og klimaundersøkelser (ARK) er igangsatt med sekvensiell utrulling. Først ut er Det psykologiske fakultet og Økonomiavdelingen. Erfaringer så langt er at dette er et nyttig verktøy.
- Ny HR-direktør Janicke Stople tiltrer 26. januar 2015.

Universitetsdirektøren

- Strukturmelding fra Kunnskapsministeren foreligger før påske. UiB er i dialog med Kunst- og designhøgskolen i Bergen. UiB skal også se nærmere på et samarbeid med Høgskolen i Bergen.

- 8. desember arrangeres det et seminar for AMU-medlemmer og varaer hvor ansvar, roller, kommunikasjon og medvirkning/delaktighet i AMU i et HMS-perspektiv vil belyses, i tråd med AMU-sak 5/14.

Sak 38/14

Eventuelt

Ingen saker meldt.

Referat fra møte i Alumnusrådet

Tidspunkt: Onsdag 17. desember 2014 klokken 12.00 - 14.00

Møtested: Møterom i kjelleren, Muséplass 2.

Til stede: Jill Walker Rettberg (leder), Dag Emil Helland, Randi Barndon, Knut Hidle, Hilde Marie Rognås, Kathrine Skarstein, Dina-Kristin Midtflø (vara), Anita Lill Hansen, Arne Magnus Morken (vara).

Fra Kontor for samfunnskontakt: Courtney Bowe, Åshild Nylund, Janne F Lønne.

Sak 24/14 Status for Alumnusdagen 2015

Orienteringssak

En oppdatering/orientering om arbeidet med Alumnusdagen 12. september 2015:

Lokaler er booket. Det blir felles arrangement i Studentsenteret og den nye aulaen, hvis den er klar til bruk.

Budsjett for Alumnusdagen 2015 er på 1 178 000 kr, inkludert midler til arrangementer på fakulteter og institutter samme dag eller dagen før.

Spesifikasjon av arrangementet til eventbyrå er under utarbeidelse. Vi innhenter pris fra tre forskjellige byråer før avgjørelse.

Grafisk hjelp fra Kommunikasjonsavdelingen og markedsplan for arrangementet er under arbeid.

Fremdriftsplan:

Faglig innhold/program for Alumnusdagen bør være klart i løpet av januar.

Deadline for fakultetenes bidrag er 29. januar.

En flyer til til Fagleg-pedagogisk-dag 6.februar går deretter i trykken.

Trykket program for Alumnusdagen skal være klart til påske, slik at programmet kan brukes til markedsføring.

Promoteringsperiode: april – august/september 2015

Første møte med koordineringsgruppen med medlemmer fra fakultetene ble avholdt 9.12.14. Der ble det fremhevet at det er viktig at arbeidsgruppene ved fakultetene dannes så raskt som mulig. Det var diskutert om det skulle være felles tema, de likte felleskapstanke, det å samle arrangementet. Gruppen foreslo også en tverrfaglig debatt om et aktuelt tema. Gruppen ønsket også å samarbeide med studentene gjennom for eksempel Studentersamfunnet eller Kvarteret.

Vi ønsker å bruke informasjon fra spørreundersøkelsen for å få et best mulig tilpasset program, men vil også fylle på med kunstnerisk innslag fra kjente alumner.

Sak 25/14 Kommunikasjonsstrategi

Orienteringssak

Kommunikasjonsstrategi

Courtney Bowe presenterte et foreløpig utkast til kommunikasjonsstrategi for HiB Alumnus. Strategien inneholder oversikt, mål, mottaker, kanaler, budskap m.m. Vi arbeider videre med dette framover.

Spørreundersøkelse

Vi har gjort en spørreundersøkelse blant tidligere UiB-studenter i november/desember, for å få vite mer om hvem de er, hvilke tilbud de ønsker fra UiB og hva de selv ønsker å engasjere seg i. Vi fikk 339 svar.

Resultater fra undersøkelsen ble presentert for Alumnusrådet. Resultatene vil også bli formidlet til alumnene, ledelsen og resten av universitetet, og brukes som innspill til videre arbeid med og kommunikasjon om UiB Alumni. Høydepunkter:

- Begrepet «alumni» er godt kjent.
- 96 % av de som svarte vil anbefale UiB til fremtidige studenter
- Mange av de spurte ønsker å være mentor eller gi råd til dagens UiB-studenter.
- Halvparten av de spurte sier klart ja til å delta på arrangementer i regi av UiB Alumni
- Rundt 80 % er interesserte i å få nyheter fra sitt fagmiljø og nytt om forskning fra UiB
- Over halvparten ønsker konkrete tilbud fra UiB via UiB Alumni
- Majoriteten av de spurte er allerede tilbake på UiB ved flere anledninger: som sensorer, konferansedeltakere, på gjesteforelesninger eller disputaser.
- De ønsker først og fremst faglig innhold i Alumnusdagen 2015, og kontakt med sitt fagmiljø. 25 % kunne tenke seg å bidra til planlegging av Alumnusdagen.

Sak 26/14 Møteplan 2015

Forslag til møteplan for 2015: Tirsdager 09:00 – 11:00

- 03. februar
- 17. mars
- 5. mai

17.12.14/ÅN

Janne Lønne og Åshild Nylund
Kontor for samfunnskontakt