Important message to institutions:

Onsite visits are resumed starting 1 September 2022

The broad lifting of the COVID-19 related travel limitations, allow us to cautiously resume the onsite visits. All site visits scheduled to take place after 1 September, will be organized under the normal onsite configuration.

Please note that after 1 September the virtual formula for "remote" site visits, will not be in place anymore.

Internal Review

Case number: 2019SE372597
Name Organisation under review: Halmstad University
Organisation's contact details: Kristian IV:s väg 3, Halmstad, 30118

1. Organisational Information

*Please provide an update of the key figures for your organisation. Figures marked * are compulsory.*

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research *	323
Of whom are international (i.e. foreign nationality) *	0
Of whom are externally funded (i.e. for whom the organisation is host organisation) *	0
Of whom are women *	148
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. *	240
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	18
Of whom are stage R1 = in most organisations corresponding with doctoral level *	51
Total number of students (if relevant) *	6145
Total number of staff (including management, administrative, teaching and research staff) *	642

RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	72400000
Annual organisational direct government funding (designated for research)	10200000

RESEARCH FUNDING (figures for most recent fiscal year)	€
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	8460000
Annual funding from private, non-government sources, designated for research	1620000

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

Halmstad University (HH) adds value, drives innovation and prepares people and society for the future. Since the beginning in 1983, innovation and collaboration with society have characterised the University's education and research. The research is internationally reputable and is largely conducted in a multidisciplinary manner within the University's two focus areas: Health Innovation, and Smart Cities and Communities. The University has a wide range of education with many popular study programmes. The campus is modern and well-equipped, and is situated close to both public transportation and the city centre.

For more information, see https://hh.se/english/about-the-university/facts-about-halmstad-university.html

2. Strengths and weaknesses of the current practice

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

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

Ethical and professional aspects*   ⌄

Strengths and Weaknesses (Initial Phase)

Weaknesses: New and or relatively complicated legislation (such as GDPR, IPR questions) and changes towards open science (e.g. open publications and open data) poses challenges in developing and implementing good and well-functioning internal routines for their handling, especially for a small university like Halmstad University (HH). For such questions it is important, besides from developing good internal handling, to be part of (national) networks and cooperation with other higher education institutions, and in addition to allocate resources for important processes, for instance in legal expertise.

Strengths: Development of internal processes to handle above-mentioned new and or relatively complicated legislation, are ongoing at HH. Implementation of procedures is ongoing in a planned and structured fashion HH. The national (Swedish) legislation is an important fundament that contributes to regulation of, and guarantee for, much of the Ethical and professional aspects stated in the EU Charter. This by the national legislation itself or via local and more detailed formal documents, guidelines and processes developed.

Strengths and Weaknesses (Interim Assessment)

Ethical and professional aspects are upheld at HH through regulations and policies, working routines and guidelines, as well as national legislation. There are clear and well-documented procedures for ethical governance and decision-making.

In the spring of 2021, a Research Ethics Advisory Board, reporting to the Vice-Chancellor, was established in response to tighter national legislation regarding research ethics and the consequences of non-compliance. The board advises researchers on the necessity and requirements for ethical permissions. The role and mandate of the board is under development.

The gap analysis highlighted challenges in developing good internal routines regarding legislations such as GDPR, data storage, ethical considerations, IPR and Open Data. There is now effective management within the area of GDPR (education, internal advisory group). As regards Open Data, there are now clear guidelines on how researchers should handle research data at different stages. There are systems for the management of such data and an internal advisory group is in place to assist researchers. As regards IPR issues, further work needs to be carried out. However, HH has strengthened its legal services to two employed lawyers who provide support to researchers. Such support includes:

- Education for researchers regarding contract law and ethics.
- Personal Data Processing Agreement templates and instructions have been developed and are available on the University's intranet.
- Template has been developed regarding financing and conditions for industrial doctoral students.
- Templates for and assistance with collaboration agreements for collaborative research projects have been developed.

In terms of Open Data, a new action plan is under development. New activities within the areas of GDPR, data storage and IPR, including more information on the University's webpages, are taken up in the action plan for the coming three years.

Another area of development that was identified in the gap analysis was gender balance. Initiatives (see Actions) have now been taken in accordance with the Gender Mainstreaming Plan 2020-2022 (https://hh.se/download/18.5cd70dd817512d84730cd621/1602494017722/plan-jamstalldhetsintegrering-2020-2022.pdf). The plan was renewed in spring 2022.

A project management training programme was developed in 2018 and subsequently modified in autumn 2021 to also include the areas of gender, sustainability, open science and open data. Since 2018, some 80 people have attended this programme, which is aimed at researchers running projects and those who plan to run projects in the future.

Remarks (max 500 words)

Recruitment and selection*   ⌄

Strengths and Weaknesses (Initial Phase)

Weaknesses: HH have needs to recruit researchers to perform research that has got external grants for, and recruitment needs that are not always covered in practice. Turnover of staff contributes, in addition, to problems of pursuing research projects according to time schedules. This, partly due to being a small university with limited economic margins, tendencies to reducing risk and chance taking, and competition from larger universities in the geographical vicinity for competent academic staff.

Strengths: Recruitment routines have developed significantly at HH during the past years. Currently, a process to develop a new co-worker policy (called We make each other better) is engaging large parts of the HH staff, and thus an important process to guarantee a joint understanding for the improvements needed on all parts of the recruitment process, also those that contribute to creating a good work environment and workplace culture and making researchers grow and develop and being more likely to stay at their workplace, i.e. to reduce the turnover of staff.

Strengths and Weaknesses (Interim Assessment)

The new (2020) reworked Appointments Procedure at HH (https://hh.se/download/18.7241feef17f9f4c277fad18f/1647865117231/Appointments-procedure-220321.pdf) provides a general description of the University's eligibility requirements, assessment criteria and recruitment ethics for both appointments and promotions. The most important change was the introduction of two new forms of employment: First Lecturer and Deputy Professor.

The Guidelines for Recruitment and Promotion (2021) (https://hh.se/download/18.276c117a17efbde981be5d3f/1645192189014/Guidelines-recruitment-promotion-220218.pdf) describe the process of recruitment and promotion, and clarify assessment criteria. Both these documents are published in Swedish and English.

A webpage (https://hh.se/english/about-the-university/vacant-positions/career-paths-and-promotion-opportunities.html) describes the process of Career Paths and Promotion. Euraxess is nowadays used for all advertisements that are published in English.

All steps in the recruitment process have been gender-integrated and training on gender mainstreaming has been conducted in accordance with the action plan. A self-help tool is available on the HH intranet to support the persons in the recruitment group with relevant questions to ask oneself and reflect on in order to secure merit-based recruitment. As part of the gender mainstreaming plan, a follow-up will be carried out on how the supporting material and reflection questions are applied and experienced in practice. See Action 17.

The proportion of research-qualified university lecturers increased in line with the ambition of the University. Two-thirds of research and teaching staff have a research degree. The Vice-Chancellor has provided strategic funding primarily for R2 positions; recruitment is currently underway. Preliminary results show that Schools that previously had few R2 positions are now employing more people to this type of employment.

Remarks (max 500 words)

Implementation of the new co-worker policy "We make each other better" (https://hh.se/english/about-the-university/vacant-positions/benefits-and-work-environment.html) is well underway at HH and will continue into the future. The co-worker policy describes the University's goals and expectations for each employee in the area of work environment, co-workership, leadership and equality.

Like all small or medium-sized universities and colleges in Sweden, almost no employees are full-time researchers. The University also believes that researchers should be involved with teaching. This is a limiting factor when recruiting international personnel since the vast majority of all undergraduate courses are held in Swedish.

Working conditions*   ⌄

Strengths and Weaknesses (Initial Phase)

Weaknesses: HH has much experience in reception of mobile researchers and systems to support career development etc. do exist. Such support is, however, somewhat scattered and organized in a sub-optimal manner, the support is mainly given at the Schools and is not centralized. The quality of the support may therefore vary essentially and improvements regarding career development and access to career advice have in the current gap-analysis been recognized as the main areas to focus on.

Strengths: The annual development dialogues between all employees and their manager is the main tool to develop activities for career development, for developing professional roles and relations. Quite a few initiatives and activities are already initiated at HH. Questionnaires - the Doctoral barometer - are done every third year at HH, and nationally by the authority UHR. Action plans are done out from these and implemented. The HRS4R-process has been an important tool to identify needs, to develop and prioritize the most important actions, and to concentrate efforts and develop a well-functioning system for career support at the university.

Strengths and Weaknesses (Interim Assessment)

The University code of conduct for researchers emphasises the importance of attractive work conditions. The co-worker policy "We make each other better" (https://www.hh.se/english/about-the-university/vacant-positions/benefits-and-work-environment.html) describes the University's goals and expectations in the area of work environment, co-workership, leadership and equality. Through a work environment where co-workers involve, support and stand up for each other, HH can create the conditions for job satisfaction and good performance. All schools at the university have been asked by the Vice-Chancellor to ensure that the code of conduct is introduced into daily operations.

There is a well functioning work environment organisation and structure that ensures that the development of the work environment is performed in collaboration between employers, employees, students, and work and student work environment representatives. Protocols from these meetings are available on the University intranet. Besides the doctoral student barometer that was mentioned above, there is also a regularly conducted co-worker survey. This is usually characterised by a high participation rate of over 75%. The results are discussed together with employees to identify suitable actions. The most recent employee survey has indicated that there is a need to work with work/life balance and stress. Risk assessment has been made and action plans have been formulated on all levels in the organisation.

The doctoral student barometer was conducted in 2020 and gave some valuable insights into areas for improvement in the university. One particular area that the barometer highlighted was the reception and introduction programme for R1 researchers. Digital introduction support using on-line films has been introduced as a first step in the process but further activities are necessary. From 2022, the doctoral barometer will be carried out biennially instead of every three years.

The pandemic has generally hastened the availability of introduction material on the University's intranet, which is a positive development. This information can be accessed by new employees who can create a login prior to arrival. HH now offers digital introduction meetings for all employees, which has increased the participation. However, participation among research personnel could still be improved.

Remarks (max 500 words)

The University management has asked for the analysis and development of support to researchers (also known as Grants Office services), based initially on the support currently given. The initial focus will be on support given in the application process for external funding - self-service information as well as personal service. Thereafter, post-award services will be considered to assist in project administration.

There are now research support coordinators located in each school. Their role is to channel local requirements and wishes back to the central services functions, ensuring the best possible support to researchers.

Training and development*   ⌄

Strengths and Weaknesses (Initial Phase)

Weaknesses: HH have identified gaps regarding support for researcher's career development; see gap analysis for more detailed information. We have, however, as part of the HRS4R process developed a series of activities in an ambitious action plan in order to mitigate current shortcomings.

Strengths: The national (Swedish) legislation is an important fundament on doctoral training and is followed-up closely by the authorities. The guidelines for supervision of Ph.D. students at HH cover all aspects relevant for the doctoral training including e.g. relations with the supervisors and handling of individual study plans, updated annually and handled by the Committee for Doctoral Education (FUU). Questionnaires among Ph.D. students are done on a regular basis (every 3rd year, 2017 the latest), and include issues on e.g. supervision, work conditions, gender and discrimination (see the Doctoral student Questionnaire). Gaps identified from the Questionnaires form the basis for action plans that are implemented subsequently. Action Plan for Equal Opportunities and Gender Mainstreaming Plan are examples of important work related to the development for quality development of the doctoral studies at HH. Gender balance in the supervision group is sought for. Several support structures are available at the university as well as on faculty and department level to provide high quality supervision and Ph.D. education. The Pedagogical Support and Consultation (HPC), and the faculties and central HH-support provide a variety of courses for Ph.D. students; introductory courses, courses in research ethics, writing applications for research grants as well as specific thematic courses. HH provides professional training for supervisors.

Strengths and Weaknesses (Interim Assessment)

The gap analysis identified development needs regarding career support. The challenge is to find activities that are reasonable to implement for a small to medium-sized university. The University has had an activity in the action plan to map and collate activities currently offered. Career development at HH can be found at https://www.hh.se/english/about-the-university/vacant-positions/career-paths-and-promotion-opportunities.html. New routines have been developed for collecting needs that are expressed in the formal employee dialogues.

Working together with other regional universities of a similar size, it may be possible to pool resources regarding career advisory services. This will be further investigated. See Action 12.

The University will conduct a university-wide survey to gain knowledge about how women and men experience their possibilities to have a career and develop in both researcher and teacher roles. See Action 15.

The Centre for Pedagogical Support and Consultation (HPC) offers courses and support in supervisory activities, as well as courses in teaching methods and aids. These have been particularly useful during the pandemic.

Remarks (max 500 words)

The following support activities primarily for doctoral students have been implemented since the original HRS4R application:

- Developed digital introductory material for new doctoral students (questionnaire to doctoral students as a basis).
- Review of how the Individual Study Protocol process for doctoral students can be simplified (involvement of doctoral students in the review).
- Guidance documents to clarify the main supervisor's responsibility for dialogue and planning on activities for career after studies.
- Developed webpages aimed at international applicants with direct communication in connection with employment (applies to all employees, not just doctoral students).
- Introduced Swedish language education (applies to all employees, not just doctoral students).
- The Doctoral Student Association HRSS is now part of the University Student Union.
- Mapping work to strengthen doctoral students' study social environment.
- Workshop on stress management in collaboration with the Doctoral Student Association.
- Reviewed routines for admitting industry funded doctoral students.

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

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

HH is a public-sector university that is governed by government/ministerial edicts. Each year, such universities in Sweden (the vast majority of which are state governed) receive a letter of regulation defining new priorities and funding.

There have been recent changes to the Swedish Employment Protection Act, which will come into force during autumn 2022. One of the most significant changes is that the form of general fixed-term employment is replaced by special fixed-term employment. One difference between the forms of employment is that the time for the transition from fixed-term to permanent employment has been shortened from two years to one year.

There is a new national agreement on the limited period of employment of post-doctoral researchers that came into force on 1 February 2022. The agreement implies a limited period of employment of at least two years and a maximum of three years. This is an improvement in working conditions for post-docs.

The pandemic has affected everyone and working from home has been a challenge in some areas. In the future we will very likely see a more hybrid workplace, which will affect HR policies. New working practices have also speeded up digitalisation of some processes such as digital introduction programmes, which is a positive outcome of the pandemic. Attendance to these programmes has increased. Lecturers have reported a significant challenge in changing over to giving digital lectures and thereafter double planning for digital and face-to face scenarios.

Since 2020, there has been additional investment in the Centre for Pedagogical Support and Consultation (HPC). The centre works to create better conditions for students' learning, the quality of education and teachers' professional skills based on scientific higher education pedagogy. This will serve to increase the quality of researchers' teaching skills.

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

Two new employment positions have been created, which will help to create further career opportunities for researchers (all researchers at HH are expected to teach). The positions are First Lecturer and Deputy Professor. Furthermore, new guidelines for the award promotion to Distinguished Teacher were created in 2021, to acknowledge quality and ability.

A new Appointments Procedure has been introduced (https://hh.se/download/18.7241feef17f9f4c277fad18f/1647865117231/Appointments-procedure-220321.pdf).

A new Research Strategy for 2020-2030 has been decided, see https://www.hh.se/english/research/our-research.html.

During 2021, the University Governing Board decided on the University's research strategy 2022–2030. In addition, a strategy was established for each research environment (five) and focus area (two). The research strategies were a continuation of the development work on the future of the University that the Vice-Chancellor initiated in 2017. As a result, the University Governing Board decided in 2019 on the University's vision and goals for the next ten years.

The new research strategy means that the former research environments are removed. Instead, the research will be organised into multidisciplinary research programmes with additional strategic support from the Vice-Chancellor. It is expected that more than half of HH's research will be organised in such research programmes, the remaining (less than half) will be integrated into the Schools' research. In parallel with the work to develop strategies for the Schools' research and profile areas (focus areas as of 1 January 2022), an overall research strategy for the University was developed. This was decided by the University Governing Board in September 2021.

HH has developed significantly within the field of research over the last ten years, both in terms of results and in creating conditions for good research.

The main points in the new research strategy are listed below:
- The research environments were discontinued at the end of 2021 and their activities were integrated into the Schools' research.
- Health Innovation, and Smart Cities and Communities are referred to as focus areas instead of profile areas from 2022.
- Research activities in the focus areas essentially consist of several long-term, quality-reviewed, socially relevant, multidisciplinary and focused research programmes with clear development goals. The programmes contribute to the University's profiling and educational activities and have strong collaboration elements. In a few years' time, the goal is that most of the University's research will be conducted within the framework of these research programmes. The programmes are decided by the Vice-Chancellor, must have a ten-year perspective and have participating researchers from at least two Schools.
- To strengthen the strategic university-wide management of research, a Deputy Vice-Chancellor with special responsibility for research and doctoral education was appointed from 2022.

Considering the above, the University's research strategy is as follows:

- The University will continue to profile its research in the two focus areas Health Innovation, and Smart Cities and Communities.
- The organisation and management of research activities shall promote equal and equal career paths, opportunities for influence, career support and inclusive environments.
- Research activities in the focus areas shall consist mainly of research programmes, some of which shall have international reach.
- The development of the University's research can be described by seven aspects: positioning, profiling, quality, competence, funding, research related to education and societal relevance.

3. Actions

Please consult the list of all actions you have submitted as part of your HR strategy. Please add to the overview the current status of these actions as well as the status of the indicators. If any actions have been altered or omitted, please provide a commentary for each action. You can also add new objectives.

Note: Choose one or more of the principles automatically retrieved from the GAP Analysis with their implementation ratings.

Proposed ACTIONS

Action 1

Gap: There is a risk that lack of awareness that gender perspectives, experiences other than those from the academy, etc. may affect the assessment of merits associated with appointments. Action: HH intends to focus on implementing actions stated in our guidelines for recruitment and the Gender Mainstreaming Action Plan in the recruitment process. HH intends to ensure its compliance for instance via training for staff involved in recruitment processes and for managers, via focused information, reminders, follow-ups, evaluations etc.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 16. Judging merit (Code)	2021/Q3	HR	Training events for staff involved in recruitment processes and for managers. Information published.

Current Status	Remarks
COMPLETED	- New procedures for recruitment and (career) promotion have been developed and are currently in the phase of implementation. The procedures are competence based (OTM-R) and include gender aspects. Information on the processes is available on both the University's Internet and intranet sites. - A seminar was held in December 2019 on "Gender balanced career paths in academia" run by a senior researcher in political science from the University of Gothenburg. The half-day seminar, attended by about 30 people, was aimed at managers and programme managers. A group discussion followed. - In September 2021, a half-day seminar/training session was held on Competence based Recruitment in Academia (including gender aspects), putting forward new processes for a group discussion among the 25 attendees. This seminar topic was followed up in October 2021 focusing on processes for promotions and the two recently introduced new employment positions. The Vice-Chancellor attended and was involved in the discussions. - These training events will be further developed and continued, see Action 16. - Implementation of process support in recruitment will be followed up, see Action 17. See https://hh.se/english/about-the-university/vacant-positions.html, https://hh.se/english/about-the-university/vacant-positions/how-to-apply.html, and https://hh.se/download/18.276c117a17efbde981be5d3f/1645192189014/Guidelines-recruitment-promotion-220218.pdf

Proposed ACTIONS

Action 2

Gap: The recruitment of academic staff of underrepresented gender is still unsatisfactory. It should, however, be noticed that this to a large extent is due to broad underlying societal causes and beyond reasonable possibility for the University to influence on our own. It should also be stressed that HH has developed a good and well-covering Gender Mainstreaming Action Plan. Action: Evaluation of the implementation of HH's Gender Mainstreaming Action Plan in the recruitment process will be done in relation to the EU Charter and Code requests. If gaps remain by that time (2021/2022), suggestions for activities will be part of a revised HRS4R Action plan for 2022-2025.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 27. Gender balance	2021/Q3	HR	Evaluation report, and possibly revised action plan.

Current Status	Remarks
COMPLETED	Evaluation report can be found at https://www.hh.se/download/18.1e72605f181c637448d75b36/1657021464033/action-2-gender-mainstreaming-action-plan-recruitment-process.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. New action plan and a description of how the work is being run can be found at (https://www.hh.se/english/about-the-university/vision-goals-and-strategies/gender-mainstreaming.html). See also Action 15.

Action 3

Gap 28: HH has systems to support career development, and long experience e.g. in reception of internationally recruited researchers. Needs and plans for career support are handled mainly via the annual development dialogues between managers and employees. In addition, an employee and leadership strategy is under development at HH, that aims for mutual support and learning from each other. Gap 30: Some needs for improvements have, however, been recognized in the HRS4R gap-analysis. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: i. Packaging of existing career development courses and activities at HH and improve information about such courses and other career support at HH.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development	2020/Q3	HR	i) Information published.
(-/+) 30. Access to career advice			

Current Status	Remarks
COMPLETED	- New information on Career paths and promotion opportunities can be found at https://hh.se/english/about-the-university/vacant-positions/career-paths-and-promotion-opportunities.html - More detailed information can be found on the University's intranet, including lists of educational courses, international exchanges, opportunities for gaining merits, other career development courses etc. - In general, some additional material on the intranet needs to be translated into English. It was not deemed necessary to create an additional action since this is an ongoing activity.

Proposed ACTIONS

Action 4

Points 28 and 30 are treated jointly. See text under Action 3. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: ii. Monitor the needs for development of additional courses and activities related to career support at HH.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development	2021/Q2	Chancellery, HR	ii) Report and action plan finalized.
(-/+) 30. Access to career advice			

Current Status	Remarks
COMPLETED	Report can be found at https://www.hh.se/download/18.4b783727181d6ad64811ae10/1657194276822/action-4-report-monitor-needs-additional-career-support.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. Next steps – these are described in the report above but are included below for clarity. - A survey will be conducted during 2023-2025 on employees' experience of career support and whether this differs between men and women. (See Action15, new.) - The University will also investigate possible collaborations with other universities regarding career support and competence development activities. (See Action 12, new) - Mentoring for doctoral students and support in applying to associate professorships will be priority issues. (See Action 8) - Introduction for R1 researchers (Doctoral students), Swedish as well as international researchers. (See Action 10, new) Responsibility for each item is stated in the University's operational planning.

Proposed ACTIONS

Action 5

Points 28 and 30 are treated jointly. See text under Action 3. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: iii. Develop process to gather and aggregate needs for career support, recognized e.g. during the annual development dialogues. This in order to improve the follow up of the individual plans emerged from the dialogues, and possibly to coordinate joint activities etc.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice	2020/Q3	Chancellery, HR	Process (tool) ready. Guiding information published and spread.

Current Status	Remarks
COMPLETED	Evaluation report can be found at https://www.hh.se/download/18.4b783727181d6ad64811ae11/1657194276833/action-5-process-needs-career-support.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. - Every year, each employee has an appraisal meeting with their manager to discuss past achievement and future plans. This meeting has a standardised structure, with specific questions as well as a free discussion. Several of the standardised questions cover career support and development. - The results of these appraisals are channelled back to the heads of the school, who aggregate the results and feed them back to the University management. This process is used as a way to monitor the needs of career support and development.

Proposed ACTIONS

Action 6

Points 28 and 30 are treated jointly. See text under Action 3. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: iv. Offer specific language training for internationally recruited researchers at HH.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice	2021/Q2 New timings: 1. 2022/Q3 2. 2023/Q2	HR	Report and action plan finalized.

Current Status	Remarks
EXTENDED	Evaluation report can be found at https://www.hh.se/download/18.4b783727181d6ad64811ae12/1657194276839/action-6-report-language-training-internationally-recruited-researchers.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. Language training has been implemented in the school that has the most incoming international co-workers. It will be further rolled out as necessary. Action plan: 1. Move responsibility to HR and open up to the whole University. 2. Investigate interest in group Swedish/English lunches with Swedish people who wish to learn better English and international researchers who wish to learn Swedish.

Proposed ACTIONS

Action 7

Points 28 and 30 are treated jointly. See text under Action 3. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: v. Improve reception of international researchers; internal routines for this etc.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice	2021/Q4 New timing: 2025/Q2	HR	Report on current reception. Suggestions for improved system.

Current Status	Remarks
IN PROGRESS	Report can be found at https://www.hh.se/download/18.4b783727181d6ad64811ae13/1657194276846/action-7-report-improve-reception-international-researchers.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. - Updated internal routines have been developed by HR including instructions and checklists. These materials are sent to all new incoming international researchers and are also published on HH's website under International Staff Support, https://www.hh.se/english/about-the-university/vacant-positions/international-staff-support.html. - From 1 April 2022, a relocation company (https://nrgab.com/), procured by the University of Gothenburg, has been contracted to assist with immigration services for incoming international researchers. Next step - continued development of internal processes and routines regarding international recruitments according to suggestions in the above report. See also Action 10: Introduction for R1-researchers.

Proposed ACTIONS

Action 8

Points 28 and 30: are treated jointly. See text under Action 3. Action: Following six actions (see text under Action 3 to Action 8) intend to improve the support for career development at HH: vi. Develop mentoring systems for researchers at different levels at HH. Existing systems at some HH schools will be used as best practices examples.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice	2021/Q4 New timing: 2025/Q2	HR	Report on existing systems. Suggestions for improved system.

Current Status	Remarks
EXTENDED	Report and suggestions can be found at https://www.hh.se/download/18.4b783727181d6ad64811b6d1/1657194910531/action-8-report-developing-mentoring-systems.docx. Please note that the report is in Swedish. The document can be opened and translated in Word. Continuation: each school will continue to develop their specific mentorship activities. All schools will develop mentorship for docent applications and improve information about mentorship for doctoral students.

Action 9

ACTION: HH will investigate becoming a Euraxess centre. If investigation is positive, HH will apply to become a Euraxess centre.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice	2024/Q1	HR	Report on pros and cons. Decision on establishment of Euraxess centre.

Current Status	Remarks
NEW	

Proposed ACTIONS

Action 10

Introduction for R1 researchers (Doctoral students), Swedish as well as international researchers. This is a development of Action 7. GAP: Doctoral students have expressed that their arrival reception can be improved. A new digital introductory programme is available on one of the University's platforms. This covers many administrative details but is not physically welcoming, social or face-to-face, which is missing. ACTIONS: A: Benchmark with other universities to see how they welcome new researchers. Focus will be on establishing relationships and welcoming activities. B: Draw up a suggestion based on best practice and a plan that suits the University, taking into account existing activities. Will be carried out together with the doctoral student association at the University (HRSS) and Destination Halmstad, a local tourist agency. C: Schools produce suggestions regarding introductory programmes, together with doctoral student representatives. D: Review and comparison of the programmes after 2 years with feedback from the Schools and from R1 researchers.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 24. Working conditions	Action A: 2023/Q1 Action B: 2023/Q3 Action C: 2023/Q4 Action D: 2025/Q4	HR Chancellery All schools	Action A: 3-5 universities benchmarked. Report with suggestions. Action B: each School describes how they have worked to improve the introduction. Action C: review report with feedback and suggestions for future. Action D: report on comparisons.

Current Status	Remarks
NEW	

Action 11

GAP: It is difficult for international postdocs to gain the teaching experience that is needed to meet the assessment criteria for a position as a senior lecturer as stated in The Swedish Higher Education Ordinance (Chapter 4 §4): "The assessment criteria for appointment as a senior lecturer shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria laid down in the first paragraph...." ACTIONS: A. Assess the current degree of involvement of international postdocs in teaching/supervision of undergraduate/Masters courses. B. Assess the opportunities for postdocs to teach/supervise undergraduate and Masters courses/projects in English. Assess what new courses could be held in English. This should include a timeplan for introducing courses. Present results for decision.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (++) 33. Teaching (++) 37. Supervision and managerial duties (++) 38. Continuing Professional Development	Action A: 2024/Q2 Action B: 2025/Q2	All heads of schools.	Action A: Assessment report available. Action B: Assessment report and timeplan available. Decision made.

Current Status	Remarks
NEW	

Proposed ACTIONS

Action 12

GAP: Small and medium sized universities do not have the resources to provide significant activities in the area of career advisory activities and competence development. ACTIONS: Investigate the possibility of collaboration with other regional small and medium sized universities in the area of career advisory activities and competence development. By collaboration with other local actors, a more extensive pallet of activities can be offered. A. What sort of activities could be run? How frequently? Funding? Logistics? B. After such discussions, if it is deemed to be a good concept to pursue, a report should be drawn up by all the participating universities suggesting activities that can be offered. This report needs to be accepted by the managements of all the participating universities. C. Organisation of activities. D. Follow-up and evaluation.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 28. Career development (-/+) 30. Access to career advice (++) 38. Continuing Professional Development (++) 39. Access to research training and continuous development	Action A: 2024/Q1 Action B: 2024/Q3 Action C: 2025/Q1 Action D: 2027/Q1	HR Chancellery	Action A: discussion(s) with 3-5 local small universities. Action B: if there is interest, report available on what each university can offer. Action C: start organising events. Action D: report on follow-up of event. Decision on future events.

Current Status	Remarks
NEW	

Action 13

GAP: Industry-financed R1 researchers are not employed by the University, they remain employed by their industrial employer and work at both sites. Since they are not employed by the University, a number of questions regarding conditions, responsibility for working environment, insurance etc. need to be clarified. ACTIONS: Review employment routines and conditions for industry-financed doctoral students with the aim of avoiding situations of uncertainty that may arise. A. Clarify responsibilities from both sides, for instance with respect to responsibilities for working environment. B. Produce checklist to use to ensure that external financiers are financially solid and have the prerequisites to employ a doctoral student for the whole of the study period. Includes both national and international financiers. C. Ensure that industry-financed R1 researchers are aware of the terms of the contracts and other university-related conditions and responsibilities.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 3. Professional responsibility (++) 5. Contractual and legal obligations (++) 13. Recruitment (Code) (++) 23. Research environment (++) 24. Working conditions	Action A: 2023/Q2 Action B: 2023/Q1 Action C: 2024/Q1	Chancellery (Legal Unit)	Action A: responsibilities clarified and documented. Action B: checklist available. Action C: information programme available and rolled out.

Current Status	Remarks
NEW	

Proposed ACTIONS

Action 14

GAP: There is still a general lack of knowledge among researchers regarding GDPR, data storage, ethical regulations, IPR and the significance of the impact of non-compliance with research contracts. ACTION: Develop a programme of further training (in whatever form is the most effective) for researchers regarding the application of GDPR, data storage, ethical regulations, IPR and contract law in research projects. This should cover R1-R4 researchers who also need to understand the consequences of non-compliance. Programmes may need to be adapted to the prerequisites of each School at the University.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 2. Ethical principles			
(++) 3. Professional responsibility			Action A: best way to provide such knowledge determined. There may be several methods. Action B: new materials drawn up (if required). Action C: information campaign regarding new training available. Action D: At least 80% of researchers trained by final date.
(++) 4. Professional attitude	Action A: 2023/Q2	Chancellery (Grants & Innovation Office)	
(++) 5. Contractual and legal obligations	Action B: 2023/Q4 Action C: 2024/Q2 Action D: 2026/Q4		
(++) 6. Accountability			
(++) 7. Good practice in research			

Current Status	Remarks
NEW	

Proposed ACTIONS

Action 15

There is a continued necessity to analyse and work with gender equality in recruitment and career progression. ACTIONS: A. The University will conduct a university-wide survey to gain knowledge about how women and men experience their opportunities to make a career and to develop in their research and teaching roles. B. A comparison will be made from a gender perspective with the analysis of the employee survey, specifically the area of balance of work and life. Based on the results, a risk assessment and analysis of any measures will be made. C. The schools will work with specific goals for increased gender equality based on each school's prerequisites. The work will be documented within the framework of the regular quality work and performance management. (This step also maps out what the gender distribution looks like in different positions linked to teaching, research and administration.) These actions are all part of the Gender Mainstreaming Action Plan 2022-2024 at Halmstad University (https://www.hh.se/english/about-the-university/vision-goals-and-strategies/gender-mainstreaming.html). Action Plan is currently only officially published in Swedish but an English version is available in the following link until official publication during 2022/Q3 (https://www.hh.se/download/18.4b783727181d6ad64811ae14/1657194276861/gender-mainstreaming-plan-2022-2024.docx). Note that this area, objective and action also touches on the area of "Gender balance in leadership and decision-making", which the EU Framework Programme recommends that higher education institutions relate to in their gender equality plan.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(+/-) 27. Gender balance	Action A: 2023/Q3	Programme manager for gender mainstreaming and HR (A + B). Heads of departments and schools (C).	Action A: Report published. Action B: Report published. Action C: Activities underway. Reported within framework of quality follow-up.
(+/-) 28. Career development	Action B: 2024/Q2 Action C: 2024/Q4		

Current Status	Remarks
NEW	

Action 16

GAP: Further education/training of those involved in recruitment processes has been deemed of continuous importance. ACTION: Create a training structure around the training in recruitment with a basic course and a regular "Catch Up" session for refreshing knowledge. Follow up participation. Target groups: Managers and Recruitment Committee.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 12. Recruitment			
(++) 13. Recruitment (Code)	1. 2023/Q2 2. 2023/Q4 3. 2025/Q2	HR	1. Training structure developed. 2. Courses up and running. 3. Report on participation.
(++) 14. Selection (Code)			
(++) 15. Transparency (Code)			

Current Status	Remarks
NEW	

Proposed ACTIONS

Action 17

GAP: There is a risk that the supportive reflection questions concerning gender equality and equal opportunities in the University's competence-based recruitment and assessment process are not applied in practice. ACTION: A follow-up will be carried out of how the supporting reflection questions are applied and experienced in practice. The follow-up will be carried out by a person externally or internally who has expertise in the field of recruitment, gender equality and equal opportunities. The result of the follow-up is then translated into adequate measures, which could, for example, be additional measures to improve the impact and/or a revision of the supporting material. Gender Mainstreaming Action Plan 2022-2024 at Halmstad University (https://www.hh.se/english/about-the-university/vision-goals-and-strategies/gender-mainstreaming.html). Action Plan is currently only officially published in Swedish but an English version is available in the following link until official publication during 2022/Q3 (https://www.hh.se/download/18.4b783727181d6ad64811ae14/1657194276861/gender-mainstreaming-plan-2022-2024.docx).

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 12. Recruitment			
(++) 13. Recruitment (Code)			
(++) 14. Selection (Code)		Coordinator for Equal Opportunities Programme. Manager for Gender Mainstreaming.	1. Follow-up report. 2. New measures developed.
(++) 15. Transparency (Code)	1. 2023/Q3 2. 2024/Q2		
(+/-) 16. Judging merit (Code)			
(+/-) 27. Gender balance			

Current Status	Remarks
NEW	

Action 18

OTM-R actions. These are not included in the original Gap Analysis but the University feels that they should be included in the Action Plan. A. Develop advertisements (format, content). - Review and improve content in advertisements. Review and implement improved dissemination of advertisements, including via Euraxess, to attract a wider selection of candidates. - Include more links to useful information in advertisements. B. Better use of digital recruitment systems. - Review all available modules in the Varbi recruitment system to optimise use of the system. C. Streamline review processes. - Review how the review processes work today and identify areas for improvement/optimisation. - Implement identified areas for improvement. - Review results after 2-3 years.

GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
(++) 12. Recruitment			A. Improved advert format and dissemination. B. System checked. New templates in use. C. New review routines implemented.
(++) 13. Recruitment (Code)	A. 2023/Q2 B. 2024/Q4 C. 2023/Q3	HR	
(++) 14. Selection (Code)			

Current Status	Remarks
NEW	

Unselected principles:

(++)1. Research freedom   (++)8. Dissemination, exploitation of results   (++)9. Public engagement   (++)10. Non discrimination   (++)11. Evaluation/ appraisal systems

(++)17. Variations in the chronological order of CVs (Code)   (++)18. Recognition of mobility experience (Code)   (++)19. Recognition of qualifications (Code)   (++)20. Seniority (Code)

(++)21. Postdoctoral appointments (Code)   (++)22. Recognition of the profession   (++)25. Stability and permanence of employment   (++)26. Funding and salaries   (++)29. Value of mobility

(++)31. Intellectual Property Rights   (++)32. Co-authorship   (++)34. Complains/ appeals   (++)35. Participation in decision-making bodies   (++)36. Relation with supervisors   (++)40. Supervision

The extended version of the reviewed HR Strategy for your organisation for the next 3 years, including the OTM-R policy must be published on your organisation's website.
Please provide the link to the dedicated webpage(s) on your organisation's web site *:

URL *:
www.hh.se/english/about-the-university/vacant-positions/human-resources-strategy-for-researchers-hrs4r.html

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

Comments on the implementation of the OTM-R principles (Initial Phase)

Overall, during the past years processes of continuous development and quality improvement imbues all activities at Halmstad University (HH). This is valid also on recruitment and other HR-activities as part of the 'normal' ongoing development and quality processes at the university. The principles of the EU Charter and Code, and the HRS4R process itself, has contributed with much inspirational input to HH and the HR-department, already during the preparation phase for the application to the European Commission.

We consider the current guidelines and processes regarding recruitment of researchers at HH as being efficient, transparent and merit-based, and to a large extent open, and the HR-strategy thus to be mainly OTM-R based. Halmstad University has, however, an ambition to strive for continuous improvements, especially on areas where needs are identified. The HR department has stated in its current development plan that the European Charter and Code for Researchers will be a guiding star for all development onwards, and the HRS4R is thus already an important tool e.g. to identify such needs and develop actions. Currently (with deadline in March 2020) a revision is undertaken of the guidelines for recruitment and employment at HH, including a translation of the guidelines to English. The European Code of conduct and the toolkit provided in the OTM-R report (e.g. the checklist and step-by-step guide) will onwards be used as important input and guiding star in this type of revisions as well as in future revisions of the HR-department's development plans.

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

The recruitment processes at HH are under continuous development. Applicants always receive answers at the end of the process. The dialogue with candidates during the recruitment process is now also being improved. This includes informing applicants, filtered out due to insufficient/incorrect qualifications, earlier on in the process. The Varbi e-recruitment tool is now also used for publishing information about the employment decisions taken. Job advertisements have been improved using more links and better use of templates, but can be improved further. Better and more efficient handling of external referees (expert process) is being investigated and we are working hard to ensure a gender balance in expert groups. In general, we are now focusing on optimising the use of the Varbi tool to streamline and improve the recruitment and feedback process.

Progress with OTM-R points from the application

OTM-R policy: this is considered to be the University Appointments Procedure (https://hh.se/download/18.7241feef17f9f4c277fad18f/1647865117231/Appointments-procedure-220321.pdf).

The recruitment goals at the University are to provide the activities with the best possible expertise that is required to perform the assignments in research, education and other activities.

The central concepts that shall permeate the University's recruitment and promotion processes are: openness, transparency, and merit-based assessment, in line with the guidelines of the EU Commission on the recruitment of researchers – "The Code of Conduct for the Recruitment of Researchers". Any potential conflict of interest must be taken into consideration in each individual case.

The aims of the University's recruitment strategies are to:
- increase the proportion of research-educated teachers
- increase the proportion of teachers with training in teaching and learning in higher education
- promote increased exchanges with other higher education institutions, public authorities, the business community, schools and society at large
- actively recruit members of the under-represented gender
- actively work towards greater diversity and internationalisation

The following points from the OTM-R analysis in the original application were not given a ++ rating:

- Have we published a version of our OTM-R policy online (in the national language and in English)?
  *** Yes - see previous sections.

- Is everyone involved in the process sufficiently trained in the area of OTM-R?
  *** Yes. Regular workshops will be developed for the future.

- Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?
  *** The assessment criteria in our recruitment process will lead to appointing candidates who can also contribute to a better work environment.

- Do we have means to monitor whether the most suitable researchers apply?
  *** Obviously no process can guarantee this. We can see that for most research positions, there are many qualified applicants.

- Do we inform all applicants at the end of the selection process?
  *** Yes, this is now done as a part of new routines. Unsuitable candidates detected early on the process are informed earlier. All candidates are now informed regarding the employment decision.

- Do we have a system in place to assess whether OTM-R delivers on its objectives?
  *** The Recruitment Committee and the HR department regularly review the process according to OTM-R standards. In addition, during 2022/Q3, there will be an external review of the University's recruitment processes.

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

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

URL:
https://www.hh.se/english/about-the-university/vacant-positions/how-to-apply.html

4. Implementation

General overview of the implementation process: (max. 1000 words)

The Implementation Group has been headed by a member of the Chancellery working with Research Support, and subsequently by the deputy HR manager. The group has also involved members of the HR department, the Chancellery, the Communications Department, the International Office and the programme manager for gender mainstreaming. Activities have been integrated as far as possible in the University's planned operations, which has clarified responsibilities and implementation.

Continual reporting has been made to the Advisory Board for Quality Assurance. This board is responsible for the integration of the University's processes. Implementation has largely been based on assuring processes and tools that support HRS4R activities. The Steering Committee has ensured that work is carried out according to plan.

Make sure you also cover all the aspects highlighted in the checklist, which you will need to describe in detail:

Note: Click on each question of the checklist to open the editor.

How have you prepared the internal review?*	⌄

Detailed description and duly justification (max. 500 words)

During the process of preparing for the internal review, the following parties within HH have been consulted regarding progress made:

- Advisory Board for Quality Assurance (half of the members of the board are researchers)
- Research and Education Board (collegial organ including two external representatives)
- Committee for Doctoral Education (members consist of research and teaching personnel)
- Advisory Council to the Vice-Chancellor (including heads of schools)
- Workshop with all managers regarding career support activities
- Further individual meetings with the deans, Vice-Chancellor and the University Director

A large number of individuals at the University, who have been working with different aspects of the implementation, were also consulted. Further, an external person was contracted to review the work carried out and the final report, commenting on work carried out and new actions suggested. This person has previous experience of HRS4R applications and reviews.

Once a draft of the review had been prepared, it was presented to the Steering Committee for review, modification and then final approval.

How have you involved the research community, your main stakeholders, in the implementation process?*	⌄

Detailed description and duly justification (max. 500 words)

The research community at the University has been involved in the implementation through a number of direct and indirect activities:

- Each year, each employee at the University has a Performance Review with their nearest manager. As part of this review, there are a number of standard questions as well as a free discussion. Some of the standard questions refer to career development and advice, and offer an opportunity for the employee to give feedback on activities and requirements. Such feedback is then fed back to the management of the School, amalgamated and then fed back to the University management for consideration and action.
- The Doctoral student barometer is an 80-question questionnaire that up until 2020 was repeated every three years. From 2020, the barometer will be repeated every two years. The questions vary to some extent and it gives the opportunity to get feedback on what doctoral students think about the implementation of certain activities within HRS4R.
- Every three years, there is a major Co-worker survey covering many different questions in many different areas. This is another means of gaining feedback on HRS4R activities. This format has now been changed with small-scale surveys being carried out each year, most recently in March 2022.
- Researchers were also involved in many of the consultation groups mentioned in the previous section.
- The Steering Committee also contains two active researchers and a doctoral student representative.
- Furthermore, the Advisory Boards for each School at the University have been consulted on HRS4R activities.
- Workshops have been held in different areas, including career support and gender mainstreaming.

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

Detailed description and duly justification (max. 500 words)

The Steering Committee has been overseeing the work carried out by the Implementation Group.

The current Steering Committee consists of:

- Deputy Vice-Chancellor for Research & Doctoral Education (Chair)
- University Director
- One Head of School who is also a professor and active researcher with experience of HRS4R in a previous employment
- HR Manager
- Doctoral Student representative

The Implementation Group consists of two members of the HR department, one member of the Chancellery, the programme manager for gender mainstreaming and representation from the Communications Department. Other members of staff are co-opted as necessary.

The following groups have also been kept informed of activities:

- Advisory Council to the Vice-Chancellor
- Advisory Board for Quality Assurance
- University Governing Board
- Recruitment Committee

Is there any alignment of organisational policies with the HRS4R? For example, is the HRS4R recognized in the organisation's research strategy, overarching HR policy* ⌄

Detailed description and duly justification (max. 500 words)

Organisational policies are listed in the websites below. The new policies are aligned with HRS4R even though the term *per se* is not necessarily mentioned in all of the documents.

Appointments Procedure
https://www.hh.se/download/18.7241feef17f9f4c277fad18f/1647865117231/Appointments-procedure-220321.pdf

Guidelines for recruitment and promotion
https://www.hh.se/download/18.276c117a17efbde981be5d3f/1645192189014/Guidelines-recruitment-promotion-220218.pdf

Vision, goals and strategies
https://www.hh.se/english/about-the-university/vision-goals-and-strategies/goals.html

Text on pages for Vacant Positions
https://www.hh.se/english/about-the-university/vacant-positions.html

Benefits and work environment
https://www.hh.se/english/about-the-university/vacant-positions/benefits-and-work-environment.html

How has your organisation ensured that the proposed actions would be also implemented?* ⌄

Detailed description and duly justification (max. 500 words)

To the greatest possible extent, the proposed actions are included as part of the University's planned annual operations. These operations are included in the University's digital planning tool along with groups/people responsible and timings for completion. Twice a year, the status of operations are followed up and any deviations are addressed by the University management.

Actions not included in the planning tool are followed manually by the Implementation Group and the Steering Committee.

In the future, all actions will be formulated in such a way that they can be included in the planning tool.

How are you monitoring progress (timeline)?* ⌄

Detailed description and duly justification (max. 500 words)

See section above.

The actions are included in the University's digital planning tool with timings and groups/people responsible. Monitoring and follow-up is therefore part of the University's routine administrative operations.

Furthermore, there is reporting twice a year to the Advisory Board for Quality Assurance and regular reporting to the Steering Committee.

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

Detailed description and duly justification (max. 500 words)

See the two sections above.

In the future, all actions will be formulated in such a way that they can be included in the University's digital planning tool. Reports of results and deviations will be given regularly to the Steering Committee for information and any necessary remedies.

Prior to the next assessment, there will be a major evaluation of the activities and results during the previous three years. See also the following section.

How do you expect to prepare for the external review?* ⌄

Detailed description and duly justification (max. 500 words)

We will use many of the same activities for the external review as we have used for the internal review.Activities might include:

- We will use researcher panels (R1 to R4) to review the progress made since the first approval (i.e. previous five years). These panels will revisit the gap analysis to see which areas need to be prioritised in the following three years. With the passage of time, a new Vice-Chancellor and probably new strategies, points in the gap analysis that were previously classified as ++ might be downgraded and indicate a need for further work.
- Review of all the webpages and documents available to check that they are up to date.
- We will ensure that all the necessary documentation is available for the physical visit, that all documentation is available in English and that the visit agenda is well planned to ensure that the reviewers can work in the most efficient way.
- Use of an external reviewer who will critically assess the previous three years' activities.

Additional remarks/comments about the proposed implementation process: (max. 1000 words)