TEMPLATE 4: ACTION PLAN

Case number: 2021SE601702

Name Organisation under review:

SLU (Swedish University of Agricultural Sciences), Sweden

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1. ORGANISATIONAL INFORMATION

Please provide a limited number of 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	1753
Of whom are international (i.e. foreign nationality) *[1]	n.a.
Of whom are externally funded (i.e. for whom the organisation is host organisation) *[2]	n.a.
Of whom are women	859
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.[3]	1082
Of whom are stage R2 = in most organisations corresponding with postdoctoral level[4]	219
Of whom are stage R1 = in most organisations corresponding with doctoral level[5]	343
Total number of students (if relevant)	4216
Total number of staff (including management, administrative, teaching and research staff)	3155
RESEARCH FUNDING (figures for most recent fiscal year)	**€**
Total annual organisational budget	378 600 600

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[1] SLU does not register nationality in the staff and student registries.

[2] This information is not part of the financial system at the University. The majority of the salary costs for research staff is a mixture of external funding (research grants obtained in competition) and governmental funding, and varies over time. Note: External funding does not mean SLU is only a "host organisation".

[3] Professor n=191, Associate professor/senior lecturer (universitetslektor) n= 142, Researcher (Forskare) n= 749.

[4] Post-docs and associate senior lecturer (biträdande universitetslektor)

[5] PhD students with employment. The total number of PhD students (employed+on stipend+industrial PhD) sums up to 559.

Annual organisational direct government funding (designated for research)	123 700 000
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	83 400 000
Annual funding from private, non-government sources, designated for research	13 900 000

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

SLU plays a key role in development for sustainable life, based on science and education. SLU conducts education, research and environmental monitoring and assessment in collaboration with society at large. Through our focus on the interaction between humans, animals and ecosystems and the responsible use of natural resources, we contribute to sustainable societal development and good living conditions on our planet. SLU is a research intensive university, 70% of the turnover goes to research and doctoral education. Our scientist contribute to >1600 scientific articles each year, of which > 75 % are co-published with universities in other countries, and are thus among the most cited within our prioritised scientific fields.

2. STRENGTHS AND WEAKNESSES OF THE CURRENT PRACTICE:

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code at your organization.

Thematic heading of the Charter and Code	STRENGTHS and WEAKNESSES
Ethical and professional aspects	free text maximum 500 words SLU cares about academic freedom and integrity and the organisation's common fundamental values provide guidance in everyday life, by describing what the starting point for your activity is, for contacts with the outside world, and how we behave towards each other and others. All SLU employees are included in these values. The fundamental values are: • scientific approach • creativity • openness • responsibility. In addition to these four fundamental values, there are six fundamental principles for national authorities SLU has to follow: • democracy • legality • objectivity, factuality and equal treatment • free formation of opinions • respect • efficiency and service.

	Strengths: The gap-analysis reveals that SLU's strength lies in the fact that all aspects mentioned under this thematic heading are regarded as fully implemented. *Weaknesses*: A general development area is to translate all relevant documents into English in order to move towards a situation where bilingual communication contributes to better integration of all staff and students in faculty activities. Regarding the thematic heading Ethical and professional aspects, SLU has currently no central board responsible for handling issues of misuse of ethical practices or Codes of Ethics.
Recruitment and selection	free text maximum 500 words *Strengths*: The gap-analysis reveals that SLU's current strength lies in all aspects mentioned under this thematic heading as they are regarded as fully implemented (except for the aspect Recognition of mobility experience). The transition to an e-recruitment tool has increased aspects of legal certainty during the recruitment process. Over the last years, SLU has implemented a number of activities with focus on equal recruitment. These activities are expected to lead to a more even gender distribution among professors. SLU's strategy 2021-2025 highlights that active and systematic work to promote a good working environment, gender equality and equal opportunities are important elements to increase SLU's attractiveness. The harmonization of procedures and processes has created equal opportunities across SLU. *Weaknesses*: Even if the goal of 52 % female professors, as set by the government for 2021, might not be reached, continuous work aims at a gender balance within a 40-60 % goal across all job categories. With 32 % female professors, SLU mirrors the national statistics for all HEI. SLU's Academic Appointments Boards would benefit from engaging the Division of Human Resources to a larger extent in the recruitment and selection process of teachers and other research staff. SLU also needs to develop common routines for the recruitment of research staff except teachers. The recruitment of research staff is handled at department level and make up the majority of recruitments. By engaging the Division of Human Resources, Academic Appointments Boards and departments would complement their expertise in scientific and pedagogical assessment with valuable expertise on

	recruitment and the assessment of soft values such as leadership and interpersonal skills.
	SLU should enhance the use of social media platforms for recruitment.
	SLU is not regularly including collaboration skills as a judging merit.
	SLU is currently not recognizing mobility as a judging merit.
	SLU's information to early career researchers on aspects such as employment, salary and social benefits is inadequate and not up to date.
Working conditions	free text maximum 500 words *Strengths*: The majority of all aspects mentioned under this thematic heading are regarded as fully implemented at SLU. SLU offers education in sustainable leadership in academia through the Division of Human Resources. A well-developed organization for safety officers secures safe working environment. SLU's strategy 2021-2025 focus area "One SLU" points out the work to promote gender equality and equal opportunities which helps to increase SLU's attractiveness as a university and employer. *Weaknesses*: The strategy 2021-2025 outlines the importance of SLU being proactive in its systematic work aimed at preventing ill health and accidents, combatting discrimination, and promoting equal opportunities for students and employees. In these efforts, it is essential that SLU works against restrictive norms and power systems linked to the grounds of discrimination. SLU's information available to early career researchers on aspects regarding career development is inadequate and hard to find. For doctoral students (R1), post-docs (R2) and researchers access to career advice is incoherent and often based on personal initiatives. Furthermore, there is no common policy that regulates co-authorship. Regarding value of mobility see Weaknesses under Recruitment and selection.
Training and development	free text maximum 500 words *Strengths*: SLU strategy 2021-2025 emphasizes the importance of providing internal learning opportunities which allow staff (and students) to share good examples, learn from each other and work together as "One SLU". The gap-analysis demonstrates that SLU's current strength lies in all aspects mentioned under this thematic heading as they are regarded

	as fully implemented. SLU has since the external evaluation "Quality and Impact" in 2009 allocated specific resources to and conducted training in sustainable leadership in academia. Separate courses are offered in leadership and management, respectively. All staff can contact the Forum for career development at SLU (FOCUS) aiming at making better use of and develop the skills and resources that exist among SLU employees. However, aspects of an academic career are not covered and an action is therefore proposed to meet that gap. *Weaknesses*: There is no structure for post-doc mentorship. Supervision and training depend on initiatives at departments or from senior researchers.

3. ACTIONS

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organisation's HR Strategy dedicated webpage(s):

*URL:

Please fill in a sum up list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis:

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Free text -100 words max	*Retrieved from the GAP Analysis*			
1. Translate documents and websites only available in Swedish pointed out in gap analysis to English; *Översätt dokument och webbsidor som finns enbart på svenska och som finns utpekade I gap analysen till engelska.*	*all*	*Q4 2023*	*Vice-chancellors office*	*Documents and websites available in English* *Dokument och webbsidor finns på engelska*
2. Investigate how to further proceed in the	*2*	*Q4 2023*	*Vice-Chancellor*	*Vice-Chancellor's decision on ethics board and*

establishment of a central Ethics board. *Utreda fortsatt process för inrättande av en central etiknämnd.*				*revised Delegation of Authority*
3. Revise the Staff policy *Revidera personalpolicyn*	*3*	*Q2 2023*	*HR*	*Staff policy is revised* *Personalpolicyn är reviderad*
4. Launch of in-house training in competency based recruitment; Utbildning i kompetensbaserad rekrytering				
4.1 All board members of the Academic Appointments Board (incl substitutes) *Lärarförslagsnämndens alla ledamöter och suppleanter*	*13*	*Q3 2021*	*HR*	*Number of board members who participated in the trainings (incl substitutes)* *Antal ledamöter och suppleanter som deltog I utbildningen*
4.2 Academic Appointments Board members, including substitutes in the beginning of their mandate period (a new mandate period starts 2022-07-01) as well as faculty administrative officers *Lärarförslagsnämndens ledamöter och suppleanter har fått utbildning i början av en ny mandatperiod (ny mandatperiod börjar 2022-07-01), även fakultetshandläggare.*	*13*	*Q2 2022*	*HR*	*Number of board members (incl substitutes) who participated in the trainings* *Antal ledamöter och suppleanter som har deltagit i utbildningen, även fakultetshandläggare*
4.3 Heads of Department and recruiting managers *Prefekter och rekryterande chefer*	*13*	*Q2 2022*	*HR*	*Number of Heads of Department and recruiting managers who participated in the trainings* *Antalet prefekter och rekryterande chefer som har deltagit i utbildningen*
4.4 HR staff *HR personal*	*13*	*Q4 2021*	*HR*	*Number of HR staff who participated in the trainings* *Antalet HR personal som har deltagit i utbildningen*

5. Investigation on needs (process support/tools) of HR related support to the a) Academic Appointments Boards (R2-R4) b) Heads of Departments (R1+R2) c) departments for all kinds of research staff Utredning om behov av HR-relaterad stöd (process/verktyg) till a) lärarförslagsnämnder (R2-R4) b) Prefekter (R1+R2) c) institutioner för övriga anställningar som forskare	13	Q4 2023	HR	Report available with suggestions for further actions Rapport tillgängligt med förslag på framtida aktiviteter
6. Develop coherent information on recruitment applicable to staff categories that are not handled by Academic Appointments Board Utveckla sammanhängande information för rekrytering av personalkategorier som inte hanteras av lärarförslagsnämnder.	12	Q4 2023	HR	Coherent information available on SLU's staff web Sammanhängande information finns tillgängligt på medarbetarwebben
7. Develop a policy regarding publication of advertisements on platforms including social media (employer branding project) Utveckla en policy för publicering av annonser på olika plattformar och som omfattar sociala medier	13	Q4 2023	HR + Division of Communication	Policy document available Number of advertisements published on identified platforms Policydokument framtagen. Antal annonser publicerade på identifierade plattformar
8. Develop a policy regarding publication of advertisements for research staff (R1-R4)	13	Q4 2023	HR + Division of Communication	Policy document available

which includes publishing on Euraxess webportal *Utveckla en policy för publicering av annonser för kategorin forskare (R1-R4), som omfattar annonsering på Euraxess webbsidan*				Number and share of total of advertisements published on Euraxess *Policydokument framtagen* *Antalet annonser och andelen annonser som publicerats på Euraxess.*
9. Investigate the technical prerequisites for automatic publication of advertisements via bridges from e-recruitment tool ReachMee *Undersök de tekniska förutsättningar för en automatiserad publicering av annonser via bryggor från ReachMee*	*13*	*Q4 2023*	*HR + IT*	*Bridges in place* *Bryggor på plats*
10. Revise advertisement templates according to relevant section of the toolkit provided by Euraxess. *Revidera annonsmallar avseende relevanta avsnitt i Euraxess verktygslåda*	*12*	*Q2 2022*		*Advertisement templates revised* *Annonsmallar reviderade*
11. Include aspects of collaboration competency in staff development reviews and synchronise with template for salary dialogue *Inkludera aspekter av samverkansförmågan i mallen för medarbetarsamtalet samt synka med mallen för lönesättande samtal/lönesamtal*	*16*	*Q4 2021*	*HR + Vice chancellor*	*Revised version of staff development reviews.* *Mallen för medarbetarsamtalet reviderad*
12. Initiate discussion on SLU's position regarding mobility and its recognition as a judging merit *Initiera en diskussion avseende SLU:s syn på mobilitet och dess*	*16, 18, 29*	*Q2 2022*	*HR + Vice chancellor*	*Discussion initiated leading probably to a revision of 'Appointment procedures for teachers at SLU' and 'The general assessment criteria for the appointment of teachers'*

erkännande som bedömningsgrund				*Diskussion inledd som långsiktigt kan leda till en revision av Anställningsordningen och Allmänna bedömningsgrunder*
Support to early career researchers				
13. Develop coherent information to early career researchers covering aspects such as career development, employment, salary and social benefits (in Swedish and English) *Utveckla sammanhängande information till juniora forskare rörande aspekter som karriärsteg, anställning, lön och sociala förmåner (på svenska och engelska)*	*25, 28, 30*	*Q4 2023*	*HR + Division of Communication, support from Grants Office regarding career development*	*Coherent information available on SLU's staff web* *Sammanhängande information finns tillgängligt på medarbetarwebben*
14. Investigation on needs for mentorship of post-docs *Utreda behoven för mentorskap för post-docs*	*36+37*	*Q4 2023*	*HR*	*Report available* *Rapport finns*
Actions for post-docs on stipend				
15. Investigation on conditions for post-docs on stipend *Utredning om förhållanden för post-doc med stipendium*	*25*	*Q4 2022*	*HR*	*Report available with suggestions for further actions* *Rapport tillgängligt med förslag på framtida aktiviteter*
16. Mapping of post-docs on stipend as part of the annual compilation (information available via IDIS) *Kartläggning av post-doc med stipendium som del av den årliga sammanställningen (information via IDIS)*	*25*	*Q4 2021*	*HR+ Division of planning*	*Information on how many post docs stipend are at SLU over time* *Information om hur manga post-doc med stipendium över tid*
17. Survey on why departments accept post-docs on stipend *Enkät som undersöker varför institutionerna tar*	*25*	*Q2 2023*	*HR + Division of planning*	*Results from survey will serve as background to future actions*

emot post-doc med stipendium				*Resultaten är utgångspunkten för framtida aktiviteter*

The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan.

(free text, 1000 words maximum)

The principles of the Charter and Code in the area of recruitment are found to be either fully implemented or almost implemented. Based on the gap analysis and on our review of the OTM-R checklist, some areas have been identified where SLU would benefit from further improvement. These areas are within the following items of the OTM-R checklist:

Item 1. SLU does not have an explicitly named overarching OTM-R policy as such. However, relevant documents follow the principles of OTM-R compliant with Charter & Code. However, the SLU Staff policy (will be revised according to **Action Plan, action 3)** and the Appointment procedures for teachers at SLU embrace OTM-R policies. Additional documents provide further guidance for applicants and recruitment processes. Furthermore, by following Swedish law and regulations combined with agreements and policies, SLU offers attractive working conditions for researchers and ensures a process fulfilling the aims of OTM-R.

Item 2. SLU's policies implement OTM-R procedures and practices in the recruitment of teacher positions (professor, associate professor, associate senior lecturer). The recruitment processes for researchers, PhD students, post docs, lecturers (adjunkt in Swedish) are, however, not standardized and need to be formalized in guidelines. When developing guidelines for these staff categories the OTM-R toolkit will be used as guiding principle (see **Action Plan, action 6**). It will be investigated how expertise at the Division of Human Resources can meet the needs of support during the recruitment process at the level of Academic Appointments Board and Heads of Department (see **Action Plan, action 5**).

Item 3. Managers/Heads of Departments and members of Academic Appointments Boards are introduced to relevant documents at the beginning of their term of office and thus can be considered sufficiently trained. Competency based recruitment is about to be established as the means of recruiting (see **Action Plan, actions 4.1-4.4**).

Item 4. SLU would benefit from advertising at other online platforms besides the SLU staff web and Platsbanken (equivalent to Eures). To address this, a policy document regarding publication of advertisements on platforms including social media (employer branding project) will be developed. In addition, a policy document regarding advertising for research staff (R1-R4) which includes a standardized utilization of Euraxess, will be developed (see **Action Plan, actions 7-8**).

Item 6. SLU works from many different angles in order to promote the message of being the given choice of employer.

Item 7. A general area of improvement is transparency, where some key information is not yet translated into English. Documents and websites identified in the gap-analysis not yet available in English will be translated following SLU's rules of what must be available in both languages (see **Action Plan, action 1**).

Item 8. Policy documents and procedures which embrace OTM-R policies are in line with policies to attract underrepresented groups. Competency based recruitment should lead to non-biased hiring and an increased share of underrepresented groups being recruited (see **Action Plan, actions 4.1-4.4**).

Item 9. Policy documents and procedures that embrace OTM-R policies are in line with policies to provide attractive working conditions for researchers. Currently, information about career development and working conditions are scattered. Information needs to be structured so that it is easy to find (see **Action Plan, action 13**). Further actions to support early career researchers involve an investigation on needs for mentorship of post-docs (see **Action Plan, action 14**). Regarding post-docs on stipend, it has been identified that this group is beyond SLU's mandate to decide on unilaterally. Questions related to conditions for post-docs on stipend need to be addressed from the stipend givers and the legislative side. Routines for annual mapping of post-docs on stipend will reveal information about extent and trends. A survey will investigate the reasons behind departments accepting post-docs on stipend and will serve as a foundation for possible future actions (see **Action Plan, actions 15-17**).

Item 11. Templates for advertising positions are available in the e-recruitment tool ReachMee. Minor modifications are applied depending on the specific needs of the faculty. However, guidelines for advertising positions are not yet available and it is currently decided by the departments in which forums to advertise. A common policy would improve branding of SLU and increase visibility in a European and wider international context (see **Action Plan, actions 7-9**).

Item 12. SLU includes references or links to almost all the elements foreseen in the relevant section of the toolkit, Advertising and application phase in job advertisements. However, additional references/links should be included in templates, such as information about entitlements (benefits), professional development opportunities, career development prospects and to SLU's equal opportunities policy (see **Action Plan, action 10**).

Item 13. SLU would benefit from increasing its exposure and visibility on other online publication platforms except the SLU staff web and Platsbanken (equivalent to Eures). A policy document regarding publication of advertisements on platforms including social media (ongoing employer branding project) is an action that will address this. Also, a policy document regarding publication of advertisements for research staff (R1-R4) which includes utilization of Euraxess will be developed (see **Action Plan, actions 7-9**).

Item 14. See above.

Item 19. The "General assessment criteria for the appointment of teachers" serves as a guideline for Academic Appointments Boards in judging merit. According to the action plan SLU will translate and publish internal steering documents into English and create a comprehensive webpage that gives an overview of OTM-R at SLU. Also, SLU is currently updating the guidelines for the appointment of

teachers. Since the updated appointment procedure is widening the concept of merits and skills it is also important to discuss how to evaluate merits in the areas of collaboration skills and mobility (see **Action Plan, actions 11 – 12**).

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL:

4. IMPLEMENTATION

General overview of the expected implementation process: 1000 words maximum

The process of writing this application has been in the form of a project, however, the implementation process will have focus on integrating HRS4R activities (as described in the action plan) into the existing structures of the university. To achieve an optimal integration, the composition of the steering committee will include representatives from diverse areas of the university in order to utilize existing meeting fora and decision-making structures. It will thus change compared to the steering committee related to writing this application. The steering committee's task is to oversee the work and continue to ensure a strong link between the listed activities and strategic decision-making and policy development in the areas of research, education and human resources.

A coordinator will be appointed by the Director of Human Resources in autumn 2021, and will be responsible for the implementation of activities according to the time frame, including administration, planning and follow-up activities as well as communication. The coordinator will report on a regular basis to the steering and has regular contact with the implementation committee.

The implementation committee will gather project leaders and a number of key persons to ensure anchoring across the administration/academia interface. The implementation committee will be a forum for exchange of experiences, discussion and feedback for the project leaders and will include mainly researchers (R2-R4 levels). R1 researchers will mainly be involved through the decision making fora and advisory committees where HRS4R activities will be discussed as part of the governance structure of SLU. Faculty boards (for decisions on faculty level) and other relevant boards are composed of researchers from R1-R4 level. Of particular relevance for the implementation of the HRS4R process are Faculty Boards, Appointments Boards, and gender equality and equal opportunities committees at both university and faculty level.

Project leaders appointed by the Director of Human Resources are responsible for planning and conducting actions listed in the action plan. They report on a regular basis to the coordinator and the implementation committee about the status of the different activities.

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

Checklist	*Detailed description and duly justification
How will the implementation committee and/or steering group regularly oversee progress?	free text 500 words maximum It will be the coordinator's responsibility to inform the steering committee and meet with the implementation committee on a regular basis. Information can be shared in the form of reports but, at least twice a year, progress will be discussed at meetings. It is also the coordinator's responsibility to gather information from project leaders on status of projects, and monitor and document progress or deviations from the original plan.
How do you intend to involve the research community, your main stakeholders, in the implementation process?	free text 500 words maximum The implementation process will follow the line of operation at SLU, the line of operation within academia being Vice-Chancellor, Faculty Dean, Head of Department and will of course involve appropriate decision-making and advisory bodies. All members of boards and committees at SLU are active researchers and often R1 researchers are represented in these groupings. Both the steering committee and the implementation committee will consist of active researchers. Progress and results are regularly published on the HRS4R website.
How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy.	free text 500 words maximum SLUs steering documents, policies and guidelines are already in line with the principles of the Charter and Code. However, when these kinds of documents need to be updated, the coordinator needs to be alerted to make sure an update will be made according to the principles of the Charter and Code.
How will you ensure that the proposed actions are implemented?	free text 500 words maximum

	SLU's HRS4R action plan will be approved by the Vice-Chancellor. Additionally, as described above, the implementation is ensured through appointing project leaders, an implementation committee, a coordinator and the steering group.
How will you monitor progress (timeline)?	free text 500 words maximum Progress will be monitored against the targets and the timeline in the action plan. It is the respective project leader's task to ensure progress and that status is reported to the coordinator on a regular basis. It is the coordinator's task to report to the steering group and the implementation committee and support project leaders when necessary.
How will you measure progress (indicators) in view of the next assessment?	free text 500 words maximum Progress will be described in relation to the achievement of the actions' target. In addition, it needs to be evaluated if the identified gaps have been fully addressed or if further action is needed to close the gaps. For actions suggesting an investigation (actions 6, 17), the report should include actions and targets for the next assessment. For actions where the target is a figure (actions 4.1-4.4, 7, 8) the development over time will indicate for actions in view of the next assessment.

Additional remarks/comments about the proposed implementation process:

(free text, 1000 words maximum)