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Revised Action Plan HRS4R 2022

New actions

Below you will find the new actions that will be added to the revised action plan in the HRS4R process. The action plan also contains the actions from the current action plan that have not been completed yet and those that have been completed. The remaining actions are at the end of this document. The actions have been developed using input and feedback from open focus groups, workshops, subject and departmental meetings, a survey, the professors collegiate, conversations with resear21 es collegiate,

Action 20	GAP Principle(s)	Timing (at least by year's quarter/semester)
<p>Incorporate EU Open science policy into the research support framework and/or frameworks</p> <p>Open science has been developing over recent years as a policy nationally and within the EU. At Karlstad University we have been engaging and supporting researchers in relation to important areas of open science. It is now time to widen the open science agenda and to develop a structure that embeds this as a more formalised and settled process. This work cuts across many departments and requires a coordinated and systemic approach.</p> <p>EU Open Science policy: https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/open-science_en</p>	1. Research freedom 2. Ethical principles 3. Professional responsibility	20.1 Q2 2022 20.2 Q4 2023 20.3 Q1 2024
	<p>Responsible unit</p> Coordinated by the Grants and Innovation Office	<p>Indicator(s)/Target(s)</p> 20.1 Identify the ambitions within the EU Open Science policy that will be addressed. 20.2 Provide clear guidelines for researchers in each of these areas 20.3 Incorporate into pre and post award processes as well as expanding the Research Handbook to incorporate open science
Action 21	GAP Principle(s)	Timing (at least by year's quarter/semester)
<p>Create and implement a digital recruitment course for managers and other staff working with recruitment of staff to Karlstad University.</p> <p>In accordance with principle 14 of the Charter and Code regulating selection committees, members of selection panels should be adequately trained. All recruitment processes have an assigned HR Specialist with the right training and all managers receive training. However, a need for training staff other than managers and HR Specialists has been identified. To reach a larger audience and to provide more accessible training at all times, a digital recruitment course is being developed</p>	14. Selection (Code)	21.1 Q1 2021 21.2 Q3 2021 21.3 Q1 2022 21.4 Q3 2022 21.5 Q3 2022 21.6 Q1 2023 21.7 Q2 2023 21.8 Q1 2025
	<p>Responsible unit</p> HR Office	<p>Indicator(s)/Target(s)</p>

		21.5 Launch the course on a small scale and evaluate 21.6 Review if needed 21.7 Launch the course to the whole organisation 21.8 Evaluate the course
Action 22	GAP Principle(s)	Timing (at least by year's quarter/semester)

Update instructions to experts to indicate that we are positive to and value co-authorship and mobility, including virtual mobility

The instructions to experts do not specifically include that Karlstad University value of co-

Action 17	GAP Principle(s)	Timing (at least by year's quarter/semester)
<p>Update the Appointment Procedures and Supplementary Procedures for the Recruitment and Promotion of Academic staff</p> <p>These steering documents needs to be updated to align better with the Charter for researchers & Code of Conduct for the Recruitment of Researchers.</p>	12. Recruitment 13. Recruitment (Code) 16. Judging merit (Code) 19. Recognition of qualifications (Code)	17.1 Q3 2020 17.2 Q4 2020
	<p>Responsible unit</p> HR Office	<p>Indicator(s)/Target(s)</p> 17.1 Steering documents revised 17.2 Decided and implemented
Action 17	GAP Principle(s)	Timing (at least by year's quarter/semester)
<p>Create a toolbox for gender perspectives within recruitment processes</p> <p>A toolbox for managers will be developed to support them in how to apply a gender perspective to the recruitment processes. The toolbox will be included in an HR guide for managers.</p>	10. Non-discrimination 27. Gender balance	19.1 Q4 2020 19.2 Q1 2021
	<p>Responsible unit</p> HR Office	<p>Indicator(s)/Target(s)</p>

The recruitment process is functioning well and has improved due to the adjustments made in the last year.

provide collegial support to newly employed academic staff will therefore be extended to include all academic staff. The programme must also consider openness and transparency.

Co-authorship is considered important, but KAU does not provide clear guidance on this issue. The traditions vary between different subject areas and at the moment co-authorship is only reflected in bibliometric scores and is not considered in a wider perspective. The University Library will, in cooperation with the faculties, develop guidelines on co-authorship.

2022 version

Swedish legislation ensures working conditions and social security of a high standard, and state employees enjoy additional benefits. Karlstad University understands that good conditions are vital to attract and retain competent staff. Therefore, KAU has been implementing new recruitment procedures centred on employment stability. This has created a cultural shift in moving away from renewing multiple short-term contracts as a standard practice, towards a higher percentage of permanent contracts, resulting in the lowest percentage of non-permanent contracts for academic staff among Swedish universities. Doctoral students have good conditions with contracts and relatively high salaries, when compared internationally.

Karlstad University, like all public higher education institutions in Sweden, was tasked by the government

Training and development ***2019 version**

The area of Training and Development is in need of further attention, since 4 out of 5 principles are considered not completely fulfilled. During doctoral education, there is a clear supervision structure. However, after obtaining a PhD, the structure disappears and early stage researchers are expected to develop into independent researchers all by themselves. Depending on the research environment in which a researcher is involved, opportunities for guidance and access to research training may not be clear to individual researchers and are therefore not used to a desirable extent. Some managers may not have efficient tools for following up on performed activities in appraisal talks.

There is a wide variety of research training and professional development opportunities available. However,

<p>The post-award structure and procedures need to be formalised and embedded into the overall research award support structure. This will engage several support offices at the University. The Research Administration Steering Group (Sw: FASG group), which has just completed a review of the pre-award support structure, will continue the development of the post-award structure.</p> <p>The Post-award Structure with support notes and outlining rules and regulations for the management of projects will be incorporated within the Research Handbook and the overall research support structure.</p>	<p>Responsible unit</p> <p>Grants and Innovation Office through the FASG group (FASG: research adm steering group)</p>	<p>Indicator(s)/Target(s)</p> <p>1.1 Development and decision of new post-award structure</p> <p>1.2 Implementation of new structure</p>
<p>Action 2</p>	<p>GAP Principle(s)</p>	<p>Timing (at least by year's quarter/semester)</p>
<p>Create a Quality Assurance Model for Education and Research</p> <p>Researchers at Karlstad University follow good practice concerning accountability (6) towards the University as an employer, as well as to the interests of funders and tax-payers in using their money well. Methods of data collection and analysis are open to internal and external scrutiny. Research is evaluated through designating strong or excellent research groups and appraisal talks on an individual level (11). Researchers have access to a research environment (23) with specialised equipment, labs, databases, internal and external professional opportunities, language training, office spaces, up-to-date IT facilities, etc. The multifaceted roles of senior researchers (37) are demonstrated within the research collegiate and the doctoral supervision collegiate.</p> <p>However, the gaps in all four of these principles show that although there is research collegiality in relation to internal peer review, seminars, research discussion groups, and idea reflecting forums that function very well in some research areas, this is not standard practice throughout the University. Currently, the University is working on its Research Quality Assurance Process, as required by the Swedish Higher Education Authority (Sw: Universitetskanslerämbetet, UKÄ). Broadening and structuring the peer-review process will be an important component of these efforts. A proposal has been distributed for a round of internal consultations, which will end on the 30th of September 2019. The QA model for education and research is to be decided, and academic departments need to be informed and implement the Quality Assurance model. Implementation is considered fulfilled when the first evaluation using the QA model is completed.</p>	<p>6. Accountability</p> <p>11. Evaluation/appraisal systems</p> <p>23. Research environment</p> <p>37. Supervision and managerial duties</p> <p>Responsible unit</p> <p>Vice-Chancellor for decision, Pro-Vice-Chancellor for information about decision, Deans for implementation</p>	<p>2.1 Q4 2019</p> <p>2.2 Q4 2019</p> <p>2.3 Q4 2020</p> <p>Indicator(s)/Target(s)</p> <p>2.1 Decision</p> <p>2.2 Information about decision</p> <p>2.3 First evaluation of research unit/group using the QA model completed</p>
<p>Action 3</p>	<p>GAP Principle(s)</p>	<p>Timing (at least by year's quarter/semester)</p>
<p>Update the Recruitment Strategy</p>	<p>12. Recruitment</p>	<p>3.1 Q4 2019</p> <p>3.2 Q2 2020</p>

The Strategy and Action Plan for the Recruitment of Academic Staff needs to be updated with actions in line with the HR Excellence in Research Charter & Code		3.3 Q3 2020
	Responsible unit	Indicator(s)/Target(s)
	HR Office	3.1 Review of current Strategy completed 3.2 Proposal of new Strategy/Policy 3.3 Decision and implementation
Action 4	GAP Principle(s)	Timing (at least by year's quarter/semester)

Consolidate information about training and

	communicating and implementing the programme among senior and early stage researchers.	
Action 7	GAP Principle(s)	Timing (at least by year's quarter/semester)
<p>Embed aspects of career advice/professional development for researchers in the appraisal talk</p> <p>Gaps that have been identified include the lack of structured career advice and how professional development opportunities are utilised, recorded and evaluated. Other actions have focused on the accessibility and registration of completed research training activities. Aspects of career advice and professional development opportunities for researchers must also be naturally embedded in the appraisal talks and followed up.</p>	<p>28. Career development</p> <p>30. Access to career advice</p> <p>38. Continuing professional development</p> <p>40. Supervision</p>	<p>7.1 Q1 2020</p> <p>7.2 Q2 2020</p>

The support, in terms of the guidelines and template for documentation in preparing and conducting the appraisals, does not include career advice and is not customised for specific staff categories, such as researchers. Therefore the guidelines on employee performance appraisal interviews as well as the template for documentation will be updated to include these issues

		boards and the ethics committee 9.2 Internal consultation on co-authorship guidelines 9.3 Decision on guideline for co-authorship 9.4 Information and implementation of new guidelines
Action 10	GAP Principle(s)	Timing (at least by year's quarter/semester)

Implement continual development opportunities for doctoral student supervisors

Attendance of the doctoral supervision course is mandatory to become a docent (reader or

