



## HR STRATEGY – ACTION PLAN, Örebro University

Name Organisation under review:	<b>Örebro University, Örebro, Sweden</b>
Organisation's contact person:	<b>Maria Wennerstrand, Human Resources Department, Örebro University (Maria.Wennerstrand@oru.se)</b>
Organisation's HR Strategy and Action Plan can be found	<a href="#">here</a> .

SUBMISSION DATE: INITIAL: 28 MARCH 2018, MODIFIED: 5 NOVEMBER 2018

### 1. ORGANISATIONAL INFORMATION

Please provide a limited number of key figures for your organisation. Figures marked \* are compulsory.

These figures refer to the year 2017.

<b>STAFF &amp; STUDENTS</b>	<b>FTE<sup>1</sup></b>
Total researchers = staff, fellowship holders, bursary holders, doctoral students either full-time or part-time involved in research	877
Of whom are international (i.e. foreign nationality)	See note <sup>2</sup>
Of whom are externally funded (i.e. for whom the organisation is host organisation)	See note <sup>3</sup>
Of whom are women	432
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	295
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	183
Of whom are stage R1 = in most organisations corresponding with doctoral level	399
Total number of students (if relevant)	9,491
Total number of staff (including management, administrative, teaching and research staff)	1,342
<b>RESEARCH FUNDING (figures for 2017)</b>	<b>€ million<sup>4</sup></b>
Total annual organisational budget (for research)	50.9
Annual organisational direct government funding (designated for research)	30.1
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	14.7
Annual funding from private, non-government sources, designated for research	2.8
Other research funding (from other government authorities)	1.1
<b>ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)</b>	
<p>Örebro University is a broad-based university with internationally prominent research. Some 15,800 students (about 9,500 FTEs), 340 doctoral students and 1,300 staff study and work here. There are about 80 degree programmes (undergraduate and Masters) as well as 600 separate courses. Many of ORU's student programmes are aimed at professions.</p> <p>ORU cooperates with industry and commerce, local and regional governments and other organisations, both nationally and internationally. In the 2017 Times Higher Education rankings, ORU was one of the top 400 universities in the world and one of the top 50 universities in the world less than 50 years old.</p>	

<sup>1</sup> Our systems do not currently allow calculation of FTEs. The figures show numbers of people. The probable numbers of FTEs, with the exception of R1 researchers and students, is about 75% of these figures.

<sup>2</sup> Nationally compiled statistics for 2014/2015 indicate that 26% of our newly recruited Doctoral students had "international" nationality defined by the nationalities of their parents. This does not, however, indicate that they were internationally recruited. This figure is expected to rise in 2017/2018.

<sup>3</sup> Most researchers are externally funded to some extent. We are unable to extract this data.

<sup>4</sup> Converted from Swedish kronor at rate 1 SEK = 0.1 Euro.

## 2. NARRATIVE (MAX. 2 PAGES)

Örebro University (ORU) is a young university, awarded university status in 1999. Since then the university has shown continuous development of high-quality and highly regarded academic degree programmes and research. Between 2010 and 2015, research volume in terms of publications doubled. Today ORU is one of the largest of a handful of 'young' universities in Sweden. Recently the gap between ORU and earlier-established universities in Sweden has narrowed. ORU now ranks 10<sup>th</sup> or 11<sup>th</sup> in national rankings, and 405<sup>th</sup> in the 2018 Times Higher Education World University Ranking. ORU is one of the few universities in Sweden offering a full range of educational programmes from medicine to music, from law to culinary arts and from psychology to computer sciences. There is also a thriving business school<sup>5</sup>. Located 200 km west of Stockholm, ORU's students come mainly from outside of the region.

Work on a new vision statement and document began early 2017. This work has engaged a large number of personnel from the whole university – executive<sup>6</sup>, lecturers, researchers, doctoral students, students and administrative staff. The material derived from workshops involving small groups and has provided a wealth of data, which will guide the university's direction in the coming few years. The new [vision](#) was ratified by the university board in December 2017.

In brief, the new university vision (*Örebro University – leading towards a knowledge-driven society*) states, amongst other, that the **university shall run internationally competitive research** and offer professional-oriented educational programmes that are among the country's best. Data from the vision work has been used in answering the questions below, together with other group discussions more focussed on HRS4R.

Another key area in the new university vision is **digitalisation**. One area covered by this topic is the availability of searchable documents on-line. In addition, there are many documents that should be available in English as well as Swedish. The university's digitalisation plan will crystallise during 2018 and will include the availability of searchable documents on-line, with English versions where deemed necessary.

### ***Ethical and Professional aspects***

Research is one of the key areas in which that the general public has great belief. Therefore, people must be able to trust in research being carried out to the highest standards. Since most academic research is carried out with taxpayers' funding, it is also essential that the general public has full access to results if they so wish. Legislation for Open Access and Open Data, along with Swedish legislation on the principle of public access to official records are key to ensuring this.

At ORU, professionalism and top-notch ethical standards are required in all research activities, be they public funded or funded from private (often industry) sources. In carrying out the gap analysis, we have found several areas where ORU is currently making essential changes and improvements. Since these are already underway in other internal programmes, they have not been included in the HRS4R Action Plan. However, for clarity, we have outlined these areas below (see also pages 3-12 in the Gap Analysis).

- 2. Ethical principles. The appointment of the Vice-Chancellor's ethical council is important for maintaining a local review of research activities. As stated, the appointment has been delayed by national negotiations covering all universities that will affect the structure and activities of a local ethical council. This does not affect research that requires ethical approval, such as medical research, which has its own process. Currently in Sweden, a suggestion has been put forward by a government-appointed expert group to introduce a new national authority for research ethics.
- 5. Contractual and Legal obligations. ORU has recently started a Post-contract Office to assist researchers in the actual administrative running of projects. This is seen as essential in increasing the professionalism in project management and providing funders with better reports.
- As regards 6. Accountability, 7. Good practice, and 8. Dissemination, ORU is already strong in various areas. However, there is always room for improvement. While we are currently implementing dissemination training throughout the university, which is clearly apparent in an increased number of press releases, it is clear that we need to be more explicit in other areas of researcher training.

---

<sup>5</sup> ORU has eight "schools". In other universities, these might be called *Departments*. Departments at ORU refer to administrative units.

<sup>6</sup> This is the management office of the university.

### **Recruitment and Selection**

In 2017, ORU was awarded funding for a Marie Skłodowska-Curie COFUND doctoral programme (NEWBREED), to cofund 16 doctoral students. This has been a very valuable exercise in developing and modifying our international recruiting processes, in particular making them more transparent. Experience has also been obtained from the international recruitment of promising young postdoctoral researchers in 2013 with some 600 applicants for 16 positions. A similar recruitment is now underway for 18 assistant lecturer positions.

National legislation governs much of our approach to recruitment; this we must and do follow. The NEWBREED project has highlighted our ability to assess applicants from all over the world – how can we be sure that we assess an applicant from Indonesia equally to one from Spain? The impracticality of using local assessors from each country of the applicant is common to any European university as well as the assessment of publications in local languages. We are making progress in developing anonymisation processes that have worked well with NEWBREED, which have required modifications to our application systems and flexibility from our evaluators. A further review will be carried out in late 2018 when the application process for this project is complete.

While we have gained experience in most of the areas in recruitment and selection that need to be addressed, we realise that we need additional policies and processes, available on-line and in English. This area is being generally addressed throughout the university in other actions and is not covered in this document.

### **Working Conditions and Social Security**

Sweden is renowned for its generous legislation regarding social security and we do not feel that we need to make any significant efforts for local changes. Physical working conditions are also exceptional. The major changes we envisage are better information on our website. Salaries for doctoral students in Sweden are generous compared to most other countries in Europe.

The university is currently working towards the limitation of multiple, short-term R2 and R3 level researcher appointments within the confines of national legislation. See point 25 below.

### **Training and Development**

This is an area that can never be fully satisfactory, for any place of work. Continuous improvements must always be made. While we have a large number of training programmes for researchers, they are not packaged or listed in a way that is easy to overview. In our action plan, we intend to make it easier for researchers to determine what training and development programmes are available. In addition, there needs to be a greater available of programmes in English.

Career development is covered in points 29 and 30 below. Before we can embark on any programmes, we need to carry out a number of studies and benchmarkings. Firstly, we need to define the term *mobility*: its duration, whether mobility has to be physical, mobility between sectors (public, private, NGOs etc.). Only when we are clear about a definition can we devise ways of setting a value on mobility to be used in job application assessment. At the same time, setting a value on mobility must not be discriminatory to those who, for some reason, cannot be mobile in the terms that we have defined. Indeed, some of the current research funding streams, nationally and internationally, are directly discriminatory as regards mobility. In determining our stance as regards mobility, ORU will consult both nationally and within the EU as well as intersectorally.

Access to career advice has been available to undergraduates at most universities for many decades. However, career advisory services, primarily for R1 and R2 level researchers, are not as common. As regards doctoral students, most universities train more doctoral students than they can subsequently employ at R2 level. In addition, with the pressure of mobility, many early postdocs are persuaded to move to another university or country. Therefore, career services are more a selling point for the university – a feature of a caring employer that provides services of no direct benefit to itself. At present, ORU does not have any organised career advisory service, rather *ad hoc* advice from people in various parts of the university who have experience. We need to determine our ambition level, having benchmarked with other similarly sized and oriented universities. The university executive will need to determine the level of funding that it is prepared to give to such a service.

Co-authorship has been shown to be a grey zone with variations throughout the university's schools. It is important that we bring some clarity to the situation since promotion to the position of associate professor (*docent*) is based on publication independence.

### 3. ACTIONS

ORU has identified the following areas where systematic improvements need to be made. The various areas do not necessarily require the same amount of work but changes, to a greater or lesser extent, need to be made. We have chosen to combine the list of actions and the extended version.

- 5. Contractual and legal obligations
- 7. Good practice in research
- 16. Judging merit
- 25. Stability and permanence of employment
- 28. Career development
- 29. Value of mobility
- 30. Access to career advice
- 32. Co-authorship

#### General gaps

During the course of the gap analysis work, several overarching areas requiring action were highlighted (see Gap Analysis sections 2, 5, 6 and 8). These included:

- A greater degree of internationalisation as regards both staff and research is required at the university.
- Further to internationalisation, more information needs to be available to staff in English, particularly on the university’s websites. Many of the university’s basic steering documents are still only available in Swedish and cannot be machine translated since they are scanned documents. This is currently being addressed with urgency.
- Generally, more information (both printed and online) needs to be available to staff at all levels. While this information may already be available, it needs to be packaged in a better form.

These areas are already being addressed as part of the university’s [internationalisation](#) activities as well as work with [Örebro University’s vision and Strategic Goals 2018-2022](#).

<b>Title action</b>	<b>Timing (quarter/year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>5. Contractual and legal obligations</b></p> <p>It has recently come to light that participants in externally projects are not always fully aware of the contractual and legal obligations that are incumbent on them.</p> <p>For this reason, a course will be held, at least every academic term, regarding the regulatory affairs concerning externally funded projects, particularly EU and private industry funded. Project coordinators are responsible for ensuring that all existing and new project participants attend the courses. A list of people who have attended the courses will be held by the course organisers.</p>	<p>Q1/2019</p> <p>From</p> <p>Q2/2019</p> <p>Q4/2020</p>	<p>ORU Executive (legal section), ORU Grants Office. External parties will be invited as necessary.</p>	<p>Target 5.1 – Course design The structure of the course will be drawn up by involved parties and will be officially approved by the Vice-Chancellor. Indicator – course structure approved and ready for launch.</p> <p>Target 5.2 – Roll-out of courses Indicator – at least one course held each academic term.</p> <p>Target 5.3 – Review of course participation Indicator – list of attendees drawn up and compared with existing project participants. 100% attendance expected.</p>

<sup>7</sup> Unless otherwise stated, the *Timing* is stated as annual quarters. These timings may need to be adjusted depending on when ORU receives final approval of its HRS4R plan.



<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>7. Good practice in research IT security and Open Data</b></p> <p>The results of the questionnaire and knowledge of researcher practices has revealed a lack of knowledge regarding data storage regulations and security. This is not only a gap but also a serious risk to the university.</p> <p>Unauthorised and unwise storage of data is an ongoing concern, not just at ORU. With the upcoming requirements for Open Data, storage of information must also conform with international requirements and standards.</p> <p>An information campaign to researchers regarding data storage will be drawn up by the ORU IT and Communication Departments. There will be information on the safety/security aspects of storage (e.g. what data storage assets are backed up) and also the legal aspects of data storage, that even data storage on separate data storage units or on non-ORU data storage is covered by legislation. The legal definition of “work in progress” is important in indicating what data must be available in the public domain. Information will be in English and Swedish. All new researchers will be provided with this information in their Introductory Package.</p> <p>The Swedish National Data Service (<a href="#">SND</a>) is a government-funded national resource that has been given a mandate to facilitate access to new and existing Swedish research data within and outside of Sweden. The aim is that data will be stored locally (at universities) but visualised through an SND tool. SND also provides support to researchers in Sweden throughout the process of data management. Although SND is currently specialised only in research data in humanities and social sciences, it has formed a consortium consisting of universities that may in the future complement SND in other subjects (such as medicine, physics, bioinformatics, etc.</p> <p>ORU has employed a Data Manager based at the School of Medical Sciences and is looking to employ a second person at the School of Science &amp; Technology. The aim is to employ Data Managers at all ORU’s schools. These Data Managers are subject specialists with knowledge of data curation. At the</p>	<p>Q2/2019</p> <p>Start Q4/2018 3/2019</p> <p>Q2/2020</p>	<p>ORU IT Department (IT security), ORU Legal Unit, ORU Library (Open Data), ORU Communication Department, ORU Office for Academic Policy (archive unit)</p>	<p>Target 7.4 – Information Campaign on data storage. Indicator – information on data storage recommendations available on website. Indicator – material on data storage printed and circulated to all researchers.</p> <p>Target 7.5 – Information Campaign on Open Data. Indicator – Information available on website regarding Open Data and ORU’s plans.</p> <p>Indicator – ORU Open Data plan approved by ORU Executive, published on website and distributed to researchers in printed form. A number of seminars will be held.</p> <p>The final aim is that all researchers understand how data should be stored, why and where and the consequences of incorrect handling of data.</p>

<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p>same time, ORU University Library is currently working (together with the Grants Office, Archive Unit, Library, IT, Legal, GDPR Specialist, Data Managers, and researcher representatives) on a plan for Open Data storage of research results, as are all other universities in the country. An initial Five-Point Plan has been submitted to the ORU Executive.</p>			
<p><b>16. Judging merit</b></p> <p>Recent international recruitment campaigns at ORU have highlighted various difficulties in judging the merit of some applicants, particularly R1 and R2 level researchers from non-European or non-north American countries.</p> <p>This gap needs to be addressed. For all positions above postdoc, there is a particular external review process that is used by all Swedish universities. The decision about who will be recommended (to the Vice-Chancellor) for each position is then made by each faculty board's Academic Appointment Committee. The HR department is still responsible for preparing each employment matter for the committee.</p>	<p>Q1/2019</p> <p>Q3/2019</p> <p>Q3/2020</p> <p>Q3/2021</p>	<p>ORU HR Department</p>	<p>Target 16.1 – Assessment of the most recent recruitment campaigns to indicate what has functioned, and what has not. List areas for improvement. Indicator – official document showing areas that need to be improved. Methods and procedures will be drawn up to achieve significant improvements in coming campaigns.</p> <p>Target 16.2 – Benchmark with other similarly sized universities, both nationally and internationally. How do they judge merit? How successful are they? What assets do they use? How are publications that are not in English assessed? Indicator – official document showing how other universities judge merit. Develop list of actions that ORU can take to achieve best practice.</p> <p>Target 16.3 – As a result of 16.2, methodology in the case of international job applicants to assess how publications not written in English can be assessed. Indicator – written process for assessing publications not in English.</p> <p>Target 16.4 – As a result of 16.3, ORU requires an improved method of finding suitable evaluators of job applicants from outside of Sweden (and the Nordic countries). This will also involve using contact networks of researchers at ORU.</p>

<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
	<p>Q3/2020</p> <p>Q4/2021</p>		<p>Indicator – written process for finding evaluators of job applicants from outside of Sweden. Lists of possible evaluators will be kept up to date.</p> <p>Target 16.5 – Implementation of new procedures for judging merit that are also published on ORU’s website.</p> <p>Indicators – official processes, publication in English on ORU’s website.</p> <p>Target 16.5 – Review of new procedures.</p> <p>Indicator – following the next international recruitment campaign at ORU after 16.3, review the efficacy and reliability of the new processes. Feed back information to improve processes.</p>
<p><b>25. Stability and permanence of employment</b></p> <p>This has been identified in the Gap Analysis as a <u>partial gap regarding R1 researchers</u>. The gap refers to ensuring that these researchers, regardless of their funding streams, have sufficient funds available to complete their doctoral studies. Furthermore, the prerequisites for stipend-recipients need to be made as similar as possible to salaried Doctoral students.</p> <p>R1 researchers – At ORU, there are a number of different types of doctoral research programmes including: full-time doctoral students, part-time doctoral students (usually combined with a clinical position at a hospital) and industrial doctoral students (where the students are employed at a company and have time off to conduct a company-related research project at ORU). Most of these doctoral students are employed by ORU.</p> <p>There are several areas that need to be addressed:</p> <ol style="list-style-type: none"> <li>1. Funding of some doctoral students by stipends, which may not be for the full duration of the programme.</li> </ol>	<p>Q2/2019</p> <p>Q2/2020</p>	<p>ORU Executive, ORU HR Department, ORU Finance Department</p>	<p>Target 25.1 – Determine the number of doctoral students at ORU who are on stipends.</p> <p>Determine the number of doctoral students at ORU who have difficulties with fourth-year funding.</p> <p>Indicator – official report and suggestions presented to Vice-Chancellor.</p> <p>This will enable the ORU Executive to assess the extent of the problem and take further actions if necessary.</p> <p>Target 25.2 – Cost of funding of fourth year of doctoral research.</p> <p>Indicator – official report and suggestions presented to Vice-Chancellor.</p> <p>If the result is that a significant number of Doctoral students have problems with fourth-year funding, funds might need to be allocated in the annual budget process in the autumn of each year. The Vice-Chancellor might need to decide if this</p>



<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p>The government has recently restricted the use of stipends through legislation in the Higher Education Ordinance. In addition, the insurance provided to doctoral students through The Legal, Financial and Administrative Services Agency has also been extended in the ordinance.</p> <p>2. Doctoral research in Sweden has to be carried out for a period of a minimum of four years, compared to three years in the majority of the rest of the EU. This means that EU-funded doctoral students require other funding for their final year. At ORU, the average length of time for doctoral studies leading to a thesis is almost exactly four years full-time equivalent. Many doctoral students, such as clinicians and industrial Doctoral students, only work part-time with their research. However, they must work at least 50% of their time on their doctoral programme.</p> <p>There is at present a central discretionary source of financing for the final year that is administered by the Vice-Chancellor. At present, this source of financing has not been fully utilised but with an increasing number of doctoral students at ORU, this will need to be reviewed as part of the process for this gap.</p> <p><i>Actions</i> Interview such students to see how they view their situation. Review the pension situation for such students. Contact the stipend providers to discuss why they choose this form of funding. Discuss internally with university executive and finance department how stipend-financed doctoral students can be better handled.</p> <p>Determine the number of doctoral students at ORU who only have primary funding for a three-year doctoral programme (e.g. EU funding). Calculate the average cost for providing funding for the final year, including pension and social security disbursements. Discuss internally with university executive and finance department the cost of financing the final year and how better financing can be achieved, either internally or externally.</p> <p>Note: since ORU cannot admit doctoral students without full four-year financial plan, the Heads of Schools must decide on the financing from the start. Once the student is admitted, ORU has financial responsibility for that student.</p>			<p>funding stream is permanent and thereby moved to the individual faculties.</p>

<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>28. Career development</b> <b>30. Access to career advice</b></p> <p>These two gaps have been put together as they are very similar and are in many ways linked with each other. Career development is also closed linked with 25. Stability and permanence of employment.</p> <p>Career development can be what the university offers, in terms of policy, for the progression R1 to R2. It can also be what the university offers in career advice to enable researcher to make their own decisions.</p> <p>Large universities often have career advice units for researchers but for smaller universities, it is difficult to justify the costs of such units. Student career advice units are not aimed at researchers beyond R1.</p> <p>Contact several Swedish and European universities to see how they tackle career advice for researchers (essentially R1 and R2). Also contact various national initiatives within academic unions and the Young Academy of Sweden.</p> <p>There are a number of individual, uncoordinated courses at ORU such as grant writing, contract law for researchers, utilisation of research results, statistics in research etc. these courses are not coordinated with each other, are not obligatory and have no official recognition. However, a special course comprising most of the elements has already been set up in an R2-programme, so it will take very little to formalise it.</p> <p>Draw up suggestions together with all parties involved with the content, including external parties where ORU does not have the correct competence. Present suggestion to faculty deans<sup>8</sup>, determine how the programme will be implemented and to whom.</p>	<p>Q3/2019</p> <p>Q4/2020</p>	<p>ORU HR Department</p>	<p>Target 28/30.1 – Benchmarking. How do other similarly-sized university handle career advice programmes? Indicator – Official document on results and suggestions for implementation at ORU presented to university executive, including a budget.</p> <p>Target 28/30.2 – Package existing courses at ORU into a “pick and mix” programme. Indicator – suggestion presented to the deans. Indicator – programme available and advertised. Indicator – first course started. Indicator – evaluation of first course.</p>

<sup>8</sup> The role of the faculty deans in the line organisation will change as from 1 January 2019. Since the new roles are not yet fully defined, this may change the timeframe, forwards or backwards.

<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>29. Value of mobility</b></p> <p>This is a very troublesome gap where the value of physical mobility has to be weighed against discrimination. Physical mobility favours researchers who are not in some form of personal relationship. It is much easier for a single person to move to another country for a period of months or several years than for a researcher who is in a relationship where the other partner has a fixed job or where school-age children are involved. As regards external financing, in some subject areas, physical mobility is often an unwritten requirement. To value physical mobility would therefore discriminate against a non-single person. We therefore need to think more about “local” mobility, virtual mobility and “local” (and even virtual) intersectoral mobility.</p> <p>Funds for travelling are available through the university. One of the faculty boards has funding for professors to go on sabbatical.</p> <p>There is also a national, government initiated, project for travel-free meetings, which will be adopted by the university. The project aims to restrict travelling where possible by using electronic meetings. However, this in itself could bring about an international discrimination against Swedish researchers since attendance at meeting is essential for career advancement.</p> <p>Job advertisements should state whether and how mobility is assessed in the recruitment. Advice given to those conducting recruitment in how mobility should be valued, ideally in a quantifiable manner.</p> <p>Most researchers understand mobility to refer to physical mobility to another country. Firstly, we need to define the term mobility and how it will be valued from a career point of view. How will these forms of mobility be documented? There should also be discussion with a focus group of all levels of researcher to take into account their view on mobility. Once this has been done, a suggestion will be drawn up and presented to the university executive, including the deans of the faculty boards.</p>	<p>Q3/2019</p> <p>Q1/2020</p> <p>Q2/2020</p> <p>Q4/2020</p>	<p>ORU Executive, ORU HR Department</p>	<p>Target 29.1 – Benchmarking. How do other universities quantify the value of all categories of mobility in recruitment and/or internal promotion? Discuss with several Swedish and European universities to develop a best practice. Indicator – report of best practice analysis. Suggestions presented to university executive. Result of benchmarking may lead to executive determining new activities to ensure ORU’s competitiveness.</p> <p>Target 29.2– Inform researchers, even (research) students, about need for mobility in an international perspective. Indicator: Information in the ORU introductory programme concerning mobility.</p> <p>Target 29.3 – University policy on value of mobility. Indicator – document on how mobility is defined and valued, available on website to applicants and applied in recruitments. Indicator: university policy document, approved by Vice-Chancellor.</p> <p>Target 29.4 – Promoting mobility. Using a panel of R1-R4, develop a definition of the term <i>mobility</i> and how it should be valued and documented from a career point of view. Suggestions will be drawn up and presented to the ORU Executive, including the deans of the faculty boards. The result will be an ORU <i>Mobility Policy</i>. Indicator: Mobility Policy document drawn up and approved. Written information, printed and online, will be made available to all researchers. Those researchers responsible for research staff will be specifically targeted and will be followed up during their annual appraisals.</p>

<b>Title action</b>	<b>Timing (quarter/ year)<sup>7</sup></b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>32. Co-authorship</b></p> <p>The results of our personnel questionnaire show that there is a general lack of understanding regarding of how co-authorship should be considered. In addition, any guidelines that do exist vary widely between different subject areas.</p> <p>Discussion with faculty deans on co-authorship guidelines in their respective subject areas. Discussion at school-level and, if necessary, at individual subject level regarding understanding of guidelines as well as local, national and international praxis. Comparison with the <a href="#">Vancouver Convention</a>.</p>	<p>Q1/2020</p> <p>Q2/2020</p> <p>Q4/2020</p>	<p>ORU Executive, ORU Library</p>	<p>Target 32.1 – Co-authorship guidelines Indicator: Report on results of consultation.</p> <p>Target 32.3 –internal analysis and international comparison presented to all three faculty boards and ORU Executive. Indicator: Analysis report and presentation.</p> <p>Target 32.3 – development and publication of ORU Guidelines on Co-authorship. Indicator: Guidelines published and circulated to researchers. Included in introductory programme package.</p>

**Actions addressing the implementation of Open, Transparent, Merit-based Recruitment**

<b>Title</b>	<b>Timing (quarter/year)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<p><b>Information regarding OTM-R online</b></p> <p>ORU does not have an overarching HR policy or OTM-R policy <i>per se</i>. However, due to Swedish legislation and the university's own regulations and policies, there are many steering documents that we believe fulfil the aims of OTM-R. A number of these documents are currently not available in English on the university's website.</p>	Q2/2019	ORU HR Department, ORU Communication Office	<p>Target – translate all steering documents regarding OTM-R into English.</p> <p>Target – publish steering documents concerning OTM-R on the university's external website.</p>
<p><b>Education of recruitment committees</b></p> <p>All managers and leaders at ORU receive education and training in the HR area, including recruitment. When new members are appointed to the Academic Appointments Committee, the HR Department should ensure that they receive education and training in the university's recruitment processes.</p>	Q3/2019  Q3/2019	ORU HR Department	<p>Target – the HR Department will produce an introductory programme for new committee members in the Academic Appointments Committee regarding OTM-R.</p> <p>Target – we will examine the possibilities of introducing “competence-based recruitment<sup>9</sup>” methodology at ORU.</p>
<p><b>Monitor whether the most suitable researchers apply and that OTM-R delivers on its objectives</b></p> <p>The HR Department needs to develop key indicators to be able to follow up recruitments.</p>	Q4/2019	ORU HR Department	<p>Target – benchmark against other universities regarding key indicators for recruitment processes.</p> <p>Target – introduce measurable targets in the form of key indicators for recruitment.</p> <p>Target – follow up and evaluate key indicators.</p>

<sup>9</sup> Method developed by Malin Lindelöw, <http://libris.kb.se/hitlist?d=libris&q=Lindel%C3%B6w,%20Malin>

*As 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 your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please also list the web link where this strategy can be found.*

## OTM-R at Örebro University

Örebro University (ORU) does not have an overarching HR policy or OTM-R policy *per se*. However, due to Swedish legislation and the university's own regulations and policies, ORU offers attractive working environment for researchers. ORU works continuously to ensure qualified recruitment and aims for openness and transparency in all recruitment processes.

### Advertising and application phase

#### a) Advertising the post

ORU has an employment regulation that ensures that all recruitment processes follow fixed principles and templates. All recruitments are based on the strategic competence fulfilment plan for the university operations in question. A recruitment profile, including requirements and assessment criteria, is drawn up and approved as specified in the regulation. All recruitments are published and advertised internally, externally and also internationally, unless there are any extenuating circumstances. The aim is to attract the best qualified candidates and to promote mobility.

ORU's job advertisements follow the recommendations stated in OTM-R Chapter 4.4.1a with the exception of salary; it is not normal in Sweden to state the salary level in job advertisements and ORU has a process of individual salary setting (however, salaries in the public sector are public information and can be obtained on request from the university). Nor does ORU state in its advertisements anything about professional development opportunities. Career development has been identified as a gap at ORU and actions to solve this are outlined in the action plan. ORU does not have a link to an OTM-R policy but refers to [other documents](#) with a similar content. ORU does not fulfil the recommendation to have a deadline of at least two months for applications. The deadline period for advertisements and the advertising channels used are adapted to the position being advertised. Consideration of extended deadlines during holiday periods is always made. The minimum deadline for ORU job advertisements is 2 weeks; for larger recruitments and in particular for strategic recruitments, the advertisement period is usually 1 month. We need to look at whether it is possible to have longer application periods; however, as a state-run institution, we are expected to follow [common basic values](#) to be quick and effective.

ORU uses an on-line recruitment system with a direct link for advertising on the EURAXESS website. There are detailed [instructions](#) given for job applications.

#### b) Keeping the administrative burden to a minimum

ORU is working continuously to simplify its administrative processes. The application process is facilitated using the on-line recruitment tool *Reach Mee* and standardised application templates. In Sweden, there are rules for how government institutions should process incoming documents (e.g. job applications). The provision of additional materials to an application is also regulated by law. In addition, the university has a duty to guide and help applicants. For instance, ORU urges all applicants to check that all requested documents are attached to the application and the recruitment system permits additional material to be added up until the application deadline. Documents that cannot be attached electronically may be provided at a later date. Regarding the language for applications, ORU accepts documents submitted in English, Swedish, Danish and Norwegian. For documents in other languages, the applicant is responsible for ensuring that the university can understand the content of the submitted documents. This usually means that the applicant must ensure that grades, for example, are translated into Swedish or one of the languages listed above. If documents are submitted in a foreign language, the university may request a supplement to the application, in accordance with regulations drafted by the [Swedish Agency for Government Employers](#).

### c) Acknowledging receipt and providing additional information

All applicants are kept up to date on the recruitment status through communication via the on-line recruitment tool. The minimum communication consists of the following:

- 1) Confirmation that the application has been received.
- 2) A "Thank you for your application" letter at the end of the application period with information about the number of applicants and the assessment process.
- 3) Information about any expert review with contact details and the deadline for their assignments.
- 4) Call to interview for selected candidates.
- 5) Information about who received the employment and the appeal process.

## Evaluation and selection phase

### a) Setting up selection committees

There are three faculty boards at ORU. They are responsible for quality assurance as well as for planning, supporting and following up the scientific and pedagogic operations. It is their task to plan, support and review the academic and pedagogic work at their respective schools. Each faculty board is supported by *The Academic Appointments Committee* that prepares appointments of academic staff. Their role and constitution is described [here](#).

Instructions and rules at ORU take into account all points in OTM-R Chapter 4.4.2 a. In order to assess an applicant's competence and skills, ORU uses [external experts](#) in the appointment of teaching and research staff at levels R2-R4. The experts are independent experts in the field, especially chosen for the task, and preparing the basis for an employment decision for the Academic Appointments Committee. Their assessments provide the faculty boards with a sound basis for decision-making.

### b) Screening and interviewing

All applicants for a position are treated and assessed according to the principle of "merits and skills" according published regulations.

The Academic Appointments Committee at ORU is used, where members are appointed specifically. In addition, in the recruitment of permanent teaching and research staff, a reference group is appointed at the ORU school in question. The reference group shall, as far as possible, remain the same throughout the whole recruitment process and is responsible for preparing an employment profile, advertisement, drafting expert reviews, conducting interviews, monitoring the trial lecture and contacting referees. The group provides The Academic Appointments Committee with a suggestion so that the committee can determine who should be employed. Travel costs for interviewees are covered. At ORU there are good opportunities to conduct interviews via the Internet.

### c) Assessing merit and future potential

For the evaluation of merit, a state employer may apply the selection standards that it normally uses. The standards, however, must not in themselves be either directly or indirectly discriminatory, but must appear as explanatory and essentially rational. ORU's employment process and the respective employment profiles indicate the basis for the selection of applicants. In addition, as regards R1 and R2 positions, it is stated that "Special importance will be given to the applicant's ability to contribute to the future development of both research and education. Demonstrated ability and willingness for an academic career is also important".

## Appointment phase

### a) Feedback

Within the government sector, the employment procedure is specifically regulated, for instance regarding how to inform about vacancies and how employment decisions should be notified. Application documents are public documents and therefore other candidates, as well as the public, have the right to access the documents.

At ORU, the statutory requirement to locally publish all employment decisions is supplemented by informing all the candidates who applied for a position about the decision and how it can be appealed. ORU provides all the candidates who have been interviewed with oral feedback (by phone) as to why they were not chosen for the position. Candidates can also request The Academic Appointments Committee decision protocol.

b) Complaints mechanism

An applicant who has been rejected for a position has the right to appeal the appointment decision. The appeal is heard by [The Higher Education Appeals Board](#). If the appeal is approved, the appellant must be offered the appointment, instead of the person who was first chosen for the appointment. However, admission to doctoral studies or appointment of doctoral studentships cannot be appealed.



#### 4. IMPLEMENTATION (MAX. 1 PAGE)

Overview of the expected implementation process.

- *Do you have an implementation committee and/or steering group regularly overseeing progress?*  
During the course of the HRS4R work at ORU, the project group has been overseen by a steering group. This steering group is *de facto* the university's Internationalisation Board, which includes the Pro-Vice-Chancellor for Internationalisation and External Affairs, the University Director, the HR director, one of the Faculty Deans, one of the Heads of School and one member of the administrative staff (a researcher who has been seconded from one of the schools). Once the HRS4R application was sent in, the project group was dissolved. Within a short period of time, an HRS4R Implementation Group will be instituted. This group will be hosted by the Human Resources Department and headed by the same project manager as for the application process. The group will be answerable, as before, to the Internationalisation Board. This board, together with the manager of the Implementation Group, will determine the constitution of the aforesaid group, as well as its *modus operandi*. This group will also handle feedback from the assessment of the application.
- *How do you involve the research community, your main stakeholders, in the implementation process?*  
The Implementation Group will, at least, involve one member of each researcher level from R1 to R4. Ideally, these members will represent further bodies at the university, such as the Section for Doctoral Students, Junior Faculty, etc. The group will also have the assistance of the local HR consultants at each school who will assist in disseminating and gathering information. However, we are also very aware that the administrative burden on researchers should be kept to a minimum, in line with university policy. Members of the Implementation Group will be expected to obtain feedback from their colleagues on various aspects of ongoing implementation and further activities required in the future. The group will visit the respective schools at the university (eight in all) at regular intervals to obtain feedback and to determine how the implementation processes are proceeding.
- *How will your organisation ensure that the proposed actions will also be implemented?*  
The HRS4R Action Plan for ORU will be anchored in university policies through a decision of the Vice-Chancellor. This decision will also include processes and procedures for follow-up and indicators. Each year, in the autumn, every school and administrative department in the university must submit an operation activity plan for the coming year. There will be a requirement to include HRS4R activities in these plans. Every year, the operation activity plan from the previous year is followed up by the university executive to ensure compliance and the follow up on results.
- *Is there evidence of any alignment of the HRS4R with organisational policies? For example, is the HRS4R recognised in organisation's research strategy, overarching HR policy?*  
Currently, after the application for the award has been submitted, there is no official mention of HRS4R in our organisational policies even though such policies may already be in compliance with HRS4R. During the course of the implementation process, it will probably be necessary to rewrite a number of the university's basic steering documents and it will be at this time when the actual expression HRS4R is introduced. Alignment of the HRS4R as used on the university's websites (internal and external) will occur successively from now onwards. Since the Implementation Group is based at the HR Department, the head of the group will ensure the alignment of HR policies with HRS4R.
- *How will you monitor progress?*  
The process of monitoring progress will be part of the annual follow-up of the operation activity plans for each school and administrative department. This process will start in 2019 and will be overseen by the University Executive Management during the course of the biannual dialogues with the respective schools.
- *How do you expect to prepare the internal and external review?*  
Internal – as part of the HR Department, the work of the Implementation Group will be included in the department's annual operation activity plan and will thus be followed up on an annual basis. In addition, the group will be required to regularly report to the Internationalisation Board. Together, this will make the actual internal review (after two years) a more straightforward process. The Internationalisation Board will appoint an independent (internal) person to carry out an internal review. This reviewer will be given full instructions, based on the templates from Euraxess, of what the review should cover. The reviewer will then report back to the Internationalisation Board, which will consider the results of the review and any additional actions that are deemed necessary. The review documents will be registered and stored in the university's archives.

External – in good time before the external review (at least six months prior), the Implementation Group will go through the templates for the external assessment to determine compliance with all the questions. The external reviewers will be hosted by the Internationalisation Board, which will begin by presenting the university, its internationalisation activities and thereafter HRS4R-related activities and results. The Implementation Group will also assist in these presentations. The external assessors will be given office space to work and persons from the Implementation Group will be on hand to answer questions and deal with administrative tasks.