TEMPLATE 4: ACTION PLAN

Case number: ……………………..
Name Organisation under review: Tampere University
……
Organisation's contact details:
……

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	1921
Of whom are international (i.e. foreign nationality)	452
Of whom are externally funded (i.e. for whom the organisation is host organisation)	1290
Of whom are women	786
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	686
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	537
Of whom are stage R1 = in most organisations corresponding with doctoral level	698
Total number of students (if relevant)	19395
Total number of staff (including management, administrative, teaching and research staff)	3994
RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	319884064
Annual organisational direct government funding (designated for research)	63403000
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	67151948
Annual funding from private, non-government sources, designated for research	21801395
ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)	
Tampere University was established at the start of 2019 by merging the University of Tampere and Tampere University of Technology to form a new foundation-based university. At the new University, technology and social sciences meet in a unique way. Our research groups and projects undertake multidisciplinary and multisectoral research across organisational boundaries. Tampere University is one of the most multidisciplinary universities in Finland. Nearly all internationally recognised fields of study are represented at our University. Tampere University has seven faculties and approximately 4,000 degrees are earned annually.	

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	STRENTGHS The researchers at Tampere University enjoy academic freedom in choosing their research topics and methodologies. Tampere University is committed to the national guidelines on responsible conduct of research and procedures for handling allegations of misconduct in Finland, issued by the Finnish National Board on Research Integrity. The University is an active member of the regional Ethics Committee of the Tampere University Hospital and the Ethics Committee of the Tampere Region. Tampere University's Doctoral School provides education on sound scientific practices and research ethics. Tampere University Library assists in data management and provides guidance on open science. The University has an open science guideline and action plan to promote openness in research. By signing the San Francisco Declaration on Research Assessment (DORA), the University commits to the responsible assessment of research and researchers. WEAKNESSES Even though national guidelines for agreeing on authorship exist, they have not yet been incorporated into the University's processes of starting a research project. A data management plan is a compulsory part of many funding applications, but not of all the projects. Guidelines and instructions for PIs are being prepared to clarify the division of responsibilities in research projects. Much training is available on managing a research project, but the training does not yet reach all the parties concerned. In addition, researchers would need more encouragement, and more support should be available for efforts to popularise research results. The disciplines vary in terms of how actively researchers take part in the public debate as experts.
Recruitment and selection	STRENGHTS Tampere University undertakes recruitments openly and transparently. As a rule, the vacancies are publicly advertised. Any deviation from this practice must be carefully grounded. The University has guidelines on undertaking recruitments and competent personnel to execute them.

	The University uses a recruitment software, which facilitates managing recruitments and works well from the applicants' perspective. Tampere University invests in international recruitments with eg recruitment channels and marketing practices. The recruitment software automatically transfers vacancy ads to EURAXESS and Academic Positions. Key steps in the process, such as the composition of preparatory groups that plan the recruitment of research and teaching personnel, are centrally approved by senior management, with attention being paid to the smoothness and transparency of the processes. Tampere University is committed to the DORA Declaration and national undertakings to further develop the responsible evaluation of researchers. Teaching competence is professionally assessed by a qualified pool of members assigned for the task.
	WEAKNESSES
	Now, the most obvious weakness and an area of improvement is the partial incompleteness of guidelines and the way the guidelines can be accessed, both of which are due to the merger process. The merger brought many changes to the recruitment processes and practices and the work continues. The processes are critically reviewed and constantly improved. The University's website and intranet and the information they contain are also being constantly updated and developed. The training of staff, especially supervisors, has begun, but much remains to be done.
Working conditions	**STRENGHTS**
	In Finland, work legislation and other complementary legislation as well as the General Collective Agreement for Universities ensure very good working conditions at universities. At Tampere University, special attention is paid to the equal and non-discriminatory treatment of employees. The University has an Equality Committee led by the Vice President for Research. The salaries in each post are determined according to the general salary system of universities. Tampere University has started a process to harmonise salaries and job titles to ensure the fair treatment of employees after the merger of two universities. The University supports the career advancement of employees in multiple ways and has a tenure track system to ensure the career advancement of researchers. The University organises diverse training for personnel. Employees and supervisors agree on the amount of teaching in the annual work plan. The personnel and students have opportunities to participate in the work of the University's decision-making bodies on several organisational levels. As examples of these bodies can be mentioned the Faculty Councils of each faculty, Academic Board on the university level and especially the Science Council, a university-level body that concentrates on research development. The mobility of research and teaching personnel is regarded as a significant matter for both career advancement and the internationalisation of the University. International HR services support

	the mobility of employees by assisting with administrative practicalities and other matters related to settling in a new country. The University will begin the preparation of a HR programme, with the aim of meeting staff training needs, clarifying career paths, and helping career planning and the continuity of careers. WEAKNESSES Because of the universities' merger, joint practices are still being formed. Guidelines are being finalised and specified. Communication channels must also be developed further. The University's website and intranet are developing, and more contents and guidelines are added. Training sessions about the updated guidelines and practices should be continued while finding new ways to improve information sharing. Based on the results of the personnel's well-being at work survey, personnel have been challenged by workload and burnout issues in the period of transformation. This aspect should be paid more attention in the future.
Training and development	STRENGHTS Tampere University has doctoral programmes on both the faculty and university levels. Doctoral programmes serve as versatile research and study environments for doctoral students and the Doctoral School brings together doctoral students from different disciplines. The Doctoral School supports the broad-based knowledge, development of research skills, internationalisation and general well-being of all doctoral students at our university. Doctoral students work closely with their dissertation supervisor. Doctoral students draft personal study plans with their supervisors, which are discussed and updated annually. There are also regular supervisory discussions and research seminars. Supervisors and employees conduct annual development discussions. Plenty of training is offered to supervisors on supervisory work and career support. Researchers at all stages of their careers, including those on fixed-term employment relationships, are offered a wide range of training and mentoring to update and develop their skills. WEAKNESSES The new university has been able to provide ample training and support for researchers and supervisors from the outset, but the effectiveness of training has not yet been evaluated. There are still differences in managerial skills, but the matter has been addressed through regular training. Efforts will be made to increase awareness of these trainings. The establishment of an intranet for the new organisation has also brought challenges for raising awareness about training opportunities. The information is partly fragmented and scattered. In the future, efforts will be made to clarify this situation, eg

	by introducing an electronic desktop for researchers. There is still little training focused specifically for the supervisors of doctoral dissertations, but efforts will be made to conceptualise, develop and implement such training in the future.

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: https://www.tuni.fi/careers

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			
Including the national recommendation on agreeing on the authorship of scientific publications and a data management plan into the starting phase of new research projects.	3. Professional responsibility 32. Co-authorship	Spring semester 2021	Research and innovation services, Library	Indicators are available guidelines and forms. Adding an issue in the project management system.
Encouraging researchers to open their research results and topics for a wider audience outside the scientific community.	6. Accountability 9. Public Engagement	Autumn semester 2021	Communication, brand and marketing unit	Organising events and training. Considering efforts to popularise research as a merit. Follow-up on and the development of visibility. The University's communications services and library organise needs-based training, guidance and support. In 2020, the emphasis has been on training related to teleworking and the introduction of a new research information system in the library. Training is provided for all staff on a training by

		6		*demand basis; R1-R4 researchers can participate in the events and training if they wish. Target is to organize at least two events a term.* *We will also follow indicative figures from non-scientific publications. In 2019, the number of publications aimed at the general public was 151 and the number of publications aimed at professional communities was 368.*
Gathering regular feedback from applicants on the recruitment process and employer image.	*12. Recruitment*	*Autumn semester 2020*	*People and culture (HR)*	*Indicator is a questionnaire and a regular survey for applicants. Development measures implemented based on results. In the survey for applicants we will also take into account perspectives that are in accordance to the European Charter & Code.*
An info package and training for supervisors on the new practices in recruitment	*13. Recruitment*	*Autumn semester 2020*	*People and culture (HR)*	*Videos and other types of training, a check list for supervisors on matters that must be considered in recruitment. Indicators are clear practical guidelines and a check list for supervisors. Tampere University has an equality and non-discrimination policy, which is part of the supervisors' information package.*
Posting a clear description of the research infrastructure on the website	*23. Research Environment*	*Spring semester 2021*	*Research and innovation services*	*Indicator is a clear description of the research infrastructure on the University's website.*
Documentation and sharing of good practices in doctoral education	*36. Relation with supervisors*	*Autumn semester 2021*	*Doctoral School*	*Indicator is an easily retrieved document.*
Highlighting supervisory work	*37. Supervision and Managerial duties*	*Autumn semester 2020*	*People and culture (HR)*	*Teaching and research staff are required to prepare a work plan. The work plan outlines how working time is divided between research, teaching and other duties (including supervisory work). Target is that supervisory work is given more prominence in work plans.*
The development of research skills and supporting	*38. Continuing Professional Development*	*Autumn semester 2021*	*Research and innovation services*	*Indicators are researchers' e-desk and introducing Vitae or some other tool for researchers to facilitate*

researchers' career advancement				*describing research skills and raising development needs.*
Conceptualising the training of supervisors	*40. Supervision*	*Autumn Semesters 2021*	*Doctoral School*	*Training courses and career counselling services provided. Indicators are training events at least twice a term and at least 100 participants a year.*

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.

Text below. (free text, 1000 words maximum)

Tampere University invests in open and transparent recruitment and the responsible assessment of researchers. The principles of equality and non-discrimination are applied in the recruitment process. As a rule, vacancies are openly advertised, and any other methods of recruitment must be clearly grounded. The University aims to recruit internationally as much as possible and uses versatile recruitment channels. The University always uses eg Academic Positions and Euraxess Jobs. In addition, social media channels, such as LinkedIn and field-specific recruitment channels, are used more widely than before. The Laura recruitment software is used as well as a video interview tool. We want to develop the recruitment process and practices further and, for this purpose, we will gather feedback from applicants related to the application experience and employer image. Tampere University has an Equality Committee and a regularly updated policy on equality and non-discrimination. The committee follows up on matters related to equality and non-discrimination and committee members may be contacted if development needs emerge. The University has started training on recruitment issues, meaning that the personnel's know-how on the principles and practices at the new University is gradually increasing. Where necessary, further updates will be made to the guidelines and attention will be paid to their publication in an appropriate and transparent manner. The orientation and training of supervisors in new ways of working has been taken as one of the areas that needs improvement. Guidance videos are thought to be especially well-suited for this purpose. With the videos, supervisors can familiarise themselves with the process when they plan recruitments. Tampere University is committed to the responsible evaluation of researchers and, for example, the composition of preparatory groups is decided at university level by considering the principles of equality and non-discrimination. Special attention is paid to instructing experts, and the responsible assessment of researchers is considered. HRS4R work is part of the University's quality management system. At Tampere University, quality management means the continuous knowledge-based development of actions according to the so-called quality cycle (Plan-Do-Check-Act PDCA). As an employer, Tampere University invests in the well-being of personnel and this is monitored by eg regularly repeated well-being surveys.

Finnish higher education institutions have a legal obligation to participate in external audits. Tampere University is committed to national and international quality management principles and guidelines and has started preparing for a national audit by the Finnish Education Evaluation Centre (https://karvi.fi/en/higher-education). The purpose of the national audit model is to support

achieving the higher education institution's strategic and operational goals. The University uses its quality system in the development of staff competence and the quality criteria set by the Centre include transparent procedures for staff recruitment as well as procedures that help to support the well-being, equality and non-discrimination of staff.

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: https://www.tuni.fi/careers

4. IMPLEMENTATION

General overview of the expected implementation process:

(free text, 1000 words maximum)

The academic leader of Tampere University, Provost Jarmo Takala oversees the development of both teaching and research and HRS4R work, which means that development initiatives are supported and clearly connected to teaching and research and the University's Executive Group, which is the HRS4R steering group, and where the Provost is also a member. The HRS4R steering group and the quality team led by the Provost hold regular meetings and follow up on the implementation of development measures. Regular discussions also take place between the management of the units responsible for developments and the HRS4R working group. Several development activities are closely linked to the research development programme and its working groups which regularly report to the Science Council on the progress of their work. Both the Science Council and the research development working groups consist of teaching and research staff members. As the HRS4R work continues, feedback will be gathered from teaching and research personnel on how the work has proceeded eg by using electronic devices and thematic workshops.

The predecessors of the Tampere University were already committed to implement the Human Resources Strategy for Researcher (HRS4R). Tampere University of Technology got the award in 2014 and University of Tampere in 2015. Because of the work both universities have already done in the field of enhancing researchers' working conditions and career opportunities most of the issues included in the Charted and Code are already implemented and praxis in the Tampere University.

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?	HRS4R work is part of the University's continuous quality work. The HRS4R working group meets regularly with the units in charge of developments to ensure that the development measures move forward. Some of the development activities are closely linked to the Research Development Programme and the research development working groups, which regularly report on the progress of their work to the Science Council. The quality team and the HRS4R working group hold regular meetings and report to the Provost and the University's Executive Group, which acts as the steering group for the HRS4R work.
How do you intend to involve the research community, your main stakeholders, in the implementation process?	In its meeting on 21 October 2019, the Science Council has prioritised the development measures. In the future, the role of the Science Council will still be to act as the most significant link between the HRS4R working group and the research personnel. The academic leader of the University, Provost Jarmo Takala oversees together with Vice presidents the development of both teaching and research and HRS4R work, which means that development initiatives are supported and clearly connected to teaching and research. The leaderships of the University and faculties annually discuss faculty-specific goals and development measures in connection to the operating and financial plan. This also provides a forum for introducing the development issues that emerge in HRS4R work to the faculties. HRS4R work is part of the University's continuous quality work, in which faculties have a central role. Related to quality work, the University's bodies undertake regular self-assessments. Many of the proposed development measures are part of the research development programme, which is taken forward in several thematic working groups composed of researchers from different disciplines at different stages of their careers. Researchers are thus involved in the advancement of development measures from the outset. Every employee can participate in deepening the University's strategy and work on shared values. In addition, feedback has been and will be gathered from the personnel (surveys on well-being at work). In the future,

	development suggestions will also be collected from staff with a feedback box. Feedback from teaching and research staff on the progress of the HRS4R work within the new organisation will be gathered, among other things, electronically and/or in workshops.
	The plan is that in the future, we will also meet as an extended working group within the framework of various themes, and researchers from career levels R1-R4 will be invited to these meetings. We actively include R1-R4 researchers in monitoring and analysing the progress of development measures and in identifying new areas for development.
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.	The University's leadership is committed to the HRS4R principles and acts as the HRS4R steering group with the President. The highest academic leader of the University, the Provost, oversees the HRS4R work and for taking it into account in all decision-making. HR Excellence in Research is also included in the University's strategy.
How will you ensure that the proposed actions are implemented?	The HRS4R working group holds regular meetings, follows up on the implementation of measures and reports to the Provost and the steering group. The HRS4R working group also meets regularly with the leadership of the units in charge of developments and discusses the implementation of development measures.
How will you monitor progress (timeline)?	The HRS4R working group meets regularly and follows up on the implementation of measures according to the table above within the agreed schedule.
How will you measure progress (indicators) in view of the next assessment?	Electronic guidelines, forms, links, documents and surveys are used to gauge progress. In addition, the implemented selection of courses and events are followed. Our ambition is also to develop ways to follow the visibility of research in mainstream media.

Feedback from teaching and research staff will be collected on the progress of the HRS4R work, among other things, electronically and/or in |

| | workshops. We will also collect feedback from the applicants as part of the recruitment processes.

Due to the development phase of the organisation, which is still in its infancy, many of the current areas of development are related to drafting instructions and guidelines, making them clear and easy to reach, and clarifying roles and responsibilities. In this case, the indicator is that the University has more detailed policies, process descriptions and definitions of responsibilities. It is very difficult to define other quantitative indicators for these types of development targets.

In connection with the popularisation of research, we will follow indicative figures from non-scientific publications. In 2019, the number of publications aimed at the general public was 151 and the number of publications aimed at professional communities was 368.

In connection with recruitment, we monitor the proportion of female and male applicants. In 2019, applicants comprised 43% of women and 53% of men (while 4% did not wish to report their sex). We will monitor this trend annually.

In the future, we will invest in the clearest possible quantitative indicators to make it easier to monitor the measures we are taking. An example could be the proportion of temporary staff, the number of international staff, the proportion of applicants from abroad etc. An indicator describing the proportion of applicants from outside the organisation has already been introduced and we will continue to monitor the developments annually. |
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Additional remarks/comments about the proposed implementation process:

| (free text, 1000 words maximum)

Tampere University was established at the start of 2019 by merging the University of Tampere and Tampere University of Technology to form a new foundation-based university. The merger was prepared for several years and during the process, researchers were involved in different ways to develop practices for the new University. In HRS4R work, we have strived to use the |
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feedback and development ideas collected from researchers during the merger process as widely as possible. During the merger process, a researcher survey was conducted on the ways to promote internationality. Professors, deans, team leaders and recently recruited were interviewed about developing recruitment practices, a new operating culture was promoted with a widely applied way of working principles, and a change pulse survey monitored the employees' ability to cope with the change process and their experiences of it. Employees participated widely in the University's work on shared values, and the new strategy was prepared by engaging the University community members. In the future, the participation opportunities of teaching and research personnel will also be the focus of HRS4R work and the implementation of development activities. The implementation of development activities and HRS4R work will also be regularly followed up on by the HRS4R working group.