1. Summary of GAP analysis

A brief summary of the principles in the Charter and Code is provided in the introduction of each area. A short description of LTU’s approach to the general principles and requirements as well as guidelines for recruitment follows thereafter.

1.1 The researcher’s ethical and professional responsibility

The research’s freedom under responsibility is a main theme in the Code for researchers. The researcher is expected to move forward boundaries for science and through the instrumentality of research ensure that the results benefit people and society. The researcher should adhere to laws, provisions and research ethical rules, take into account data safety and respect rules for intellectual property protection. The researcher should fulfil contractual and legal obligations towards the employer and principal. There should be a system for assessment and evaluation of research initiatives.

Based on the vision and objective, LTU has prioritised a number of overall strategic objectives for research, education, culture and environment, among other things that LTU participates actively in the development of an attractive, sustainable society. The Fundamental Law on Freedom of Expression and Freedom of the Press Act regulate the entitlement to express and present opinions and to print and disseminate information and views in Sweden. Ethical principles are regulated in the Ethical Review Act and guidelines for ethical assessment, and are addressed by the ethical review boards. The researcher’s professional responsibility is included as a part of the supervisory training and in other courses. There are guidelines for supervisors and for how supervisors are appointed. The professional responsibility is also included in the individual study supervision for doctoral students.

Researchers are aware of the areas which control their research environments and financing mechanisms through, among other things, procedures for research applications and reporting, through supervisory courses and information from Grants Office. There is information on contractual and legal obligations and courses are conducted by LTU’s lawyers and Archive function. The principle of public access to official documents, state laws and responsibility regulate responsibility, openness and insight. There are safe work methods and systems for backup copy to fulfil requirements for data safety and secrecy.

Dissemination and utilisation of results and making research known to society through a number of systems/activities like Open Access, LTU’s website, education and outreach seminars etc. Non-discrimination is clearly regulated in the Discrimination Act legislation and LTU’s Action plan for equal opportunities.

There is an improvement potential for the systems for evaluation systems and judging merits.

1.2 Recruitment

Guidelines for recruitment of researchers attach importance to a uniform and quality-assured recruitment process with requirements for advertising jobs, selection, insight and information to the applicants, clear requirements for assessment of qualifications and that qualifications and experience from other countries/sectors are valued.
The qualification and admission requirements are clearly stated in the Employment regulations and Guidelines for recruitment of teachers. The application procedures grant insight. The description of work conditions, rights and career opportunities is documented. The guidelines contain criteria for selection committees’ representatives and for equal distribution according to gender. Different methods of selection are applied like expert assessments, interviews and lectures. There are regular training occasions for the employment committees. The candidates are informed about the recruitment procedure. Applicants should be informed about the applications’ merits and weaknesses after the selection process. The selection process takes into account the candidates’ total experience. The guidelines for the Employment regulations contain guidelines for assessment. There is a plan for equal opportunities/equality in order to promote equal treatment and combat discrimination. There is the opportunity of long-term career development by, among other things, an established associate lectureship. As the recruitment at LTU is more and more international there is a need to test new ways to attract, recruit and retain international candidates and to offer language courses and new types of leadership courses. There is a challenge for leaders to lead in a multicultural environment. During the years steering documents have been translated into English. This work has to be intensified and cover more areas.

1.3 Work conditions and social safety

The code for researchers emphasises the importance of attractive work conditions. The research environment should be stimulating and have a good research infrastructure. Research financiers should provide for adequate resources being made available for implementation of research projects. As far as possible the researcher should be given long term employment contracts with salary and pension rights which conform to national agreements. Institutes should provide a good work environment with flexible working hour solutions adapted to the individual’s needs. Non-discrimination and equality should characterise the workplace. Researchers should participate in the collaboration and decision processes at the department and procedures and structures for conflict handling should be available.

Work conditions and social safety are generally well-developed areas in Sweden. Clear employment criteria’s is already available from the third-cycle education level. The research environment is good and work and employment conditions are regulated in laws, agreements and action plans. Strategic investments to equalise distribution according to gender have been implemented for a long time. Gender equality mapping with respect to unjustified salary differences are conducted every third year. A plan for career development is prepared and there is opportunity of career counselling. Individual researchers own their own research. Co-authorship is encouraged. There is a system for complaints/appeals. There is the opportunity to participate in decision-making bodies and an extended system for collaboration between employers and employee organisations exists.

1.4 Third-cycle education and career development

For the research career to be attractive it is recommended that the departments should have organised third-cycle education, that post-doctoral roles are used for development within the subject and that researchers’ career development should be included in the HR work. The offer of career counselling, mentor and guidance procedures should be included in the HR strategy for researchers. Researchers should continuously update themselves
scientifically. Guidance and teaching initiatives should be prioritised and valued in the researcher’s career development.

Clear roles are defined for supervisors and others involved in third-cycle education. Supervisor courses and qualification courses are held to create conditions for efficient knowledge transfer and development of research careers. Individual syllabuses are updated at least once per year and approved thereafter by the head of department. Access to education and continuing professional development is provided by capturing the needs in annual appraisals and dialogue and preparation of individual syllabuses and courses is offered to increase knowledge and development of expertise.

At the university there is not completely reliable statistics regarding how many in- and outgoing researchers there is and the monitoring as well as the information, guidance and support has to be developed in this area.