| **Planning division** | **DIALOGUE TOOL** SLU ID: SLU.[Skriv numret här]  2022-08-19 |
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Dialogue tool for the department's situation analysis

The situation analysis covers SLU's five quality areas, i.e. conditions for high quality in research and environmental monitoring and assessment (EMA). For each quality area there is a standard (benchmark), which in turn is broken down into a number of sub-standards that cover different aspects of the standard. The purpose of the situation analysis is to reflect on and discuss how well the standards are met, and to identify things that need to be improved. In the situation analysis, the staff need to be involved. The dialogue tool is intended as an aid in the internal discussion. It is only to be used as working material and documentation for the department's own needs.

*Each standard and sub-standard constitutes a statement to reflect on and react to: Is this true, are we living up to this?* The conclusion is indicated using the "traffic lights" (Yes – Partly – No). If the answer is 'Partly' or 'No'), describe in what way the standard is not being met, and suggest measures that the department can take to bring about improvement. Issues to be raised in the quality dialogue with the faculty management should also be noted.

Below are examples of questions that may be helpful in the situation analysis:

* Is the department's current mode of work functioning well?
* Is the division of responsibilities between department, faculty and university-wide functions clear?
* Is adequate and well-functioning operational support available?

The department’s regular work with e.g. skills supply planning, follow-up/development of operations, results and measures linked to employee surveys, are natural starting points for the situation analysis.

**NB: It is not necessary to discuss every single sub-standard, but all quality areas should be treated.** Some sub-standards are complex and cover several aspects; in such cases, choose those most relevant to the department. The department thus decides for itself what it wants to put effort into!

**The results of the current situation analysis are presented in a quality report** (see special template) that the department submits according to instructions on the [staff web](https://internt.slu.se/en/organisation--styrning/quality-research/)*.*

**Quality area 1. Skills supply and skills development**

*Standard:* Skills supply is based on needs in research, EMA and education. Recruitment takes place in open competition. Employees are given the opportunity to develop their skills. Green=Yes; Yellow=Partly; Red=No

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| *Sub-standard 1.1* - Skills supply planning efforts are systematic and long-term, and include gender equality and equal opportunities perspectives. | N  PY  Yxa |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 1.2* - The recruitment process is open, transparent and merit-based. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 1.3 -* Employees are offered opportunities for skills development on equal terms and regardless of gender. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 1.4* - Establishment and development of researchers early on in their careers is particularly supported. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

**2. Development and renewal**

*Standard:* Operations are characterised by good leadership and co-workership and a sustainable working environment on equal terms. The working environment and the organisational framework promote development and renewal of operations

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| *Sub-standard 2.1* - The organisation works systematically to promote equal opportunities, gender equality and a good working environment that is free from discrimination. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 2.2* - The organisation offers good opportunities for creative and open academic discussion, making use of the expertise of the staff. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 2.3* - A continuous strategic discussion is held on priorities and the need for actions for development and renewal. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 2.4* - The operations are developed and renewed through internal, national and international cooperation, including mobility. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |
| *Sub-standard 2.5* - Doctoral education is an integral part of operations and contributes to development and innovation. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 2.6* - Research and EMA evolve through participation in education at undergraduate and Master's level. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

**3. Infrastructure**  
  
*Standard:* The infrastructure for research and EMA reflects the needs and evolution of both, and is characterised by accessibility and efficient use of resources.

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| *Sub-standard 3.1* - Employees are aware of and have access to the necessary infrastructure within SLU and externally. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 3.2* - Resources for infrastructure are allocated and prioritised based on the needs of research, EMA and education. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 3.3* - Infrastructure develops in line with research development and technological development. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

**4. External collaboration and mutual learning**

*Standard:* Collaboration with other actors in society leads to mutual learning and development of new knowledge and skills.

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| *Sub-standard 4.1* - Research and EMA evolve through interaction with stakeholders outside academia. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 4.2* - Collaboration with other actors in society is developed and planned strategically, taking advantage of co-workers’ skills and experience related to collaboration. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 4.3* - Open science in the form of publications, decision support and publication of data develops the organisation and its external collaboration. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 4.4* – Participation in government enquiries, consultative procedures, policy work and expert assignments of other types contribute to the development of the organisation and its external collaboration. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 4.5* - Channels and tools for communicating new knowledge are available and used within the organisation. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 4.6* - Opportunities to develop results from research and EMA into innovations are known and exploited. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

**5. Good research practice**

*Standard:* Research and EMA are carried out with academic integrity according to good research practice.

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| *Sub-standard 5.1* - Ethical guidelines and principles of good research practice are well known and adhered to within the organisation. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 5.2* - There is an ongoing discussion within the organisation on academic integrity and research independence. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |

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| *Sub-standard 5.3* - Suspicions of misconduct, i.e. deviations from good research practice, are followed up and action is taken if necessary in accordance with SLU’s internal guidelines. |  |
| *If yellow or red is checked: Describe any shortcomings/challenges that cause the standard to not be met.* | |
| *Suggestions for concrete development measures that can be implemented at the department:* | |