

## Quality areas and standards for quality assurance of research and environmental monitoring and assessment (EMA)

(Established by the vice-chancellor 2022-06-13)

### 1. Skills supply and skills development

<i>Standard:</i>	<i>Sub-standards:</i>
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.	1.1 Skills supply planning efforts are systematic and long-term, and include gender equality and equal opportunities perspectives.
	1.2 The recruitment process is open, transparent and merit-based.
	1.3 Employees are offered opportunities for skills development on equal terms and regardless of gender.
	1.4 Establishment and development of researchers early on in their careers is particularly supported.

### 2. Development and renewal

<i>Standard:</i>	<i>Sub-standards:</i>
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	2.1 The organisation works systematically to promote equal opportunities, gender equality and a good working environment that is free from discrimination.
	2.2 The organisation offers good opportunities for creative and open academic discussion, making use of the expertise of the staff.
	2.3 A continuous strategic discussion is held on priorities and the need for actions for development and renewal.
	2.4 The operations are developed and renewed through internal, national and international cooperation, including mobility.
	2.5 Doctoral education is an integral part of operations and contributes to development and innovation.
	2.6 Research and EMA evolve through participation in education at undergraduate and Master's level.

### 3. Infrastructure

<i>Standard:</i>	<i>Sub-standards:</i>
The infrastructure for research and EMA reflects the needs and evolution of both, and is characterised by accessibility and efficient use of resources.	3.1 Employees are aware of and have access to the necessary infrastructure within SLU and externally.
	3.2 Resources for infrastructure are allocated and prioritised based on the needs of research, EMA and education.
	3.3 Infrastructure develops in line with research development and technological development.

### 4. External collaboration and mutual learning

<i>Standard:</i>	<i>Sub-standards:</i>
Collaboration with other actors in society leads to mutual learning and development of new knowledge and skills.	4.1 Research and EMA evolve through interaction with stakeholders outside academia.
	4.2 Collaboration with other actors in society is developed and planned strategically, taking advantage of co-workers' skills and experience related to collaboration.
	4.3 Open science in the form of publications, decision support and publication of data develops the organisation and its external collaboration.
	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.
	4.5 Channels and tools for communicating new knowledge are available and used within the organisation.
	4.6 Opportunities to develop results from research and EMA into innovations are known and exploited.

## 5. Good research practice

<i>Standard:</i>	<i>Sub-standards:</i>
Research and EMA are carried out with academic integrity according to good research practice.	5.1 Ethical guidelines and principles of good research practice are well known and adhered to within the organisation.
	5.2 There is an ongoing discussion within the organisation on academic integrity and research independence.
	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.