

Hanken School of Economics - Internal review

Contact Details

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Web-link to published version of organisation's HR Strategy and Action Plan:
<https://www.hanken.fi/en/research/hr-excellence-research>

Web-link to organisational recruitment policy (OTM-R principles) and HRS4R strategy:
<https://www.hanken.fi/en/faculty-staff/jobba-pa-hanken/job-opportunities>
https://www.hanken.fi/system/files/2020-03/personnel_instructions_2017.pdf (login required for now)

1. Organisational Information

| STAFF & STUDENTS | FTE ¹ |
|--|------------------|
| Teachers and researchers (in employment) | 162 |
| Of whom are international (i.e. foreign nationality) | 62 |
| Of whom are externally funded (i.e. for whom the organisation is host organisation) | 56 |
| Of whom are women | 75 |
| Of whom are stage R3 or R4 ² = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. | 64 |
| Of whom are stage R2 = in most organisations corresponding with postdoctoral level | 50 |
| Of whom are stage R1 = in most organisations corresponding with doctoral level | 38 |
| Total number of students | 2 558 |
| Total number of staff (including management, administrative, teaching and research staff) | 275 |
| RESEARCH FUNDING (figures for most recent fiscal year) | TEUR |
| Total annual organisational budget | 26 594 |
| Annual organisational direct government funding (block funding, used for teaching, research, infrastructure etc.) | 18 417 |
| Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding) | 1 817 |
| Annual funding from private, non-government sources, designated for research | 1 943 |
| ORGANISATIONAL PROFILE | |
| <p><i>Hanken is a leading, internationally accredited university with more than 110 years of experience in education and research in economics and business administration. Hanken is the only stand-alone university-level business school in Finland. We offer academic programmes on all levels (BSc, MSc and PhD) at two locations, Helsinki and Vaasa. Our programme portfolio also covers executive education, including an EMBA programme. Our research is of an internationally high standard and is the foundation for all education. Hanken has close ties to the business community and an active alumni network with over 14 000 alumni working in more than 70 countries.</i></p> | |

¹ Includes only employed staff in accordance with the official FTE reported to the Ministry of Education.

² <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

2. HRS4R – Internal Review for Renewal Assessment

Hanken started implementing the HRS4R Action Plan in spring 2015 when being awarded the “*HR Excellence in Research*” logo by the European Commission. A self-assessment of the progress made in the view of Hanken’s strategy was carried out during the autumn semester 2017 and an updated HRS4R Action Plan³ was submitted to the European Commission for assessment in November 2017.

In March 2018 Hanken received a response from the European Commission to the self-assessment and updated action plan, including recommendations on ‘corrective actions’ that could benefit the university. These recommendations have been taken into consideration in the implementation of the action plan and addressed in this internal review and updated action plan.

Hanken published a new long-term strategy and its three sub strategies, including an HR sub-strategy, in February 2020. Due to the COVID-19 pandemic, the university was closed in March 2021 and all activities were carried out remotely. The implementation of the new strategy, as well as the updated HRS4R action plan, was interrupted as resources were re-allocated to support the staff to enable them to continue their work without compromising health and safety. As a result, the internal review for renewal assessment was postponed until fall 2021.⁴

Hanken also has a short-term Strategic Action Plan for the next planning period 2021-2024 based on the Hanken 2030 strategy. The 2021-24 Short-term Action Plan has been adjusted as a result of the COVID-19 pandemic.

The circumstances have changed due to the pandemic and the university being closed since all teaching and research activities were carried out remotely for the better part of 8 months. Due to government recommendations, Hanken was again closed in October 2021 until the end of January 2022. This has not had an impact on the HRS4R strategy since the actions and goals are more long-term. However, the leap in digitalisation and rapid development of tools as a result of the pandemic allows for more flexible ways to conduct research and teaching also in the future. This has created new opportunities and different need of competencies and support for all staff categories and might impact the HRS4R strategy in the coming years.

HRS4R – Internal Review for Renewal Assessment

The HRS4R action plan has been reviewed and evaluated in the view of Hanken’s new long-term strategy, Hanken 2030, and the HR sub-strategy. All actions have been categorized as completed, still in the implementation phase (on-going), no longer considered relevant (omitted), or altered.

The HR unit has been responsible of preparations for the internal review. The draft has been or will be presented to the following institutional stakeholders for comments and feedback: The Consultation Committee (in September 2021), the Management Group (in November 2021), and Hanken’s Well-being Group (December 2021). The results from the well-being survey conducted in September-October 2021 were also taken into account.⁵ A final draft was published on the web and in the weekly newsletter with an invitation for comments from other interested members of the university.

³ The action plan is the result of a GAP analysis carried out based on the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers* (the Charter & Code).

⁴ An extension request was accepted by the European Commission 05/03/2021 and the new deadline set to 03/01/2022.

⁵ A well-being survey devised jointly by Finnish universities and Varma Mutual Pension Insurance Company (Varma) was conducted in September-October 2021. All Hanken’s staff and present PhD Students were invited to take part in the survey.

After the before mentioned stakeholders were given the opportunity to comment, the revised strategy was modified accordingly and finalised and submitted to the European Commission. A final version of the action plan has also been published on the web.

Areas of Development under the Charter & Code

The Charter & Code consists of 40 articles divided into four themes. By consulting the narrative on the strengths and weaknesses under these four thematic areas provided in the initial submission of Hanken's HRS4R Strategy as well as in the internal review, the changes of the circumstances in which the university operates and strategic decisions which have impacted our HRS4R strategy has been summarized.

Ethical and Professional Aspects

A founding element of Hanken's operations is the promotion of social responsibility in all our activities. Ethics, responsibility, and sustainability are values that permeate studies, research, and contacts to business life and society. Recognised ethical principles, professional responsibility and good practices are actively advocated throughout the organisation.

To maintain a responsible and functioning work environment and to promote responsible conduct of research and teaching more emphasis should be put on the induction of new researchers and teachers on departmental level and better support offered to both the new employee and the receiving department. Training for managers on all levels is also of essence when seeking to build a dynamic organisation with high ethics and sustainable conduct.

Recruitment and Selection

Hanken primarily recruits researchers to clearly defined career paths. Clearly defined career paths have become important in the recruitment of both national and international top scholars as well as in setting out to retain faculty already working at Hanken. The tenure track system includes two parallel career paths: a research-focused and a teaching-oriented career path. An assessment and development of the career paths system creates the need for revised processes and guidelines to secure open, transparent, and merit-based recruitment.

Working Conditions and Social Security

The increased demand on work performance, academic qualifications, and formal competence, has recreated the need for new guidelines and procedures to ascertain that the division of work both within the departments and between departments should be equal and based on job descriptions with the same opportunities for employees in the same position.

Hanken signs employment contracts with all newly admitted doctoral students instead of funding them through scholarships. To ensure that the study progress follows expectations and to provide doctoral students with competencies and skills necessary to secure future employment, the university must provide enough support not only regarding their doctoral studies and dissertation, but also opportunities to participate in research groups, pedagogical training, and teaching.

Affiliated researchers and doctoral students contributing to Hanken's mission are a vital part of the Hanken community. The definition of rights and obligations of affiliated researchers and doctoral students with external funding is vital to maintain these positive forms of collaborations and the valuable international network created over the years.

Training and Development

All researchers should be given the opportunity to undertake professional development. The measures for continuing development should be made accessible to the researchers by taking

training on both research and supervisory skills into consideration when making the working plan for each academic year. Pedagogical training is also recommended on all levels.

Induction of new employees plays a vital part in the integration of new researchers and teachers into the working community and in creating a responsible and functioning work environment. Appropriate and comprehensive induction enables the academic to understand the culture and procedures of the university and allows the new employee to focus on research and teaching.

A need for renewed emphasis in general management training and support has emerged due to a leap in digitalisation, new tools, and new ways to conduct teaching and research.

3. HRS4R Action Plan

The purpose of the revised HRS4R Strategy is to correspond with the new circumstances, Hanken's strategy and internal instructions. The priorities of the revised document lie within the narrative above and is the base for the revision of the action plan. The revised action plan can be found below in Appendix 1.

4. Implementation

The goals and actions presented in the action plan are designed to support the university in implementing its long-term strategy, including the sub-strategies, and short-term action plan. The regular follow-up on the Hanken 2021-24 Short-Term Action Plan and its KPIs also requires a continuous follow-up on the HRS4R Action Plan and its outcomes to ensure the actions are supporting the university's strategy.

The planned actions include both updating instructions, rules, and regulations that guide the university's activities, and more tangible actions, such as developing the induction to new employees and offering more training opportunities for different staff categories. To make sure the identified actions are implemented sufficiently and effectively involvement is required from several stakeholders within the university. By prioritising identified actions and monitoring indicators regularly throughout the academic year, the progress can be tracked and possible need for reassessment of actions can be done in a timely manner.

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|--|--------------------------------|------------------------------------|---|---|-----------------------------|
| <p>a) Better disclosure of the selection process in advance to potential applicants.</p> | <p>Academic Year 2017-2018</p> | <p>a) HR</p> | <p><u>Target:</u> Promoting a greater transparency in the appointment process. <u>Indicator:</u> Recruitment process published on the web.</p> | <p>The communication with applicants has been improved as a result of a developed process and clearer division of responsibilities between the recruiting department and HR. New features in the recruitment database will further enable appropriate communication throughout the process.</p> | <p>Completed/Continuous</p> |
| <p>b) Better informing of applicants during the recruitment process.</p> | <p>Academic Year 2017-2018</p> | <p>b) Heads of Departments, HR</p> | <p><u>Target:</u> Promoting a greater transparency in the appointment process. <u>Indicator:</u> Better defined division of responsibilities and follow-up between HR and recruiting manager.</p> | | |
| <p>Review and clarification of existing practices to ensure all parties are aware of their rights and responsibilities during and after the recruitment process.</p> | <p>Academic Year 2021-2022</p> | <p>HR</p> | <p><u>Target:</u> Promoting a greater transparency in the appointment process. <u>Indicator:</u> Recruitment policy published on the web.</p> | <p>A new recruitment policy to further clarify general competence criteria as well as standardised selection processes stated in national legislation, the Personnel Instruction and the Equality Plan should be compiled and published on the web for applicants.</p> | <p>Altered</p> |

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|--|-------------------------|--|---|--|----------------------|
| Clearly specified recruitment criteria for academic staff, particularly at the beginning of their careers. Guidelines for when external expert assessments are used when recruiting at career level 3-4. | Academic Year 2023-2024 | Management, HR | <u>Target:</u> Promoting a greater transparency in the appointment process. <u>Indicator:</u> A new recruitment policy to further clarify general competence criteria for applicants | | Added |
| Bench mark and develop best practice in the assessment of researchers and scholarly research. | Academic Year 2022-2024 | Management, DORA working group | <u>Target:</u> A more holistic assessment of scholarly research <u>Indicator:</u> Endorse DORA principles | | Added |
| A career development strategy for researchers at all stages will be drawn up within the framework of their human resources management. | Academic Year 2017-2018 | Management, HR, Head of Departments | <u>Target:</u> Career development strategy for researchers <u>Indicator:</u> Tenure Track system in Personnel Instruction and tenure track recruitments | Tenure Track System | Completed/Continuous |
| A transparent process for how current employees can be transferred to the new tenure track system must be created. | Spring 2018-Autumn 2019 | The Management Group, the Heads of Department, the Consultation committee, the HR unit | | Personnel Instruction | Completed/On-going |
| Assessment of Hanken's Tenure Track System and an updated Personnel Instruction. Especially the Teaching Track should be evaluated and developed. | Year 2022-2023 | The Management Group, the Heads of Department, the Consultation committee, the HR unit | <u>Target:</u> Career development strategy for researchers and teachers <u>Indicator:</u> Updated Tenure Track system and tenure track recruitments within the TeachingTrack | Tenure Track System, Personnel Instruction | Added |

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|---|---|---|---|--|-----------------------|
| <p><i>Clear principles on the extent to which staff, affiliated researchers and doctoral students are provided with resources and equipment. Remote work and extensive digitalisation of activities due to the pandemic have resulted in a different need for resources and work space also in the long run and will be mapped out.</i></p> | <p><i>Academic Year 2021-2022</i></p> | <p><i>Management Group, HR, Managers, IT, Library</i></p> | <p><u>Target:</u> <i>Development of research and teaching environment.</i> <u>Indicator:</u> <i>Guidelines and principles on resources provided for teaching, research and other tasks on location and when working remotely</i></p> | <p><i>The action has previously been based on the assumption that activities in general are carried out on location. Due to new tools and development of processes and practices during the lock down, more activities will be carried out remotely and/or as hybrid activities.</i></p> | <p><i>Altered</i></p> |
| <p><i>A founding element of Hanken's operations is the promotion of social responsibility in all our activities and ethical principles, professional responsibility and good practices are actively advocated throughout the university. By linking mission, values and principles with standards of professional conduct Hanken can further clarify and promote its core values.</i></p> | <p><i>Autumn 2021 - Spring 2022</i></p> | <p><i>Management Group, Managers, the Consultation Committee, Rector's Office</i></p> | <p><u>Target:</u> <i>Development of research and teaching environment.</i> <u>Indicator:</u> <i>Code of Conduct approved by Rector</i></p> | | <p><i>Added</i></p> |

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|---|--|-------------------------------------|---|---|----------------------|
| <i>Division of work load and tasks both within and across the departments should be equal and based on job descriptions corresponding to internal guidelines. Same opportunities should be offered to employees working in the same position and have similar experience and abilities. The tasks should be clearly stated in the working plan.</i> | Academic year 2022-2023 | Management Group, Managers, HR | <u>Target:</u> Development of research and teaching environment. <u>Indicators:</u> Updated guidelines and new tool for allocation of work time and follow-up on the teaching load between staff categories. | The development of workplans and the follow up of division of work load started before the pandemic, but has since been postponed due to the university being closed and the shift in work tasks resulting from extensive on-line teaching and collaboration. The work continues in 2022, and a new tool for following up the allocation of work hours is planned during the academic year 2022-2023. | Altered / On-going |
| <i>Developing the research services and enhancing the support for researchers applying for external research funding.</i> | Academic year 2021-2022 | Research services, Dean of Research | <u>Target:</u> Development of research environment <u>Indicator:</u> Increasing the number of successful applications for external funding | More resources have been allocated to Research Services to enable the development of support and tools for researchers applying for external project funding | Added |
| <i>Pedagogical training and support for digitalisation of course materials and teaching methods should be promoted and available to academic staff on all levels.</i> | Academic year 2017-2018, then continuous | Teaching Lab, HR, IT Services | <u>Target:</u> Training and professional development <u>Indicators:</u> Added resources and equipment, number of courses taught on-line or as hybrid (also after the pandemic) | More resources have been allocated to the Teaching Lab and to the support for teaching. Classroom equipment have been updated to enable on-line and hybrid teaching. | Completed/continuous |

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|---|---------------------------------------|---|---|--|------------------------------------|
| <p><i>The process for rewarding teaching should be revised in order to have proper incentives that support and motivate the continuing development of teaching.</i></p> | <p><i>Academic Year 2017-2018</i></p> | <p><i>Committee of Teaching Excellence</i></p> | <p><i><u>Target:</u> Training and professional development <u>Indicator:</u> New model for rewarding teaching and create incentives that supports the development of teaching competencies.</i></p> | <p><i>Award and incentive pyramid for high-quality teaching at Hanken was implemented first time in spring 2020. The award is designed to encourage, reward, and publicly acknowledge sustained excellence in teaching at Hanken.</i></p> | <p><i>Completed/Continuous</i></p> |
| <p><i>The well-being and motivation of doctoral students should be mapped out in order to support their development and examination.</i></p> | <p><i>Spring 2018-Spring 2021</i></p> | <p><i>the PhD Programme, HR, Management Group</i></p> | <p><i><u>Target:</u> Developing the Support for the PhD Programme <u>Indicators:</u> Results from well-being surveys, added support to PhD Students</i></p> | <p><i>The results from these surveys have been discussed in different interest groups, including separate session with doctoral students, and actions based on these results are being planned. A new funding model for doctoral students has been developed and is being implemented from 2021.</i></p> | <p><i>Completed/Continuous</i></p> |
| <p><i>Enhance the support to PhD students and clearly define the responsibilities between the PhD Programme, the supervisor, the manager/department and HR.</i></p> | <p><i>Academic Year 2021-2023</i></p> | <p><i>the PhD Programme, HR, Heads of Department, supervisors</i></p> | <p><i><u>Target:</u> Developing the Support for the PhD Programme <u>Indicators:</u> Results from well-being surveys, added support to PhD Students</i></p> | | <p><i>Added</i></p> |

| Action | Timing | Responsible Unit | Target and indicators | Comments/Altered Action | Current status |
|--|-------------------------|---|--|--|------------------|
| Training on supervisory skills should be promoted. Especially researchers entering supervisory positions should be offered training and support. | Academic Year 2022-2023 | the PhD Programme, HR, Management Group, Teaching Lab | <u>Target:</u> Training and professional development for researchers <u>Indicator:</u> Training/coaching for supervisors | Management training has been organised continuously and new training will be planned for the coming year when newly appointed Heads of Department take office at the beginning of 2022. The need for training and support for supervisors still needs to be mapped out and designed. | Altered |
| The induction of new employees needs to be more timely and relevant. | Academic year 2022-2023 | HR, IT, Teaching Lab, Managers | <u>Target:</u> Induction for new staff <u>Indicator:</u> Updated welcome package for new employees including a new introduction programme and on-line modules | A new welcome package and induction programme is being developed. The possibility to introducing a new platform for creating on-line induction modules will be scrutinized in the spring. | Added |
| Developing the information and support for incoming faculty and updating the relocation services including spouse support for incoming faculty. | Academic year 2021-2023 | HR | <u>Target:</u> Integration of and support for incoming faculty <u>Indicator:</u> Increase number of international applicants, improved staff retention, results from well-being surveys | Hanken is a partner in the HEI LIFE national project to support the integration of international academics and their families living and working in Finland. | Added / On-going |

| <i>Action</i> | <i>Timing</i> | <i>Responsible Unit</i> | <i>Target and indicators</i> | <i>Comments/Altered Action</i> | <i>Current status</i> |
|---|---------------------------------------|---|--|--|-------------------------------|
| <p><i>A new funding model for doctoral students that secures funding for successful doctoral students through employment for a longer term (4 years).</i></p> | <p><i>Academic year 2021-2023</i></p> | <p><i>Management, the PhD Programme, HR</i></p> | <p><i><u>Target:</u> Developing the Support for the PhD Programme</i> <i><u>Indicators:</u> New funding model for doctoral students</i></p> | <p><i>Employment offer more security and benefits in form of insurance and health care than grants/scholarships. By employing doctoral students, the collective agreement for universities and other national legislation related to employment applies and ensures them the same rights as other staff.</i></p> | <p><i>Added /On-going</i></p> |

Open, Transparent and Merit-based Recruitment of Researchers



Checklist for Institutions

| | Open | Transparent | Merit-based | Answer: Yes Completely/Yes substantially/Yes partly/No | Suggested indicators (or forms of measurement) |
|--|------|-------------|-------------|---|---|
| OTM-R system | | | | | |
| 1. Have we published a version of our OTM-R policy online (in the national language and in English)? | x | x | x | Yes completely | https://www.hanken.fi/en/faculty-staff/job-opportunities/job-opportunities/academic-careers https://www.hanken.fi/en/faculty-staff/job-opportunities/job-opportunities/applications-and-selection-process https://www.hanken.fi/en/faculty-staff/job-opportunities/job-opportunities/academic-careers |

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|--|---|---|---|-------------------|---|
| | | | | | OTM-R principles are also included in several documents including <ul style="list-style-type: none"> - The Personnel Instructions - The HR Sub Strategy - HRS4R Strategy for Researcher - Hanken gender equality and equal treatment plan 2020-2022 |
| 2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions? | x | x | x | Yes completely | <ul style="list-style-type: none"> - The Personnel Instructions (valid from August 2017) - Recruitment and Selection Process Descriptions |
| 3. Is everyone involved in the OTM-R process sufficiently trained in the area of OTM-R? | X | X | X | Yes substantially | <ul style="list-style-type: none"> - Training and support for Heads of Department - Designated HR staff supporting the recruitment group during the whole process and following up the different stages of the process |
| 4. Do we make (sufficient) use of e-recruitment tools? | X | X | | Yes completely | Web based recruitment database (Laura) Web based recruitment channels depending on vacancy and subject/research field. |
| 5. Do we have a quality control system for OTM-R in place? | x | x | X | Yes completely | Depending on the position, the following advisory bodies ¹ are involved in the recruitment process in accordance with the <i>Rules of Procedures, the Personnel Instruction</i> and the <i>Recruitment and</i> |

¹ The Rector makes all final recruitment decisions. Therefore, the before mentioned are all considered advisory bodies in terms of the selection process.

| | | | | | |
|--|---|---|---|-------------------|---|
| | | | | | <p><i>Selection Process Descriptions: the Academic Council, the Department Council of the hiring Department, the recruitment group appointed by the Head of Department and the Tenure Track Committee.</i></p> <p>HR will do follow-ups of completed recruitments together with the Head of Department.</p> |
| 6. Does our current OTM-R policy encourage external candidates to apply? | X | X | X | Yes substantially | Open recruitments for all positions unless well justified reasons for other type of recruitment. The majority of applicants are from outside the institution. |
| 7. Is our current OTM-R policy in line with policies to attract researchers from abroad? | X | X | X | Yes substantially | The share of international applicants ² was 83 % in 2020 for academic positions. In 2016 the share of international applicants was 59 % in for academic positions. |
| 8. Is our current OTM-R policy in line with policies to attract underrepresented groups? | X | X | X | Yes substantially | The share of women applicants ³ for academic positions was 33 % in 2020. In 2016 the share of women applying for an academic position was 26 %. |

² “International applicants” refers to applicants who reported having a citizenship other than Finnish. Applicants who reported a dual citizenship with one of them being Finnish or omitted this information completely are not included in this number.

³ Applicants omitting this information in the application form has not been included in this number.

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| | | | | | Hanken's Gender Equality Committee has prepared a plan where the integration of equality principles in all activities are encouraged and monitored. |
| 9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers? | X | X | X | Yes substantially | In addition to the before mentioned policies regarding open recruitments and merit-based selections, Hanken also sets out to provide attractive working conditions including relocation service (internationals), induction of new employees, occupational health care and other well-being benefits, monetary rewards for publications and teaching, etc. Flexible working hours and the possibility to work from home |
| 10. Do we have means to monitor whether the most suitable researchers apply? | | | | Yes partially | The recruitment tool does not allow for a monitoring of applicants available within a certain subject. The number of applicants in recent years together with the extensive networks of Hanken's Heads of Departments, professors and researchers still gives a good indication to the situation on the job market. The use of various channels for advertising positions also ensures we reach a great part of possible candidates. |

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| Advertising and application phase | | | | | |
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| 11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions? | X | X | | Yes substantially | <ul style="list-style-type: none"> - HR provided the Heads of Department with templates and checks the final version in line with rules and regulations - All positions are advertised internationally and several web based channels are used for each job listing |
| 12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit? ⁴ | X | X | | Yes completely | <ul style="list-style-type: none"> - The advertisement drafts correspond to the toolkit - HR checks that all necessary information is mentioned |
| 13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience? | X | X | | Yes completely | All international recruitments are posted on EURAXESS |
| 14. Do we make use of other job advertising tools? | X | X | | Yes completely | Several channels are just to advertise open positions, including discipline specific web based channels, social media, recruitment fairs, conferences, research networks, etc. |
| 15. Do we keep the administrative burden to a minimum for the candidate? ⁵ | X | | | Yes substantially | The documents required when applying is always mentioned in the advertisement so all candidates know |

⁴ REPORT of the WORKING GROUP of the STEERING GROUP OF HUMAN RESOURCES MANAGEMENT under the EUROPEAN RESEARCH AREA on Open, Transparent and Merit-based Recruitment of Researchers OTM-R Chapter 4.4.1 a) https://cdn1.euraxess.org/sites/default/files/policy_library/otm-r-finaldoc_0.pdf

⁵ REPORT of the WORKING GROUP of the STEERING GROUP OF HUMAN RESOURCES MANAGEMENT under the EUROPEAN RESEARCH AREA on Open, Transparent and Merit-based Recruitment of Researchers OTM-R Chapter 4.4.1 b) https://cdn1.euraxess.org/sites/default/files/policy_library/otm-r-finaldoc_0.pdf

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| | | | | | what to submit. Although the type or numbers of documents required may vary between subjects, all applications including attachments are kept at a minimum and are submitted electronically. |
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| Selection and evaluation phase | | | | | |
|--|--|---|---|-------------------|---|
| 16. Do we have clear rules governing the appointment of selection committees? ⁶ | | X | X | Yes Completely | There is a Rector's decision regarding the appointment of selection committees from September 2017. |
| 17. Do we have clear rules concerning the composition of selection committees? | | X | X | Yes Completely | Rector's decision regarding the appointment of selection committees (09/2017). |
| 18. Are the committees sufficiently gender balanced? | | X | X | Yes Partially | The recruitment groups consist of all professors of the hiring department. 30 % of the professors at Hanken are women. |
| 19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected? | | X | X | Yes Substantially | The guidelines for selection on a general level can be found in the Personnel Instruction. Specific qualifications and merits for each open position is specified in the job advert. These specifications are based on the Department's need in order to secure planned teaching and research activities. |

⁶ REPORT of the WORKING GROUP of the STEERING GROUP OF HUMAN RESOURCES MANAGEMENT under the EUROPEAN RESEARCH AREA on Open, Transparent and Merit-based Recruitment of Researchers OTM-R Chapter 4.4.2 a) https://cdn1.euraxess.org/sites/default/files/policy_library/otm-r-finaldoc_0.pdf

| Appointment phase | | | | | |
|--|--|---|--|-------------------|--|
| 20. Do we inform all applicants at the end of the selection process? | | X | | Yes Completely | The recruitment tool allows for efficient communication and follow-ups (Heads of Department and HR) |
| 21. Do we provide adequate feedback to interviewees? | | X | | Yes Substantially | The Heads of Department make sure all applicants who have been invited to an interview or trial lecture is given proper feedback. Possible statements from external experts are also available to candidates. Other candidates are provided feedback upon request. |
| 22. Do we have an appropriate complaints mechanism in place? | | X | | Yes Sufficiently | Recruitment decisions are not appealable. Contact information to the recruiting manager is available in the advertisement and contact details to the Registrar and HR are available on the web |

| Overall assessment | | | | | |
|---|--|--|--|-------------------|---|
| 23. Do we have a system in place to assess whether OTM-R delivers on it's objectives? | | | | Yes Substantially | <ul style="list-style-type: none"> - Annual personnel reports - International accreditations - Assessment and statistics of completed recruitments - The Ministry of Education and Culture's service on educational data (Vipunen) - Internal competence assessments |

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|--|--|--|--|--|----------------------------|
| | | | | | - Tenure track evaluations |
|--|--|--|--|--|----------------------------|