



HR EXCELLENCE IN RESEARCH

HR EXCELLENCE IN RESEARCH INTERNAL REVIEW 2026 & ACTION PLAN



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PILLAR 1 – ETHICS, INTEGRITY, GENDER AND OPEN SCIENCE

Internal Review 2026: Strengths and weaknesses of the current practice

Ethical and professional aspects

Strengths
<p>At the University of Jyväskylä, research ethics and research integrity are well-established and well-developed aspects of the institutional culture. Researchers are well acquainted with the principles of TENK and ALLEA, and the development of the ethical processes has been clearly evident compared to the previous evaluation round. Ethics is not merely a formal requirement; rather, it is evident in day-to-day work, decision-making, and research planning. In the external evaluation of the services for complementary funding projects in 2021, the research ethics services were assessed as a strength. Ethical advice and training related to research funding applications has been provided from 2019 onwards as a pioneer in Finland.</p> <p>The research evaluation 2023 emphasized that academic freedom and responsibility are strong values that the university supports both strategically and in practice. In workplace well-being surveys 2023 & 2025, researchers felt their work was meaningful and professionally valuable, which supports ethically sustainable research.</p> <p>Support structures for open science are a strength: The Open Science Centre provides researchers with guidance, services, and infrastructure that enable them to operate in accordance with the principles of open science, such as open publishing and research data management in line with the FAIR principles.</p> <p>The university has only recently implemented the Rights Retention Strategy to promote open access publishing, but its effects cannot yet be evaluated. The research evaluation and workshop identified that the principles of open science are widely known and their practical application has advanced. Interdisciplinary communities and thematic research communities support cross-faculty collaboration and networking, which promotes ethical and responsible conduct.</p> <p>A strategic commitment to responsibility and sustainability is evident in numerous programs and commitments. The university has clear guidelines regarding responsible research, sustainable development, and ethical conduct. Early-career researchers viewed concrete efforts toward responsibility positively and appreciated that responsibility is not merely a strategic goal but is reflected in practical actions.</p>
Weaknesses
<p>The self-assessment workshop highlighted concerns about the practical implementation of academic freedom, particularly in situations where research is subject to external pressure, harassment, or political tensions. Researchers feel that stronger and clearer support structures are needed in such situations to ensure that academic freedom and ethical conduct are not compromised. Workplace well-being surveys and research evaluations identified that the integration of responsibility and sustainability principles into daily life is not yet systematic.</p> <p>Competence in equality and diversity varies by unit. More training and a shared understanding of the practical application of equality, non-discrimination, diversity, and ethical issues are needed. The status of international researchers is a specific area for improvement: language policy and linguistic accessibility are lacking, as not all key services and guidelines are available in English. This undermines the equal standing of international researchers and may affect their integration into the community.</p> <p>The researchers highlighted a potential risk that the principles of responsible science, while well established at the strategic level, are not always fully reflected in everyday practices. Concrete models of practice are needed to support responsible and ethical conduct at every stage of a researcher's career. The workshop highlighted the need to ensure that the prerequisites for responsible research, such as sufficient working hours, evaluation practices that recognize researchers' multidisciplinary expertise, and prioritization, support ethically sustainable operations.</p>

The results of the teachers' career advancement survey 2023 complement the understanding of ethically sustainable research practices by highlighting structural tensions related to the integration of teaching and research. At the University of Jyväskylä, the majority of staff in teaching and research positions work in dual roles as both teachers and researchers. However, the survey indicates a structural challenge: overall working time does not always allow for a balanced implementation of teaching and research within formal work planning. This observation underscores the need to further review work structures and resource allocation as key prerequisites for a responsible and ethically sustainable research environment.

Remarks

In recent years, the University of Jyväskylä has undertaken systematic efforts to strengthen research ethics, open science, equality, and accountability. Support structures for research ethics have been clarified and strengthened: the processes of ethical bodies have been reformed, processing times shortened, and the guidance and training offered to researchers expanded. In addition, targeted support tools such as impact workshops have been developed to help researchers navigate complex legal and funding requirements, particularly at the research planning and funding application stages. Together, these measures have improved researchers' ability to act in an ethically sustainable manner and increased trust in ethical processes in day-to-day research work.

JYU strives for open science, defining its open science policy in its strategy and publishing policy (conducted 2020). The development of open science has been a long-term and impactful effort. Centralized services, infrastructures, and expertise have reduced the administrative burden on researchers and improved the visibility and usability of research outputs. The preparation of the Rights Retention Strategy, the digital development of research data management, and clearer guidance on responsibilities and accountability support researchers' autonomy and their ability to meet funders' transparency requirements. The principles of open science have become increasingly integrated into research evaluation, education, and everyday practices, supporting research quality, societal relevance, and international competitiveness.

Efforts to promote equality, equity, and linguistic accessibility have been strengthened, particularly at strategic and structural levels. Updating the equality, non-discrimination and accessibility plan, strengthening expert resources, and developing training and operating models have raised awareness and supported a more equitable organizational culture. Results from well-being at work surveys indicate that the perceived state of equality has remained stable or slightly improved in recent years. At the same time, the need to ensure that these principles are consistently reflected in everyday practices has been recognized, particularly from the perspective of international researchers.

Overall, this development work has strengthened transparency, consistency, and fairness in researcher support and career development, and improved access to services and guidance related to professional responsibilities, ethical conduct, and accountability. Ethics, transparency, and equality are not seen as separate requirements, but as integral parts of research quality, workplace well-being, and the university's strategic profile.

Ethical principles serve as a clear set of values, but their role in guiding workplace well-being and management practices can be made more visible in day-to-day decision making. In the workshop, ethical and professional principles were identified as a comprehensive value framework that broadly guides activities and is not limited to formal guidelines. Researchers report that they can act scientifically independently and responsibly, which is seen as a key prerequisite for the quality, impact, and sustainability of research.

PILLAR 2 – RESEARCHERS ASSESSMENT, RECRUITMENT AND PROGRESSION

Internal Review 2026: Strengths and weaknesses of the current practice

Recruitment and selection

Strengths
<p>Recruitment and HR processes have evolved significantly in recent years. The university utilizes effective recruitment tools and provides training on recruitment, and applicants receive feedback as the process progresses. The evaluation of the study emphasized that recruitment practices are based on openness, transparency, and the principles of responsible evaluation. In the workshop, recruitment was generally perceived as fair and supportive of integration into the research community.</p> <p>The challenges of the various stages of a researcher's career, particularly the status of grant-funded researchers, are better recognized at the organizational level than before. The university offers diverse opportunities for professional development, mentoring, and coaching, which are generally considered effective. The results of workplace well-being surveys indicate strong commitment and a desire to build a career at the university. Recruitment thus creates a solid foundation for researchers' professional attachment to the organization.</p> <p>Based on the well-being surveys, staff are committed and motivated to develop their own expertise and research work at the university. This commitment is also reflected in a desire to participate in the development of the community and the strengthening of the research environment. The workshop concluded that recruitment creates a solid foundation for attachment to the research community.</p>
Weaknesses
<p>Career transitions (doctoral researcher → postdoc → next stage) are perceived as limited and difficult within the framework of the Finnish funding system. Horizontal career paths and internal mobility receive little support. Fragmented employment relationships and short-term contracts undermine career predictability and long-term research work. There are shortcomings in the transparency of evaluation and selection criteria, particularly in the early stages of recruitment and from the perspective of rejected applicants. Familiarity with the principles of responsible researcher evaluation is not yet sufficiently consistent, particularly among external evaluators.</p> <p>All data highlight challenges related to the predictability and continuity of career paths, particularly for researchers in the early stages of their careers. In well-being surveys, assessments of career progression are weaker than in many other areas. Research evaluation highlights the career challenges of the postdoc phase and the need to strengthen structures for mobility and career support. In the workshop, these findings were framed as experiences of unclear career paths and fragmented career planning support.</p> <p>The survey on teachers' career advancement deepens our understanding of the challenges of career development and recruitment, particularly in teaching-focused roles. Based on the survey, achievements related to teaching and pedagogical development do not currently provide sufficient support for career advancement, and for most, transitioning from a teaching-focused role to a research-focused career path is not a realistic option. This undermines the conditions for combining teaching and research and highlights the need to develop career models and evaluation practices in which teaching and research achievements form genuinely equal and transparent criteria for merit.</p> <p>The workshop highlighted the need to strengthen support for career planning, make career paths more visible, and identify various career options beyond the traditional academic track. The self-assessment also highlighted the link between career development and well-being at work: uncertainty about the future increases stress and undermines long-term commitment. Recruitment and career development are therefore not merely matters of human resources policy, but a key component of the research environment's sustainability and attractiveness.</p>

Remarks

The research evaluation, workplace well-being surveys, and the self-assessment workshop paint a consistent picture of the strengths and challenges in recruitment and career development. Recruitment practices are based on openness, transparency, and the principles of responsible evaluation, and the research evaluation identifies these as clear strengths.

In recent years, development efforts related to the evaluation, recruitment, and career advancement of researchers have focused on strengthening transparency, accountability, and predictability. Recruitment processes have been systematized, digitized, and described more transparently than before, which has improved the applicant experience and increased confidence in the fairness of recruitment. HR partnership activities and standardized operating models have supported line managers and reduced the workload associated with recruitment.

The principles of responsible researcher evaluation have been significantly strengthened. Commitment to DORA and the implementation of the European evaluation reform have guided development efforts toward a more qualitative, multifaceted evaluation that recognizes researchers' expertise as a whole. This has increased awareness of evaluation practices and laid the groundwork for more equitable career development at different career stages.

Visible progress has been made in developing career paths, particularly in clarifying the tenure-track system and in recognizing teaching- and research-focused careers. Merit-based advancement in teaching-focused positions and better recognition of diverse achievements support the balanced fulfillment of the university's core missions. At the same time, this development work has highlighted structural challenges, particularly regarding career transitions for researchers in the early stages of their careers and the predictability of employment relationships.

Recruitment and career development were seen as strongly linked to well-being at work and the sustainability of research, rather than as separate HR processes. The clarity of career paths was seen as a key factor in terms of well-being at work and commitment. The workshop highlighted the need to improve the visibility and support of career paths, particularly for researchers in the early stages of their careers. Well-being surveys and research evaluations identified that supporting career development and enabling mobility are key factors for researchers' professional growth and the sustainability of the research environment.

Overall, the development measures have strengthened the link between recruitment and career development and the attractiveness of the research environment, well-being at work, and the sustainability of research. Recruitment and evaluation are not viewed as isolated HR processes, but as key tools for building a responsible and high-quality research community.

PILLAR 3 – WORKING CONDITIONS AND PRACTICES

Internal Review 2026: Strengths and weaknesses of the current practice

Working conditions

Strengths
<p>Workplace well-being surveys, research evaluations, and a self-assessment workshop indicate that working conditions represent both a significant strength and a key area for improvement.</p> <p>The orientation program for new researchers generally works well, and HR services receive positive feedback, particularly from internationally recruited staff. The university offers good conditions for a work-life balance, and Finnish social infrastructure supports researchers' well-being. Workplace well-being surveys highlight strengths in leadership, fair treatment, and support from the work community. Researchers feel they belong to the work community and receive support in their daily work. Research evaluation supports this picture by identifying effective research environments and support services.</p> <p>In the workshop, these factors were seen as key resources that support resilience and work quality in a demanding operating environment. A good work community and effective interaction enable work to flow smoothly even when work demands are high. In workplace well-being surveys, the perception of having sufficient time to complete work tasks is low, and the mental strain of work is highlighted. The study's evaluation identifies an imbalance between teaching and research, as well as fixed-term contracts, as factors that increase workload.</p>
Weaknesses
<p>Workload, financial uncertainty, and office space issues are undermining working conditions, particularly for grant-funded researchers and those in the postdoc phase. Services and guidelines are perceived as fragmented and difficult to find, especially on the intranet. Workload, time management, and the accumulation of work demands emerged as key areas for improvement in all data. The workshop emphasized that the challenges are primarily related to structures and work organization, not to individual abilities.</p> <p>Researchers feel they have to juggle multiple simultaneous expectations without clear priorities. In particular, coordinating teaching, research, and administrative tasks was perceived as burdensome. According to the faculty merit survey, the workload associated with teaching, administrative tasks, and digital teaching solutions also undermines the ability to combine teaching and research in a sustainable manner. Work plans are perceived as underfunding the planning, guidance, and assessment work related to teaching, which leads to research work being shifted to free time and to the fragmentation of work. Teaching-free periods and work scheduling emerged as key structural solutions that enable in-depth research and support research-based teaching.</p> <p>The need to examine workload, prioritization, and resource allocation more systematically was identified as an area for development. The rate of work plan completion is still low, and support and monitoring from immediate supervisors need to be developed.</p>
Remarks
<p>In recent years, the University of Jyväskylä has undertaken systematic efforts to strengthen working conditions, research ethics, open science, equality, and accountability as integral elements of a sustainable research environment. Development work related to working conditions and working practices has focused particularly on managing workload, improving predictability, and supporting researchers' well-being. Through the development of work planning practices, regular goal discussions, and supervisory work, the aim has been to improve the manageability of work and support researchers' ability to focus on their core tasks. The monitoring and systematization of work plans have strengthened a structural approach to workload management, although further development needs have been identified.</p>

Hybrid work, flexible working arrangements, and the development of well-being services have increased flexibility and supported researchers in different life situations. The development of support services for international researchers and the strengthening of the position of grant-funded researchers have improved equality in working conditions and enhanced the University's attractiveness as an employer. At the same time, development work has made visible structural tensions in combining teaching, research, and administrative tasks. These challenges have been addressed by examining work phasing, teaching-free periods, and the role of supervisors in prioritizing work. Working conditions are increasingly seen as a key factor in research quality and ethical sustainability, not merely as a matter of individual well-being.

Transparent career structures and the development of tenure track processes have increased predictability and fairness in career progression. Regular goal discussions support researchers' professional development, motivation, and long-term career planning, while the recognition of diverse merits and mobility enhances the attractiveness of the University of Jyväskylä as an employer. Structured criteria and documented decision-making processes have strengthened gender equality and inclusiveness. Continuous development of career progression practices supports research excellence, staff well-being, and institutional competitiveness.

The development and systematization of tenure track and fixed-term employment practices since 2021, including the periodic review process (2021–2023), have improved anticipation, transparency, and consistency in the use of fixed-term contracts. Researchers have clearer information about the grounds and duration of their employment, and opportunities for permanent employment are identified earlier. These measures support sustainable research careers, organizational well-being, and responsible research practices, while strengthening researchers' awareness of contractual and legal obligations, improving compliance, and reducing risks.

Monitoring indicators, such as the proportion of completed work plans and goal discussions, are used to support systematic development. While the completion rate of work plans remains at approximately 70% – even though it is the highest among Finnish universities – further efforts are needed to strengthen supervisory support and follow-up. Workshop discussions highlighted the need to continue developing work structures and practices so that they better support researchers' well-being, commitment, and the long-term sustainability of research.

Overall, development work related to working conditions has strengthened the functionality and sustainability of the research environment. It supports researchers' well-being, engagement, and ability to produce high-quality research in a changing operational context and reinforces the University of Jyväskylä's attractiveness as a responsible and competitive employer.

PILLAR 4 – RESEARCH CAREERS AND TALENT DEVELOPMENT

Internal Review 2026: Strengths and weaknesses of the current practice

Training and development

Strengths
<p>Based on the self-assessment workshop, workplace well-being surveys, and the evaluation of research, competence development and guidance form an important foundation for researchers' professional growth. In the workplace well-being surveys, the utilization of competencies and opportunities for development are generally viewed positively. The research evaluation highlights structures that support the development of research competence, guidance, and support related to grant applications.</p> <p>The workshop identified a strong desire to develop one's own expertise, share knowledge, and learn from others. Supervision and peer support were seen as key factors, particularly in supporting researchers in the early stages of their careers. Supervision and academic support in doctoral education are generally perceived as good. The 2025 Doctoral Student Survey also supports the observation regarding the quality and adequacy of dissertation supervision. The university has several good practices for mentoring and professional development, including coaching programs and training offerings.</p>
Weaknesses
<p>There is variation in the competence and commitment of supervisors, and not all supervisors fully recognize their role in supervising postdoctoral researchers. Based on the data, there is a need for development in the systematic nature of training and supervision, particularly from the perspectives of career development, leadership skills, and well-being at work. The workshop highlighted the need to also consider career options outside of research as part of supervision.</p> <p>The effectiveness of training and supervision can be strengthened by increasing planning and strategic alignment with the university's goals. The workshop identified a need to develop mentoring and supervision so that it supports researchers' professional growth and career development at all career stages.</p> <p>The self-assessment also identified a need to take into account the diverse career options available to researchers. Training and guidance should support not only academic careers but also transitions outside the academic sector. This was seen as a sustainable solution from both the individual's and the organization's perspectives.</p> <p>At the same time, the data highlights the need for improvements in the systematic nature of training and guidance. The workshop emphasized the need to link competence development more clearly to career stages, leadership skills, and support for well-being at work. The evaluation identified a need to further strengthen support for career planning and mobility, especially for researchers at the early stages of their careers. Although mobility funding (such as the Science Council's grants for early-career researchers) has been available, its uptake has been lower than anticipated. This suggests that the effectiveness of support measures could be improved by developing guidance, communication, and incentives so that opportunities reach and engage researchers in diverse career phases and life situations.</p>
Remarks
<p>The University of Jyväskylä aims to be a capable, creative, and healthy university community in which all members understand their role within the academic community, actively develop their competences, and take responsibility for their own well-being as well as that of the wider community. Appropriate and continuously developing competence is seen as a key asset for both the success and well-being of the university community.</p> <p>Development work related to career development and competence building has strengthened the visibility, coherence, and accessibility of support for researchers and teachers. Career planning is increasingly embedded in</p>

supervision and leadership structures, particularly through the doctoral follow-up group model, which supports systematic discussions on career goals, skills development, and future employment options. Awareness of diverse career paths within and beyond academia has increased, especially among doctoral candidates and early-career researchers, supporting long-term employability in line with the principles of the European Charter for Researchers.

Efforts to develop research careers and expertise have broadened the understanding of careers, competence, and success within the research community. Training, guidance, mentoring, and coaching are increasingly recognized as strategic tools for supporting professional growth, leadership skills, and the long-term sustainability of the research environment. For example, the Research Team Leaders training programme was organized in 2024 and 2025 for early-career research team leaders, complemented by individual coaching. These measures support researchers in leadership roles and contribute to well-functioning research teams.

The development of supervision structures has played a central role in supporting early-career researchers. Strengthening doctoral education structures, clarifying supervision practices, and developing the role of senior researchers have improved the quality and adequacy of supervision. As of January 2026, the University of Jyväskylä Degree Regulations regarding doctoral supervision have been updated to more clearly define the number of supervisors and their required level of expertise, including limits on supervisory responsibility. These changes aim to ensure high-quality supervision and sufficient support throughout the doctoral process.

Professional development has also been more clearly linked to career stages, workplace well-being, and leadership development. Coaching programmes, mentoring, and structures for continuous learning support researchers' professional growth and acknowledge different competence profiles, including preparedness for careers outside academia. Broader recognition of diverse merits, including teaching and mobility, supports inclusive career development, strengthens equality, and enhances the attractiveness of the University of Jyväskylä as an employer.

Overall, the systematic development of career and competence support has strengthened the university's ability to identify, develop, and retain diverse research talent. This contributes to research quality, societal impact, and the university's role as a responsible research organisation. Improved supervisory practices and enhanced coherence of competence development are also reflected in positive developments in workplace well-being survey results.

HR Excellence in Research ACTION PLAN

Previous action plans

Action Number ¹	PILLAR	Action Title	Timing of Action	Responsible Unit	Current Status
1	PILLAR 1	Strengthening Ethical Governance and Conflict Resolution	2015–2016	HR Services	COMPLETED
2	PILLAR 4	Enhance researchers' project management skills	2015–2016	Graduate School Steering Board, Research & Innovation Services, HR	COMPLETED
3	PILLAR 2	Provide information on recognition of qualifications	2015–2016	HR Services	COMPLETED
4	PILLAR 4	Assess accessibility, participation and effectiveness of training	2015–2017	HR Services	COMPLETED
5	PILLAR 4	Develop systematic career guidance options	2016–2017	HR Services, Doctoral Schools od Faculties	COMPLETED
6	PILLAR 3	Study data system and supervision document	2016–2018	Graduate School Steering Board	COMPLETED
7	PILLAR 4	Training for supervisors	2016–2018	HR Services	COMPLETED
8	PILLAR 3	Connections to surrounding society, industry..	2016–2020	Graduate School Steering Board	COMPLETED
9	PILLAR 3	Maintain and develop facilities and workplace safety	2015–2017	HR Services	COMPLETED
10	PILLAR 1	Improve intercultural and multicultural awareness	2016–2018	HR Services	COMPLETED

¹ Of the actions reported in HR Excellence in Research e-tool, 17 actions from the 2015 action plan are missing; as a result, the number of actions—and thus the numbering—is higher in this list of actions. In addition, the measures defined at the start of the process in 2013 are also missing from the overall monitoring.

11	PILLAR 1	Promote equality in communication and multilingual practices / Equality in communication	2016–2020	HR Services	COMPLETED
12	PILLAR 3	Employment-related benefits to community members	2016–2018	HR Services	COMPLETED
13	PILLAR 4	Develop leadership competences at all career levels	2016–2018	HR Services	COMPLETED
14	PILLAR 4	Development of supervisory skills&YPE developed accordingly	2016–2018	HR Services	COMPLETED
15	PILLAR 4	Development of researchers' professional identity	2018	HR Services	COMPLETED
16	PILLAR 3	Time in working plans for research	2016–2020	HR Services	COMPLETED
17	PILLAR 4	Systematic career guidance possibilities organised	2016–2017	HR Services	COMPLETED
18	PILLAR 4	Guidance Plan	2016-	HR Services	COMPLETED
19	PILLAR 1	Archiving process and guidelines & archives organised	2016–2018	Open Science Center, Research Council	COMPLETED
20	PILLAR 3	Technical issues (working from home) surveyed	2016–2018	HR Services	COMPLETED
21	PILLAR 4	Continuous training on research data management	2016–2018	Open Science Center	COMPLETED
22	PILLAR 1	Process and procedures for open science	2016–2018	Open Science Center	COMPLETED
23	PILLAR 1	Science communication process defined and clarified	2016–2017	Communication Services	COMPLETED
24	PILLAR 1	SC indicators developed	2016–2017	Communication Services	COMPLETED
25	PILLAR 2	Information added to position announcement, ISG visible	2016–2017	HR Services	COMPLETED
26	PILLAR 2	Tenure track described and communicated	2016–2017	HR Services	COMPLETED

27	PILLAR 4	Ensuring PM competences of researchers	2016–2017	Research and Innovation Services	COMPLETED
28	PILLAR 1	Ethical Committee support & maintaining skills in ethics	2017–2018	Research and Innovation Services	COMPLETED
29	PILLAR 1	Offering orientation and training in ethics	2016–2018	Research and Innovation Services	COMPLETED
30	PILLAR 1	Self-assessment in Ethics - HR related actions to be defined	2019	Research Council, Research and Innovation Services, Division of Policy & Planning	COMPLETED
31	PILLAR 2	Development of systematic data acquisition in recruitment	2019	HR Services	COMPLETED
32	PILLAR 2	Solving the mismatches between job titles and duties of research staff	2019–2021	HR Services	COMPLETED
33	PILLAR 4	Improving science communication skills of research staff	2019–2020	Communication Services, HR Services	COMPLETED
34	PILLAR 4	Developing Researchers' Science Communication Competence for Societal Impact	Fall 2021	Communication Services, HR Services	COMPLETED
35	PILLAR 4	Establishing a Peer Mentoring Programme for Doctoral Researchers	2020–2021	HR Services	COMPLETED
36	PILLAR 3	International mobility programme for researchers	2021	Research and Innovation Services	COMPLETED
37	PILLAR 3	Strengthening Digital Research Data Collection and Tool Support (incl. AI)	2019–2022	Open Science Center	COMPLETED
38	PILLAR 4	Developing Publication Metrics to Enhance Research Visibility (JYUCite)	Fall 2021	Open Science Center	COMPLETED

39	PILLAR 4	Developing Leadership	2019–2023	HR Services	COMPLETED
40	PILLAR 3	Implementation: Appropriate working behaviour and Early caring models	2021–2022	HR Services	COMPLETED
41	PILLAR 3	Processes and support: Hybrid campus, multilocational and remote working	2021–2023	HR Services	COMPLETED
42	PILLAR 1	Development of Research Integrity Promotion Plan	2022–2024	Research and Innovation Services	COMPLETED
43	PILLAR 3	Working plans: principles and system renewal	2022–2024	HR Services	COMPLETED
44	PILLAR 2	Responsible researcher evaluation	2022–2024	HR Services	COMPLETED
45	PILLAR 2	Defining and Clarifying Career Paths	2022–2027	HR Services	COMPLETED
46	PILLAR 2	Developing Recruitment: Streamlining and speeding processes	2022–2027	HR Services	COMPLETED
47	PILLAR 3	Improvement of Employee Experience: Systematic Orientation	2022–2023	HR Services	COMPLETED
48	PILLAR 4	JYU Mentoring System	2022–2024	HR Services	COMPLETED
49	PILLAR 3	Integration to JYU community	2022–2024	Research and Innovation Services, Centre for Multilingual Academic Communication - Movi, Division of Policy & Planning	Extended
50	PILLAR 3	Balancing job demands and resources	2023–2024	HR Services	COMPLETED
51	PILLAR 2	Recruitment process digitalisation and analytics	2023–2025	HR Services	COMPLETED
52	PILLAR 2	Harmonised selection criteria and evaluation matrices	2024–2025	HR Services	COMPLETED
53	PILLAR 2	Unconscious bias training for recruitment committees	2024–2025	HR Services	COMPLETED

54	PILLAR 3	Well-being services for grant-funded researchers	2023	HR Services	COMPLETED
55	PILLAR 4	Merit-based evaluation for teaching-focused roles	2024–2026	HR Services	COMPLETED
56	PILLAR 4	Career path communication	2024–2025	HR Services	COMPLETED
57	PILLAR 4	Research Team Leaders training programme	2024–2025	HR Services	COMPLETED
58	PILLAR 4	Dissertation supervision regulations (roles and limits)	2025–2026	Student and Academic Services	COMPLETED
59	PILLAR 1	Improving visibility, discoverability and usability: Renewal of the JYX repository	2024–2026	Open Science Centre	In progress
61	PILLAR 1	Long-term research data preservation (Fairdata PAS)	2025–2026	Open Science Centre	In progress
62	PILLAR 1	Research information ecosystem development	2025–2028	Open Science Centre, Digital Services	In progress
60	PILLAR 1	Data Management Planning (DMP) tool development	2024–2027	Open Science Centre	In progress
63	PILLAR 1	Rights Retention Strategy (RRS) implementation	2025–2027	Open Science Centre	In progress
64	PILLAR 4	Development of supervision and leadership training programmes	2025–2026	HR Services	In progress

2026 revised action plan

Action Number	PILLAR	Action Title	Timing of Action	Responsible Unit	Current Status
65	PILLAR 1	Equality, Non-discrimination and Accessibility Plan implementation	2026–2028	Division of Strategy and Planning	New

66	PILLAR 1	Safer Space principles implementation	2026–2027	Division of Strategy and Planning	New
67	PILLAR 2	Responsible evaluation – criteria and tools	2026–2027	HR Services	New
68	PILLAR 2	Responsible evaluation – implementation and training	2026–2027	HR Services	New
69	PILLAR 2	Doctoral researcher recruitment (employment-based)	2026–2027	HR Services. Student and Academic Services	New
71	PILLAR 3	Hybrid and flexible work practices	2026–2027	HR Services	New
70	PILLAR 4	Doctoral admissions and selection framework	2026–2027	Student and Academic Services	New
72	PILLAR 3	Digitalisation of processes for non-employed researchers	2026	HR Services	New
73	PILLAR 3	HR support for internationalisation	2026–2027	HR Services	New
74	PILLAR 3	Guidelines on Managing Hybrid Work for supervisors	2026	HR Services	New
75	PILLAR 3	Well-being services for international staff	2026–2027	HR Services	New
76	PILLAR 3	Development of the status of grant-funded researchers	2026–2027	HR Services	New
77	PILLAR 4	Development of doctoral follow-up group practices	2026	HR Services, Student and Academic Services	New
78	PILLAR 4	Supervision quality framework	2026–2028	Student and Academic Services	New
79	PILLAR 4	Workplace development toolkit - development and piloting	2026	HR Services	New
80	PILLAR 4	Workplace development toolkit - implementation and continuous development	2026–2027	HR Services	New

81	PILLAR 4	Coaching programme for doctoral pilot programme supervisors	2026	HR Services	New
82	PILLAR 4	Digital monitoring of doctoral progress	2026–2027	Student and Academic Services, Digital Services	New
83	PILLAR 4	Career tracking and feedback systems	2026–2028	Student and Academic Services, Digital Services	New
84	PILLAR 4	Development of work-life integration and external collaboration pathways	2026–2028	Student and Academic Services, Research and Innovation Services	New
85	PILLAR 3	Research support services visibility and accessibility	2026–2028	Research and Innovation Services, Digital Services, Open Science Centre	New
86	PILLAR 3	Development of integrated and accessible digital research support environment	2026–2028	Research and Innovation Services, Digital Services, Open Science Centre, in cooperation with the Research Digitalisation Steering Group	New