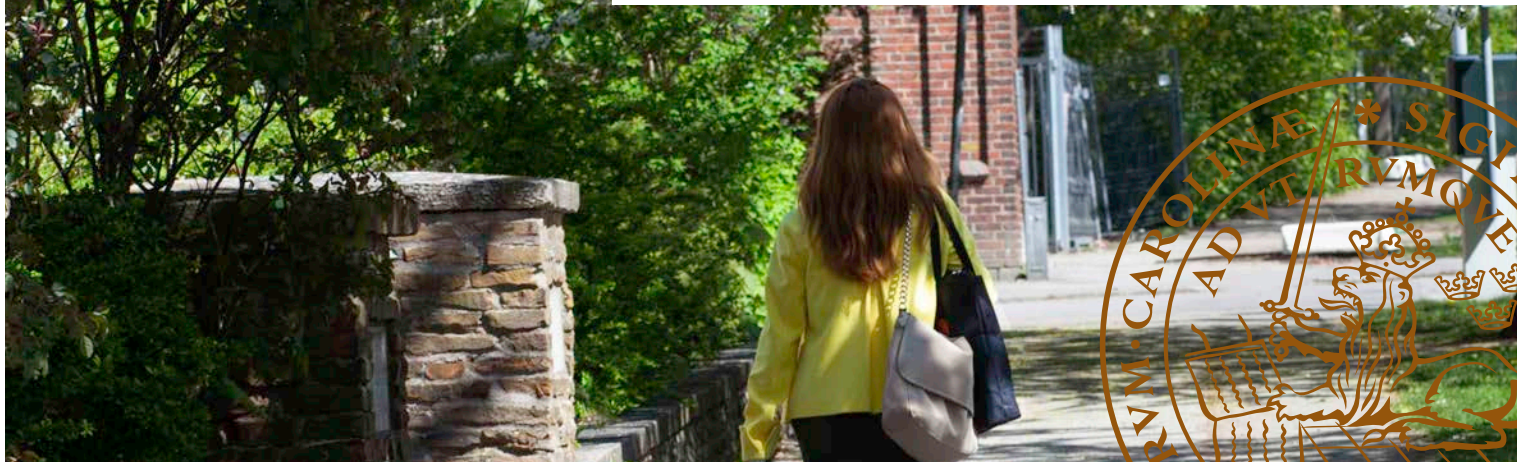


LUNDS
UNIVERSITET

Strategic plan

JOINT FACULTIES OF HUMANITIES AND THEOLOGY 2013–2017



Strategic plan for the Joint Faculties of Humanities and Theology

The Joint Faculties of Humanities and Theology have an important international, national and regional role, both in their own right and as part of Lund University. Knowledge of the humanities and theology and the perspectives and approaches associated with it are a necessity if the University is to achieve its goals, and they form a prerequisite for a functioning comprehensive university. Lund University's major strength is its breadth. The geographic proximity of faculties and departments facilitates collaboration and exchange of ideas.

The HT faculties' strategic plan is a faculty-based complement to and specification of the Lund University strategic plan. Building on the foundation of the strategic plan, the faculties formulate concrete measures in their annual plans of activities. A further degree of concretisation takes place in action plans and other steering documents.

GOALS

The HT faculties' goal is to develop and pass on knowledge of the human condition in the past and the present. This knowledge development shall take place in interaction with leading national and international research environments and on the basis of carefully administered learning. These advances shall be passed on:

- within the context of competitive programmes that are in high demand and that give Lund's HT students good career prospects
- through communication within disciplines
- through the participation of HT employees in the public debate and other public contexts

STRATEGIES

In connection with the four strategies emphasised in the University's strategic plan, of which quality enhancement is the most important and is placed above the others, the HT faculties stress the following:

Cross-boundary collaboration within and outside the University

The challenges facing modern society are complex and extensive. In effect, they concern humanity's existential condition. The questions of who we are, how we function and communicate, and how we think, act, create and organise our world in different circumstances must be considered if we are to understand the world. Such questions are articulated in religious and ideological traditions. They are expressed in history and in the present and in different cultural contexts. Politics, eco-

nomics, technology and other dimensions of society can never be disassociated from this cultural context. In an increasingly international society, languages play a crucial role.

The HT faculties have a long tradition of cross-boundary collaboration, and the tradition is carried on in education, research and third-stream activities. Examples of ongoing collaborations are:

- collaboration with other disciplines across department and faculty boundaries within Lund University
- national academic collaboration on course provision and graduate schools of various kinds
- the Humaniora platform within the former Öresund University;
- collaboration agreements with Region Skåne;
- collaboration with the local business sector
- collaboration with local government/schools
- collaboration with organisations, including lecturing

The HT faculties shall continue to collaborate with both academic and other partners. The addition of LUX will reinforce the conditions for this.

Internationalisation

Internationalisation can be defined as the borderless flow of ideas, thought and people.

The objects of study for the HT faculties are in themselves

international and are often dealt with from a contrastive perspective, i.e. compared with both Swedish and international situations. The international perspectives need to be strengthened, however, both in principle and in practice. The breadth of culture and language studies that exists at the HT faculties gives the University good instruments to meet these goals.

The HT faculties prioritise the following areas:

- communication of research results internationally (and nationally)
- international publishing and dissemination of publications
- spreading knowledge of Sweden abroad
- welcoming international staff and students
- facilitating the international work of teaching staff
- facilitating study and work placements abroad
- facilitating credit transfer from study abroad
- supporting the establishment of international networks
- supporting international experience for technical and administrative staff
- promoting good language skills among students and staff
- highlighting students' and employees' experiences from time spent abroad
- highlighting the financial and social costs of internationalisation

Quality enhancement

Quality enhancement has a special position among the strategies and affects all the other strategies. The HT faculties already have well-functioning quality enhancement work within the areas listed below. The HT faculties want to continue to prioritise and strengthen these:

- the faculties' research database
- research reporting
- routines for more efficient publication of research communication, primarily in journals
- legal security in the admission of doctoral students
- general syllabi and individual study plans for doctoral studies

- other steering documents for doctoral studies
- course evaluations and follow-up of these
- professional recruitment
- a high standard in memoranda and other documents

The HT faculties shall initiate enhancement work in the following areas:

- guidelines for grading criteria for degree projects
- guidelines for co-examination of degree projects
- recommended study paths (or equiv.)
- development of training in teaching and learning in higher education
- clarification and recommendation of professional development opportunities available



Leader, teacher and employee excellence

The most important guiding principle under this heading is professionalism. The right people shall do the right tasks in the right manner, which places specific demands on the recruitment and development of staff and on the appointment of management positions. A prerequisite for successful work is good knowledge of the organisation as a whole. The administrative staff shall be familiar with and have good insight into the operations of the University. Teaching and research staff shall be familiar with administrative and organisational systems. The Joint Faculties of Humanities and Theology shall be a stimulating and inspiring workplace for all employees.

The HT faculties' teaching staff almost all combine teaching and research in their posts. This is positive, with the conditions it provides for research and education to influence and stimulate each other. Education gains links to research and research links to education. Research problems are formulated in the classroom with participation from students. The sense of community with the students involved in the faculties' activities and decision-making bodies is natural and of major strategic importance for the faculties.

The HT faculties shall be characterised by:

- a climate of discussion where ideas and criticisms can be aired without prestige, and new methods and theories

can be tested both in education and research and in organisation and administration

- a close and trusting relationship between the levels of expertise and decision-making
- vigilance and early awareness of signs of bullying and other harassment, including victimisation
- measures to combat ill health
- professional development for all staff based on the needs and duties of the individual
- clarification of the skills possessed by graduates from the HT faculties

AREAS FOR DEVELOPMENT

The HT faculties specify the following measures within the four areas for development identified in the University's strategic plan.

Attractive learning environments

HT-Through the establishment of the IT Unit and HT libraries, the HT faculties have gained the conditions for satisfactory IT management and a professional library service. In addition, the physical proximity between subjects and between teaching staff and students, and the access to study areas within and out of the libraries have created an inspiring learning environment. The same principles are behind the establishment of LUX.

The HT faculties shall:

- continue to work to develop collaboration between their various operations
- further enhance opportunities to make SOL and LUX into an inspiring study environment

Strong environments for research and innovation

The HT faculties contain a number of strong research environments where outstanding researchers create academic communities in collaboration with other leading national and international researchers. HT employees and students are encouraged to contribute to the development of knowledge on different levels and within the context of research configurations across departmental boundaries.

The HT faculties shall work to:

- increase the amount of external funding allocated to the faculties
- improve prospects for researchers to obtain such funding

Infrastructure

Previous faculty management groups have worked systematically to strengthen the faculties' infrastructure. The faculties have successful and well-managed infrastructure units that are well integrated into their operations. The Humanities Laboratory, HT libraries and IT Unit serve as faculty-wide resources, and as of 2012 the Folk Life Archives and Skåne Music Collec-

tions also belong to this category. This work shall be continued in order to provide further support to education and research and to improve access for wider society.

The HT faculties shall:

- strengthen the involvement of the infrastructure units in publishing activities
- work to ensure that the University's infrastructure investments benefit the faculties
- assert the HT faculties' perspective in the development of Lund University's libraries
- strengthen the HT perspectives in Lund University's IT operations
- maintain and develop the unique function of the Humanities Laboratory
- strive to further professionalise and bring together the faculties' archives and to make them accessible

Visibility and clarity

The visibility of the HT faculties needs to be strengthened both within and outside the University. Within the University, the role played by the HT faculties for Lund University as a whole needs to be clarified. One means of doing this is a coherent and easily navigated website. Outside the University, better insight is needed into the contribution that can be made by the HT disciplines to communication, understanding and problem solving. It is important to clarify and improve the visibility of

the faculties' programmes and courses and the skills students gain. This applies both to employers and wider society and to the students themselves. It also applies to the teaching staff who meet the students in the classroom and who are to explain the importance of the subject.

The knowledge held at the HT faculties shall be made visible through:

- targeted dissemination of research results that concern the human condition
- information, dialogue and public seminars
- feedback from and utilisation of professional experience in the first, second and third cycles and research



AREAS OF RESPONSIBILITY OF THE BOARDS OF CORE ACTIVITIES

As a complement to these joint strategies, the boards of the different core activities are responsible for specific action plans for their areas of operation.

First- and second-cycle education

The HT faculties provide first- and second-cycle education that is of fundamental significance for society at large. This education provides preparation for careers in humanities- and theology-related professions, broadens the skills profiles of other programmes, and serves as top-up courses, continuing professional development and lifelong learning. The faculties shall conduct quality enhancement in many areas, such as student recruitment, study environments, competence and job satisfaction among teaching staff, and efficient administration. An important goal is to reduce the number of students who fail to complete their studies.

Over the next three years, particular focus shall be placed on:

- more contact hours between lecturers and students
- improved feedback on assessments
- improved quality of degree project courses through clear guidelines and grading criteria and improved supervision

The Study Programmes Board shall also:

- work systematically on student recruitment, especially

widening participation

- improve student completion rates, including by reviewing induction activities and supporting the students' union in its work on freshers' events and careers fairs
- continue the work to review the basic range of courses offered
- achieve a good ratio of programmes to courses
- work on recommended study paths and other ways to put together courses for a Bachelor's degree
- create good and educationally inspiring study environments
- strengthen the links between first- and second-cycle education and research
- encourage educational development
- encourage exchange of teaching experiences between subjects and departments
- contribute to more coherent work on internationalisation of education
- work systematically on quality enhancement of education, including validation and course evaluations



Third-cycle education

The aim of third-cycle education at the Joint Faculties of Humanities and Theology at Lund University is to produce individuals with high academic and communicative expertise who can work both in academia and in wider society, both nationally and internationally. Individuals with PhDs from the Joint Faculties of Humanities and Theology shall be competitive on a national and international level in publications, project applications and services. Third-cycle programmes shall contain sufficient disciplinary breadth and depth and sufficient teacher training to guarantee that the doctors can work as university lecturers.

Third-cycle education in the humanities and theology provides specialised subject knowledge and transferable skills in identifying and processing problems, analysing material and reporting results and conclusions.

Doctoral students have an ambiguous position in the departments as both students and staff, both colleagues and apprentices. This situation affects their working environment and all parties must bear this in mind.

The Third-Cycle Studies Board shall work to:

- ensure a good seminar environment planned on the basis of the doctoral students' needs, including the stage they have reached on their programme

- broaden the doctoral students' contact network through cross-disciplinary seminars, exchanges, collaborations and mobility
- train doctoral students to present their research in and outside the University, including in international contexts
- give doctoral students training in transferable skills
- provide doctoral students with opportunities to undertake training in teaching and learning in higher education
- give doctoral students experience of teaching, yet keeping their studies in focus: time, scope and content
- achieve full recognition of the value of a PhD outside the University
- ensure the review of the subjects in third-cycle education takes developments in different research fields into account



Research

The HT faculties safeguard free basic research, partly from a conviction that curiosity-driven research generates valuable results of major long-term importance, partly for practical and pragmatic reasons. HT researchers are, with few exceptions, also lecturers and have been recruited partly to meet the needs for education. This means a constant flow of new areas of academic interest, while older specialisations gradually fade away. The result is dynamic activities with shifting content and methods.

The research carried out at the HT faculties shall be of high quality. It shall be among the best achieved in Sweden and it shall be internationally recognised and respected. The faculties have excellent infrastructure units and the collaboration between these and the active researchers is crucial for successful research. Another essential task is increasing the visibility of research nationally and internationally.

The HT faculties have to try and support the researching lecturers in their efforts to make best possible use of the opportunities for scholarly work that they have in their posts. An overriding goal is uninterrupted time for research purposes.

The Research Board shall:

- work to facilitate the possibility for researchers to structure their work so that teaching, management, and administration can be combined with research activities
- support the researching lecturers in competition for external resources
- propose seed money for collaborative projects across departments and faculties that are in their initial stages
- submit documentation for faculty-financed career development positions for researchers with cross-disciplinary specialisations
- help prospective partners to establish contacts with the help of well-managed electronic information channels and physical meeting places
- complete the work on a uniform and clear system for publishing, marketing and sale of books produced at the faculties, especially the publication series
- arrange workshops on publishing articles in renowned international journals, seminars on research impact and provide support for proofreading of articles in English and other world languages
- organise regular follow-ups and evaluations of the faculties' research

Strategic plan

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