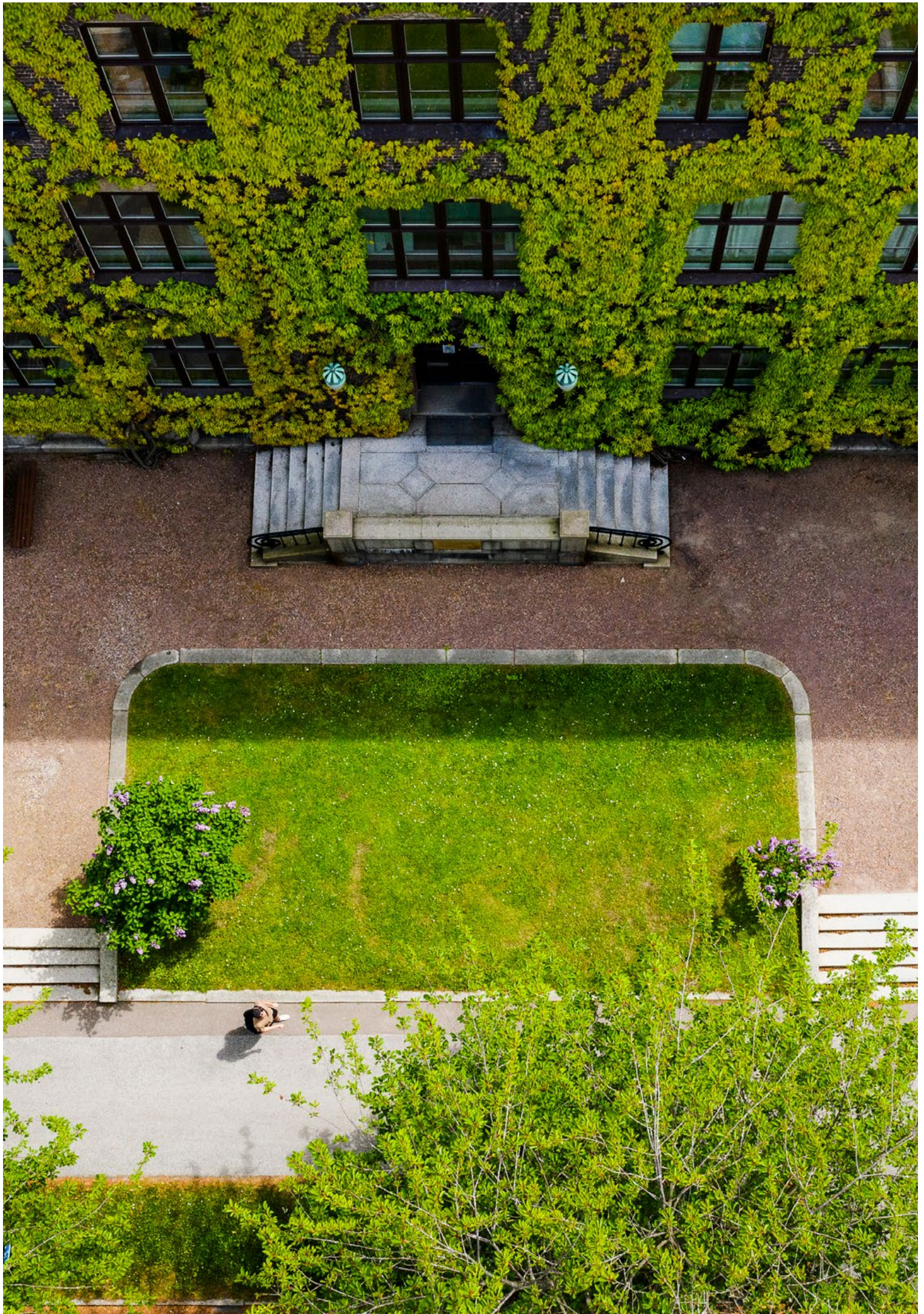


# Platform for strategic work 2023–2024

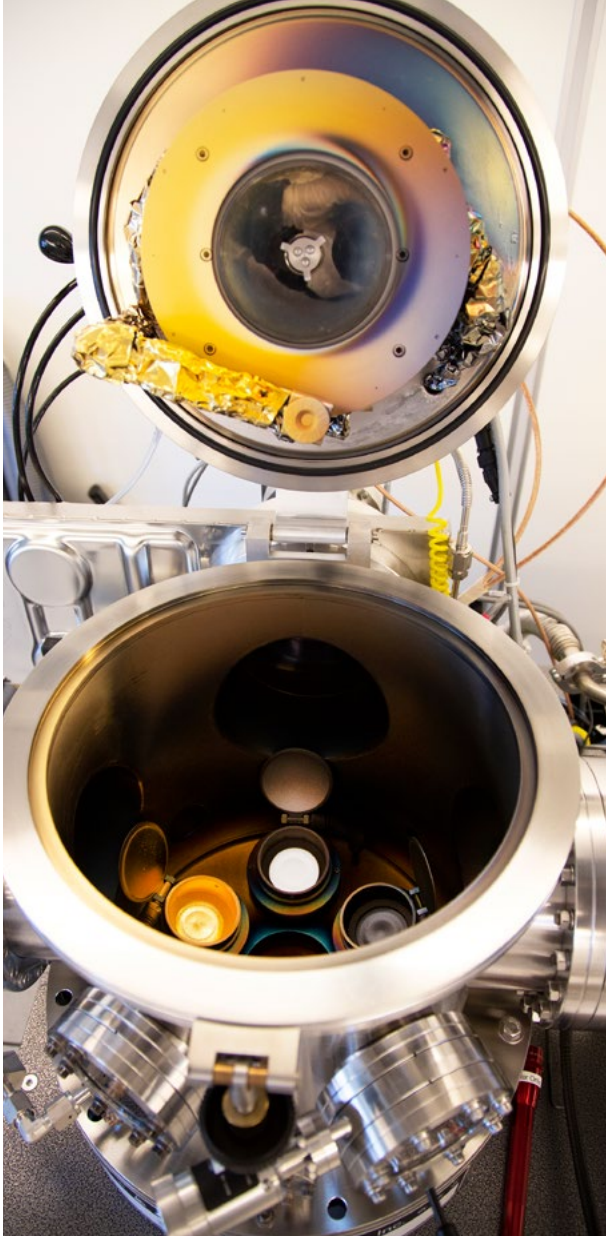
RESEARCH, EDUCATION AND INNOVATION – TODAY AND FOR THE FUTURE









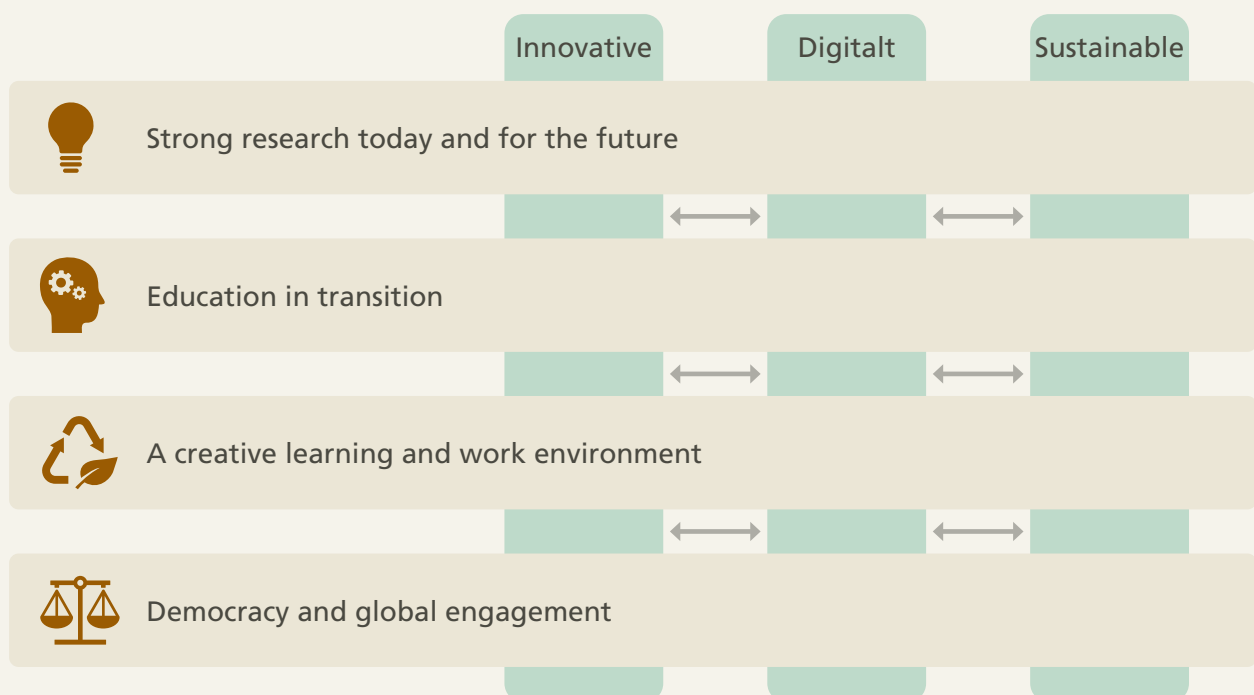


# Platform for strategic work 2023–2024

RESEARCH, EDUCATION AND INNOVATION – TODAY AND FOR THE FUTURE

The world around us is significantly more unpredictable and volatile than before and the conditions are more complex. Therefore, the University needs to act in new and faster ways and use its collective capabilities in order to continue to be relevant, sought after and in demand. The platform for strategic work constitutes a complement to Lund University's strategic plan and is a tool for focusing, accelerating, structuring and inspiring development work.

Lund University is to provide the best conditions for the organisation to develop, maintain quality and be sought after far into the future. The three keywords that permeate all prioritised areas are: innovative, digital and sustainable. **Lund University is to be attractive and in demand – The University of Choice.**





# 1. Strong research today and for the future

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Sweden has a knowledge-based economy and competes globally using innovation and leading-edge expertise. Lund University is to provide the best conditions to enable research to be renewed, maintain the highest standard of quality and be relevant far into the future.

**The global technical, digital and green transition** affects the whole of society. Major societal challenges were highlighted in Agenda 2030 and major changes lie ahead. The green transition and technical and digital development will have a considerable impact on coming generations and transform the whole of society. This will be reflected greatly in society's demand for knowledge, which in turn affects research funding, both nationally and internationally.

The highest quality is the guiding principle for all research, education and innovation at Lund University. In the mechanism for successful research is a considerable element of self-determination for an individual faculty, researcher and subject regarding how this goal is to be achieved. This success factor is to be optimally utilised. However, the way to conduct research and education is continuously changing due to the fast pace at which knowledge is generated and disseminated throughout society.

**Extensive knowledge environments are to be highlighted and developed** to meet the demand for knowledge. Lund University has long identified the need for collaboration across traditional subject boundaries to tackle complex societal challenges. Collaborations with industry, business and the public sector are crucial to meet new needs and the demand for knowledge and leading-edge expertise. The University is to strive for complete environments, such as profile areas, that provide scope for education, research and external engagement.

Research funding bodies, not least the EU, also set requirements for external engagement and innovation capability in many calls for applications.

**Innovation districts** attract expertise. Competition for highly-educated people in several areas such as medicine and engineering is very intense and is shared globally by academia and industry/business.

Regional, national and global development go hand in hand with the ability to recruit the right expertise. Lund University is to work for the region to develop into a dynamic environment for highly-educated expertise. Such an innovation district is an environment that attracts individuals with specialised and broad expertise – an environment in which they in external engagement can develop in their profession. Meeting places are to be developed between faculties, the University's incubators, start-up companies, other research-based companies, and other areas of business and industry. The University's rich cultural activities and the inherent creativity that exists in the cultural area and its industries are important in the development of these meeting places. The research facilities MAX IV and ESS, as well as the adjoining Science Village area, have a key role in research, innovation and development within engineering/new materials and life sciences. The facilities form part of Medicon Valley – the largest cluster for research and innovation in life sciences in the Nordic countries.

**Open science** and big data change the conditions for research. Research infrastructure and associated big data need to be stored and processed, and Lund University needs secure capacity and structures for this. The University also needs to carefully follow and influence, not least at the EU level, developments involving open science that may change the conditions for research for coming generations of researchers.

New research issues arise when big data is collected and stored and when data registers or new material can be analysed using new technology or methods. When new research issues arise so do new ethical dilemmas concerning privacy, security, commercialisation and potential risks for society. Research ethics are never static, and Lund University therefore needs to constantly highlight these issues through leadership, collegiality and education.

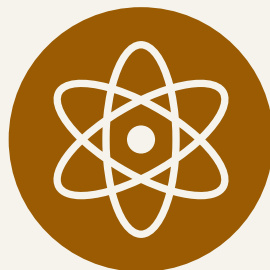
## MEASURES FOR STRATEGIC AREA 1 DURING THE PERIOD 2023–24



Strong **knowledge environments** are to be highlighted and developed. In parallel, the University will support and make visible the high-quality research of individual researchers.



**Innovation districts** are to be established in cooperation with other participants through the focus being directed at the opportunities an innovation district generates for positioning research, innovation, external engagement, education and culture. This positioning work in turn provides opportunities for recruitment and communication.



There is to be proactive work to ensure that **open science** supports researchers' possibilities for innovative research and that a high level of trust in research is maintained. Structure and responsibility are to be clarified. The opening up of research data is to be simple and insight into the research processes is to be clarified through external engagement and communication.





## 2. Education in transition

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Compared with only a few years ago, the University now operates in a competitive landscape, including the digital aspect. Students demand high-quality teaching and assessment at the world's best universities, regardless of whether they are conducted on campus or online. The higher education institutions that can offer high quality in both online and on-campus teaching can expect competitive advantages.

The labour market and the range of education on offer both need to adapt when digitalisation, new technologies, robotisation and artificial intelligence replace jobs or processes. Society is increasingly moving towards connection and interconnection. This applies between people, as well as to home functions, equipment, services and systems in the public sector, industry and business, and thereby affects society at all levels.

Students also need to be able to navigate in a geographically complex world with major issues to deal with such as climate change. The extensive societal challenges and the uncertain future regarding the labour market's expertise needs require students not only to obtain specialised knowledge but also broad, generic knowledge that can be augmented as required. The University's subject breadth is a competitive advantage and the collective knowledge is to be optimally used in education.

**Attractive courses and programmes.** Digitalisation is being driven forward at high speed and affects, and will continue to affect, the content of some of the University's courses and programmes. This dimension needs to be taken into account in order for attractive in-demand courses and programmes requested by students and potential employers to be further developed to a sufficient extent.

**Teaching and learning development and acquisition of qualifications.** The conditions and incentives for teaching staff to further develop teaching and learning expertise is a key factor for outstanding education. Particular focus needs to be devoted to the enhancement of teaching expertise in digital environments.

### **Lifelong learning with a developed range of courses.**

In the majority of countries in the Global North, the proportion of elderly people in the population is growing, and the same applies to Sweden. An ageing population puts increased pressure on healthcare and social care, but also means that the retirement age is raised and working life becomes longer. In view of the extended working life and the development of new technologies and methods, people will therefore need to augment their knowledge to a greater extent in order not to fall outside the labour market.

Reforms and new laws concerning flexibility, the ability to adapt and employment protection have entered into force. This contains transition study support, which opens up more possibilities for professional development for active professionals. Lund University is to fulfil this by developing its range of courses within lifelong learning. To a great extent, this work needs to be developed in cooperation with business, industry and the public sector. There is also the point that existing students who wish to broaden their education are given an opportunity to do this via the range of courses within lifelong learning.

### **Intercultural expertise in an international environment.**

Lund University has students of many nationalities and sees global engagement as an important tool for students' professional development. With international exchanges or internationalisation at their home university, students get more perspectives during their education and can equip themselves for a global working life. The EU works for more mobility and more collaboration, including the digital aspect, between higher education institutions. In an international lecture hall, language and cultural understanding both need to be a part of teaching and learning. This also applies in general in order to be a university that encompasses diversity where students have a range of different experiences regarding socio-economic background, ethnicity, religion, sexual orientation etc.

## MEASURES FOR STRATEGIC AREA 2 DURING THE PERIOD 2023–24



Conditions and incentives are to be strengthened for teaching staff to further develop **teaching and learning expertise**.

A particularly important aspect is teaching and learning expertise in the digital environment.



**Attractive learning environments** and meeting places for different student groups are to be strengthened. Digital tools, methods and support are to be further developed and start to be used.



**The range of short digital courses** is to be developed for different student groups, international and national, and within **lifelong learning**.

These courses are to be developed so they can be followed by students from different faculties.



### 3. A creative learning and work environment



With high quality in research and education, the University attracts an international workforce. However, Lund University also needs to be a good employer and be able to offer researchers and teaching staff a good work environment and good career paths in order to attract leading-edge expertise.

**Diversity and sustainability as values – the constantly changing University.** Greater diversity contributes more perspectives and possible solutions, but it also entails more challenges for the organisation. A heterogeneous staff and student group and increased demands for digitalisation and flexibility in studies and working life bring higher requirements for leadership and employeeship. Being able to lead in processes of change, promote academic freedom and work for high ethical awareness, good work environment and equal opportunities are some of the abilities required to develop a multi-faceted and successful place of work and study.

There is an increasing focus on higher education institutions' direct environmental impact and climate footprint. For example, awareness is growing about sustainable travel and mobility among both students and staff. More universities around the world are making efforts to identify their climate footprint and reduce their climate impact, due both to internal pressure and the wider world's expectations on higher education institutions. The higher education institutions that have excelled

in their sustainability work and can make this visible will gain a competitive advantage in the recruitment of staff and students. Lund University and Sweden have a considerable competitive advantage in international comparisons due to a leading position in democracy, welfare and human freedoms and rights.

**Flexibility in working life and premises planning.** Lund University's organisational units need to plan for a flexible future regarding premises on campus in relation to working and studying from home. Teaching and research conditions will change as digitalisation develops. Lund University is a part of society as a whole and people's changing lifestyles and needs also steer to a large extent the University's development and premises needs. This trend requires flexibility in premises planning. Lund University will continue to be a face-to-face meeting place for learning and a sense of community. Education and research conducted on campus, even if it has a basis in digital learning, can also be expected to predominate for the next few decades. Campus development is to take the above into consideration.

## MEASURES FOR STRATEGIC AREA 3 DURING THE PERIOD 2023–24



In a changing world, leadership and employeeship need to be continuously developed in order for the University to be an attractive workplace for existing and potential staff. The values the University stands for, and works for, are to be identified, clarified and communicated.



Hybrid/face-to-face meeting places are to be designed to be attractive for both students and teaching staff regardless of the scope of the studies being conducted and whether or not they are conducted digitally.



A value-creating and benefit-oriented support organisation is to be developed in which progress is strongly connected to the actual needs of the core activities and thereby contribute to a creative and successful learning and work environment.



## 4. Democracy and global engagement



**A dependable voice in a democracy.** Universities are one of the cornerstones of democracy. Here there is scope for the knowledge necessary for joint community building. Tomorrow's leaders and agents of change need educational skills, the ability to think critically and analyse to be able to navigate in a complex and global context. The University also has an educational role and is to play an active part in the societal discussions and in art and cultural contexts. Digital development has increased citizens' opportunities to access knowledge and information. But the trend has also contributed to the easy and rapid dissemination of unverified messages and disinformation. The University plays an important role for democracy by contributing critical analysis and independent, science-based knowledge of use to citizens.

**Organisational autonomy and academic freedom.** Democracy, academic freedom and basic human freedoms and rights are in decline in parts of the world and cannot be taken for granted. Lund University is to be an active voice in issues that concern academia's role in society. A high degree of organisational autonomy and academic freedom is a guarantee that the whole of society and its institutions can be examined and reviewed.

**Global Dynamic Engagement.** Lund University works in an international context and international collaborations are essential for solving global challenges. They are also crucial for developing education and research at Lund University. Comprehensive international collaborations and agreements should to a large extent match Lund University's orientation and goals for education and research. To find this match requires analysis of every region and continent where Lund University wants to sign, or has, comprehensive agreements.

**Defensible and responsible collaborations.** Geopolitical changes and a changed security situation in Europe contribute to greater uncertainty concerning collaborations and exchanges, even though these may be particularly important in periods of conflict. The world around us requires that the University's collaborations are defensible and that research is conducted responsibly. International collaborations raise issues about ethics and national security risks and may negatively affect the University's reputation.

**Engagement in parts of the world where conflict is ongoing.** The University also has collaborations in regions in conflict and in undemocratic countries where human rights are abused. The strength of academia is to be able to work where states cannot for various reasons. A basic standpoint is that student exchanges and research collaborations have the potential to change and improve people's conditions around the world. Agreements can also be signed in problematic regions, but in such cases for a clear and defined purpose. More expertise needs to be built up jointly within the University for the assessment of collaboration risks. Work involving responsible international collaborations includes strategic work, but also guidance to researchers on handling ethical issues connected with international collaborations. Responsible global engagement also includes protection against cyberattacks or prohibited information retrieval. It may also concern increasing awareness about foreign organisations that apply pressure to employees and students.

## MEASURES FOR STRATEGIC AREA 4 DURING THE PERIOD 2023–24



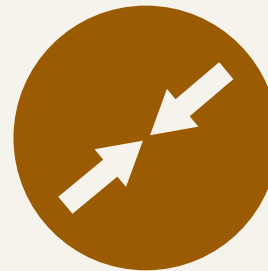
The University's communication is to be sharpened so that it meets society's needs for a dependable voice based on **trusted research** (expert voice). This work can be started by focusing on different themes and specific societal events, and the forms for this work will be examined.

A needs-adapted range of courses including short digital courses produced via short processes is to be developed to strengthen the University's role in democracy and community building.

Develop support in order to provide guidance on difficult ethical issues concerning international collaborations.



Develop work within **Global Dynamic Engagement** (GDE) to obtain a better overview of the University's joint global activities.

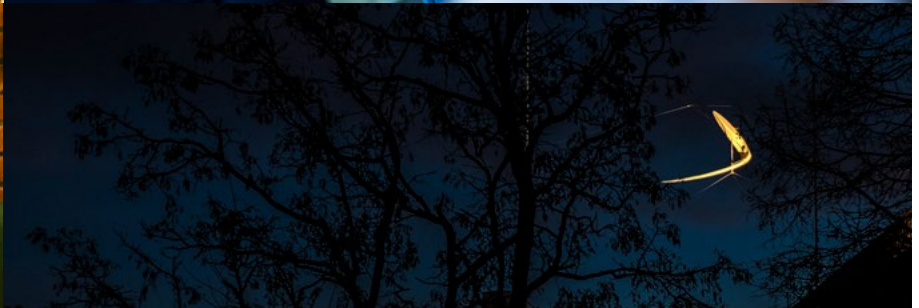
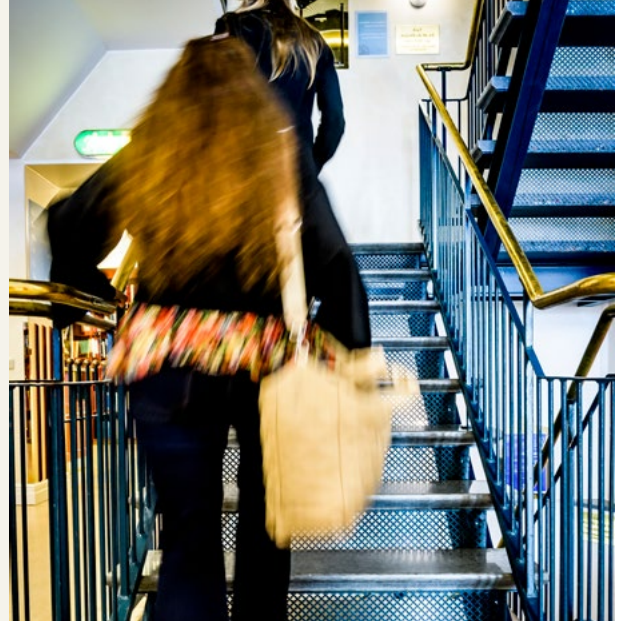


Clarify the importance of autonomy (strengthen, maintain and use autonomy) internally and externally.





Lund University is to establish itself more clearly as the self-evident choice for people actively looking for employment, studies or collaborations. Lund University is to be **The University of Choice**, locally, regionally, nationally and internationally.



A world-class university that  
works to understand, explain  
and improve our world  
and the human condition.



Vice-chancellor decision 10 November 2022.

More information about the platform for strategic work  
is available on the internal website Staff Pages,  
[staff.lu.se](http://staff.lu.se).

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