Strategies for Stockholm University
2015–2018
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For the past few years, Stockholm University has operated from the vision that research and education at most of the University’s departments and units should be nationally leading and internationally prominent. The follow-ups of prominent research conducted in 2014 indicate that our position is strong.

At the same time, I am convinced that the University has great potential for development. The quality of our programmes needs to be further enhanced. The balance between education and research needs to be improved. We need to increase the breadth of our research, which is a prerequisite for top-quality research in new areas in the future. We need to constantly review and refine our recruitment processes for both employees and managers. Our partnerships, both national and international, are in need of a comprehensive approach and further development.

Our core operations depend on strong and effective operational support from the administration.

These four areas – research and education, recruitment and continuing professional development, national and international collaboration, and administration and operational support – are the backbone of our strategies. The idea is that they will provide an adequate description of our operations and show the way forward in the coming years.

These overarching core strategies, which will be in effect until 2018, are complemented by a two-year action plan which will be subject to continuous follow-ups. Together, they constitute the tip of a triangle, where the operational plans of the two scientific areas form the base.

This document has been verified by the University’s academic and administrative units: first through discussions in meetings with managers and heads of departments, then through a consultative round followed by discussions on the Interdisciplinary Council, and finally, through discussions on the University Board.

As Sweden’s largest university when it comes to the number of students, and as one of the strong research universities, Stockholm University has a particularly important role to play. I hope that these strategies will contribute to continued positive development for our university, as well as higher education and research in the capital city.

ASTRID SÖDERBERGH Widding
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The university entrance in Frescati – Studenthuset and Södra huset.
Strategies for Stockholm University

Stockholm University College was founded in 1878 as a bold project, a modern university in the spirit of Enlightenment, with the aim of serving society. Stockholm University continues to build on this foundation as an open, innovative, and dynamic university. The University should maintain fundamental academic values. Academic freedom should be protected. In a changing and globalised world, the University should contribute to a sustainable democratic society with a long-term vision, based on a solid scientific foundation that evolves constantly through the search for new knowledge.

For more than a century, an inherent quality culture has evolved at the universities; a continuous process of self-evaluation and mutual peer review – a unique academic culture. This culture, where traditional peer reviews are a cornerstone, must be protected and developed.

Stockholm University is structurally decentralised. In order to ensure planning and development, the organisation is based on strong departments with a high level of independence. A cornerstone of academic leadership is collegial legitimacy. At the same time, the collegial leadership must be a strong strategic leadership. Collaboration between department, faculty, the two scientific areas, and university management is essential for achieving the highest possible quality in the University’s core operations – research and education – but also in outreach operations and knowledge dissemination.
THE IDEA OF modern university in the spirit of Enlightenment has characterised Stockholm University ever since its inception. Rooted in Europe’s nearly one thousand-year-old university tradition, it is intimately associated with the emergence of contemporary society and the explosive development of science. In modern times, society has seen a fundamental transformation; education has gone from being something for a small elite to being for everyone, and research has changed the world for better or worse. The modern research university persists, however, with its basis in academic freedom, collegial governance, and research-based education.

Stockholm University safeguards the collegial work in a decentralised organisation with strong independent departments. At the same time, an overarching goal for the University is to gradually strengthen the strategic work at all levels. The downsides of collegiality – the risk of deadlocks and inability to make priorities – are counteracted by active management at the scientific area and faculty level, as well as at the central level within the University. Furthermore, decentralisation requires documentation of quality assurance systems across all levels. The scientific area level is central and must be strengthened, as does the Interdisciplinary Council that includes the Senior Management Team, the deans, and central representatives of the university administration. The scientific areas constitute a link between the core operations and the Senior Management Team, and the Interdisciplinary Council establishes contact to facilitate collaboration across scientific areas. Much of the strategic work at the University is also, and should be, carried out at the departments. This work should be developed, which requires strong department management and sufficiently large departments capable of changing priorities and taking initiatives in research and education.

Stockholm University is a major research university with an unusually strong focus on basic research. All research at the University should strive to be nationally leading and internationally prominent. Stockholm University is the largest in the country when it comes to both scientific areas – science and the humanities and social sciences – and the number of students is higher than at any other university. The two scientific areas contrast each other when it comes to the scope of the University’s core operations: education is dominant in the humanities and social sciences, while research is dominant in science. The scientific areas should, based on their respective conditions, aim at having a good balance between research and education. In spite of their differences, many of the challenges the scientific areas face in terms of research and education are the same. They also have in common that research and education are closely connected. The University should strive to develop collaboration across disciplinary boundaries. The University’s international status, as reflected in rankings and bibliometric surveys, should be monitored and followed up.

The funding of Swedish research has steadily increased in recent years. Stockholm University has successfully acquired large external grants from the Swedish Research Council, the Wallenberg Foundations, the Bank of Sweden Tercentenary Foundation, and the European Research Council. A serious problem, however, is that the Swedish Research Council’s

Research and education
funds for regular project grants are too small. These funds constitute the external core funding of basic research and are essential to creating a strong base at a high level of research. Only from such a strong base can future top-quality research be conducted. The increasing focus on large and targeted grants risks leading to excessive specialisation at the universities, where disciplines that are already very strong tend to be strengthened further at the expense of breadth. If this development goes too far, the base from which new top-quality research can grow in the future will diminish. Stockholm University should promote increased government funding and strive to further improve its results with external research funding, both nationally and internationally. In addition, the University, in collaboration with research councils and foundations, should strive to improve the long-term conditions for developing innovative research. Accordingly, the University should strive to broaden the discussion on infrastructure that has started between the Swedish Research Council and the research universities to include other issues of common interest, such as funding for appointments and the importance of project grants for basic research.

More and more of the responsibility for infrastructure funding is given to the universities; at the same time, very substantial long-term commitments have been made to major national facilities. Stockholm University should respond to this with a strategic use of existing national facilities, but also needs to actively strive to prevent exceptional investments into infrastructure from cutting into the regular research budget. In addition, the University should develop an internal investment strategy for its own infrastructure needs.

Future challenges for education are likely to grow and become more complex than for research. Problems include student completion and dropouts, increasing global competition, and uncertainty about future learning.

Quality assurance of the University’s study programmes, teaching, and programme objectives at every level is of central importance. The University should actively carry out pedagogical development work in which the subject-specific teaching expertise at the University is utilised. The courses and programmes should be reviewed continuously in order to achieve the highest possible quality and meet societal needs. The prioritisation efforts already initiated within the scientific areas should continue. A continuous strategic review of the available courses and programmes should be conducted. This includes planning and developing attractive research-based study programmes that prepare students for the labour market of the present and the future, as well as transcend boundaries between departments and disciplines. Creating teacher education programmes for the schools of the future is an important task.

Good programmes are facilitated through active student participation. The students’ influence within the University should be protected, and student life should be improved. The University should work actively to recruit qualified students and broaden recruitment. An attractive study environment should be provided to all students.

One of Stockholm University’s main tasks is to promote education and knowledge, which is a cornerstone of the development of society. As a university in the capital city, Stockholm University has traditionally offered a wide range of study programmes and individual courses. This tradition should be preserved. Many students design their own degrees; others select one or more courses in addition to programme studies. All in all, this contributes to the University’s profile as a university with the ideal of self-cultivation in focus. The University should stimulate studies across disciplinary boundaries.

Stockholm University, like many other universities, is struggling with student completion. Far too few students complete a degree, and there are many dropouts. It is also clear that full-time university studies do not always correspond to a full-time work effort. These issues are critical to the efficient use of government resources, the quality of education, and the students’ future. The University should continue to work on study rates and student completion, starting with a thorough analysis of the causes and an in-depth discussion on possible solutions. Many signs suggest that globalisation and new technology will have a significant impact on higher education. International competition regarding standard courses, which are globally available, is likely to change the teaching in large lectures currently given in many subjects. The University welcomes this development, the answer to which should be campus-based instruction with more direct contact and interaction between teachers and students, as well as between students. Student learning should be in focus, and teacher commit-
ment should be stimulated. Alternative methods of active learning, such as flipped classrooms, provide interesting opportunities and should be developed at the University. Net-based instruction provides an important supplement to campus-based instruction. However, it is not realistic for Stockholm University to compete globally with massive open online courses (MOOCs), other than in niche areas where the University has specific advantages. Consequently, there are no central plans to provide such courses, but the University welcomes initiatives where local niches exist.

The anticipated, but not yet detailed, changes in the forms of education place great demands on the planning of future learning environments. Stockholm University is facing extensive construction projects, including new constructions in Albano and the renovation of existing facilities in Frescati. The University should work actively with issues relating to future learning environments: How should the teaching facilities be designed to meet future educational needs? Should we build large lecture halls or smaller conference rooms and many places for students to study? How can the University Library be better integrated as a resource for future learning? These issues are of high priority for the University in the coming years.

Schools are one of the pillars of a modern democratic society. A good school requires a good teacher education. Hence, achieving the best possible teacher education is one of the University’s most important tasks. There are few contributions to society that are more important than this. Stockholm University should continuously improve and develop teacher education, which should be based on well-established research results and tried-and-tested practices. Theory and practice should be combined through increased integration of core education subjects and practical training. Contacts between subjects and subject-based teaching, as well as their representatives, should be strengthened through collaboration in teacher education and other programmes. New forms of continuing professional development for active teachers and school managers should be developed and provided.

The regional collaboration that already takes place between the major universities in the Stockholm-Uppsala region is prioritised by the University. Together with Karolinska Institutet and KTH Royal Institute of Technology, Stockholm University forms a complete academic environment in Stockholm with all the major disciplines. This academic environment is one of the strongest in Europe and has no competition in Sweden. There is a huge untapped potential for collaboration in both research and education. Some collaboration already exists, for example in SciLifeLab, AlbaNova University Center, and the Stress Research Institute, but it can be developed – not least in education. It is an overarching long-term goal to facilitate collaboration between the three universities, part of which is to remove the practical obstacles. It is particularly important to develop Albano and Hagastaden, as well as the physical communications in this area, which has the potential to become a single, cohesive campus – the strongest in northern Europe.
Conferment ceremony for new doctors in Stockholm’s City Hall
Recruitment and continuing professional development

Stockholm University aims to recruit the best teachers and researchers. Teachers at the University should have good opportunities for research and continuing professional development. Teachers at all levels should, financed by government funds, devote a significant proportion of their time to these operations. The procedures for recruitment and promotion should be of the highest quality, and competitive working conditions should be provided. The recruitment of academic and administrative managers and leaders should be given special attention.

TEACHERS, THROUGH THEIR teaching and research, and in conjunction with an effective support organisation, constitute the foundation of the University. Appointments of teachers are the most important decisions made at a university, and the recruitment of highly qualified personnel to the core operations and support functions is one of the most important processes.

The strictly regulated recruitment process for teaching positions should be implemented in a way that guarantees that the best candidates are identified, while preventing nepotism. The choice of subject area for the vacancy is vital. This choice should be part of a strategic plan at the department level, under the supervision of the management of the scientific area. It must be ensured in each individual case that there are strong candidates available. The positions should normally be advertised internationally, and active recruitment efforts should be carried out by the University’s researchers in the field in order to attract as many strong candidates as possible. The vacancies must be public and transparent, and the aim should be to recruit the best teacher on the basis of the assessment criteria – primarily research and teaching skills.

Stockholm University has introduced a tenure track system with a clear system of promotion. The system has three entry levels, each of which fills an important function. The first is a fixed-term employment as an assistant professor with great research opportunities and the opportunity for promotion to employment for an indefinite period as an associate professor. In many research-intensive fields, this will be the main way to recruit future associate professors and professors. The second is employment as an associate professor with the opportunity for promotion to professor. The third is employment as a professor. Subject needs and strategic reasons determine what type of position is advertised. The tenure track system requires that the promotion process is characterised by high quality and transparency at all levels, and most importantly, that there is a proper review in the step from fixed-term employment to employment for an indefinite period. Assessment criteria and procedures should be developed and given special attention.

Close links to professional life are particularly necessary in the University’s vocational training programmes. Such programmes require terms of employment that allow for teachers to divide their time between, for example, school and university for longer periods of time. Stockholm University should develop and promote such terms.

Research is international, and many disciplines recruit a significant proportion of teachers with a foreign background. This is even more common when it comes to doctoral students and postdocs. Doctoral studentships and postdoctoral fellowships should, as a rule, be advertised internationally, and postdocs from Stockholm University should generally not be appointed. Many departments have a very international environment, but the situation varies greatly between subjects. Stockholm University should aim at having a larger proportion of international teachers. The University should actively strive to improve the possibilities to solve the potential needs of family members accompanying new employees.

The proportion of female and male teachers varies between subjects. It is generally difficult to recruit female teachers in the natural sciences – especially in mathematics, chemistry, and physics – and female
professors in general. The University should actively strive to achieve equal gender distribution at all levels in all disciplines.

Academic leaders, such as deans and department heads, are elected and appointed from among the University’s teachers. These leaders must be familiar with the research conditions at the international level and must have strong legitimacy among their colleagues. Thus, they should be prominent researchers with good teaching experience. The supply of potential academic leaders must be secured, and the University is responsible for making these positions attractive.

The requirements of academic leaders as managers and representatives of the employer have increased significantly in recent decades. The work has become more complex, and today’s employees place much higher demands on their managers. The University should strive to ensure that academic leaders are offered support that will enable them to continue their research activity both during and after their managerial position.

Strong scientific area offices provide important support to the heads of departments and are a prerequisite for well-functioning scientific areas. Furthermore, in order for the strategic and day-to-day work at the departments to function, and to safeguard the collegial model of academic leadership, the departments must have qualified administrative managers that lead the administrative work in close collaboration with the head of department. This is necessary in order to reduce the administrative duties of the head of department and create continuity when a new head takes office. The recruitment of administrative managers is an important task that should be given special attention.

An efficient university administration is a prerequisite for a well-functioning university. Special attention should be given to recruitment within the administration, both when it comes to managers and other personnel. Continuing professional development is a tool for creating efficient and flexible administrative units that can adapt and respond to new needs as they emerge.

Stockholm University should be an attractive workplace that provides good conditions and opportunities to employees and students. The University should promote equal treatment and equal opportunities in a healthy work environment with an inclusive atmosphere.
International and national collaboration

International collaboration within research, driven by the researchers, is a fundamental part of the University’s operations and a prerequisite for achieving excellence. Internationalisation within education should increase. Planned and carefully designed international collaboration agreements should form the basis of these operations. As a university in the capital city, Stockholm University should be actively involved in broad collaboration in society: Through education, research, and investigations, as a consultation body, and through participation in the media. The utilisation of results and innovations by students and employees, as well as strategic partnerships with external parties both in and outside the Stockholm region, are important components of this broad collaboration. The collaboration with other universities in the Stockholm-Uppsala region should be developed within existing networks.

The University plays a key role in the democratic development of society through its role as a producer and disseminator of knowledge. The overarching goal of Stockholm University’s collaboration and outreach operations is to promote the University’s core operations – research and education – and make the University’s expertise and results available to other actors in society. These operations should result in mutual benefits through the exchange of ideas and knowledge between the University and society.

Collaboration in a broad sense includes international exchanges, mainly with other universities, as well as national collaboration through interaction with the community outside academia.

International collaboration is an integrated and highly prioritised part of the University’s core operations – research and education. The internationalisation processes should be strengthened.

Stockholm University’s international operations should primarily highlight its prominent research. Joint research projects with universities in other countries are usually initiated through informal contacts between individual researchers and should not be forced by management; however, they can be facilitated by proactive university strategies and effective arrangements and procedures. A strategy to ensure long-term excellence in research at Stockholm University is to encourage and contribute to international exchanges with prominent researchers. The review of central collaboration agreements that has already been initiated should be completed. The University’s central agreements should be active and strategic, in addition to being characterised by quality rather than quantity. The focus should be on a limited number of universities with which the collaboration is developed and enhanced.

When it comes to programmes at the doctoral level, the University should further develop its internationalisation efforts. The doctoral programmes should be attractive to international students, as well as provide international perspectives and good opportunities for international exchange. The University should strive to ensure that all doctoral students receive international experience during their studies.

Even in programmes at the bachelor’s and master’s level, internationalisation should be seen as a means to increase the long-term quality, competitiveness, and attractiveness of the University. Students should be encouraged to seek international experience early in their studies. The University should strive to attract many more international students and encourage a significant proportion of the University’s students to complete a part of their studies at a foreign university. There is untapped potential for student exchanges within Europe that should be exploited. Likewise, exchanges should be stimulated.
Anna Forsby, researcher and teacher in neurochemistry, is interviewed during “the world’s longest laboratory table” – an activity with the participation of 2,500 secondary school pupils.
within the context of the central agreements that supplement the department-specific agreements. The University should aim for broader global recruitment and take global responsibility. Analyses should be carried out of how Stockholm University can benefit the most, both in terms of choosing regions for collaboration and which points of contact to use. In addition, the University intends to continue to organise and participate in contact operations, such as delegations, study trips, and conferences.

In light of the international demand that has already been identified, pilot programmes given in English should be provided at the bachelor’s level. Special investments should also be made into increased international exchange within programmes that are currently disadvantaged in this respect. This primarily relates to teacher education, where students should be offered the opportunity to complete parts of their studies or the practical training in a foreign country.

Internally, Stockholm University should further develop its working methods and procedures, as well as the internal coordination of the internationalisation efforts. The University should strive to increase its attractiveness as an international workplace and study environment by offering a professional reception of international researchers and students.

The University’s research collaboration should lead to increased quality, new impulses, and new perspectives. Collaboration and strategic partnerships with parties outside academia should help ensure that research stays innovative and relevant to society. Promoting openness and collaboration across disciplines will lead to new ways to collaborate in research.

Stockholm University conducts a wide range of outreach operations where the University’s researchers are used extensively as experts in government inquiries, arbitration courts, and media. This is a central task for a capital city university. The University’s visibility in the capital city, through open lectures, has a long tradition that should be maintained and developed further. In addition, the University should play an active role in increasing regional collaboration, both in and outside academia.

A university’s main contribution to society is educating students at all levels. With the largest number of students in the country, this provides Stockholm University with great opportunities for collaboration via the University’s alumni. Relevant alumni operations should be promoted and further developed for both Swedish and international alumni.

An important form of collaboration is the appointment of adjunct teachers from organisations outside academia. These are particularly valuable in vocational training programmes, where the teacher education has special status through its central role in the development of society. Even more generally, collaboration with schools is extensive and increasingly important. The forms of this type of collaboration should be developed.

Collaboration regarding education should promote the quality of the education and life-long learning. The generic expertise that students will acquire in the courses and programmes should be emphasised more clearly, both towards the labour market and the students themselves. The links to the labour market, as well as the relevance and usefulness of the studies, should be ensured through continuous dialogue with the surrounding community.

Stockholm University’s communication is an important part of outreach and interaction with the community, and contributes to the University’s profile. The communication should increase the knowledge of how research and education contribute to the development of society and decision-making. Furthermore, it should provide continuous insight into the University’s operations.

Stockholm University should promote innovative products and services, as well as other types of immaterial ideas that can be utilised. The University should strive to create and maintain a healthy climate for innovation by, for example, recognising successful innovators.
The university Infocenter in Studenthuset, Frescati.
Administration and operational support

In order for Stockholm University to be able to conduct research and education of high quality in a sustainable and responsible fashion within a decentralised organisation, it requires an effective, administrative support organisation. The administration should create and maintain the best possible conditions for the core operations, in addition to ensuring legal certainty, transparency, and efficient use of resources in the University’s operations. The administration, in close dialogue and collaboration with departments, faculties, and scientific areas, is responsible for operating and developing the University’s administrative processes in such a way that the provided support, advice, and expertise meet the needs of education and research. The dialogue between the central administration and the local administrations at the departments is essential for creating effective administrative procedures throughout the University.

**THE PRIMARY AIM** of the administration’s work should be to create optimal conditions for the University’s core operations: research and education. This requires that the administrative procedures within the University, as well as the internal organisation of the administration, are designed to optimally support the core operations. Furthermore, the administration’s work should ensure legal certainty, consistency, and transparency in the University’s operations.

The support provided by the administration in different areas should meet the actual needs of the core operations. This requires a close and effective dialogue between the administrative units and representatives of the core operations, marked by mutual trust and respect for each other’s expertise. Just as it is important for the administration to be attentive to current needs, it is important for the core operations to turn to the administration and utilise its expertise. This dialogue also includes a continuous review of whether information of an administrative nature should be processed within the core operations or be coordinated within the central administration.

The University has a decentralised organisation, where the departments have a major responsibility for research and education. In order for the far-reaching delegation to work, the departments must be of sufficient size to hold a professional local administration. The dialogue between the central and local administrations is essential for the administrative procedures across the University to be effective. The central administration should strive to increase the points of contact and collaboration with the local administrations by, for example, developing meetings with the heads of administration, and actively develop the University’s administrative procedures at all levels.

In order for the central administration to be able to provide clear and effective support to policy makers at different levels, a high degree of coordination is required within the administration, between different administrative units – not least in connection with department mergers. The administrative support for these complex processes within the core operations should thus be developed and given special priority.

The University Library plays a key role in the University’s research and education. The library, in close collaboration with the scientific areas, should offer adequate support to researchers and students in a rapidly changing information society. The library should monitor developments in the area and promote the University’s interests through, for example, collaboration with the National Library and other university libraries.

The administration’s advice and support in coordinating efforts to ensure the quality of the University’s courses and programmes are very important and should be developed further. When it comes to internationalisation efforts, coordinated information
in English online and an improved housing service are key areas to develop. Furthermore, in collaboration, a task of special priority is to improve the administration’s support and advice to the departments.

The University is facing major challenges when it comes to satisfying the need for facilities. Adequate access to well-designed facilities is essential to the University’s continued development and ability to provide a healthy physical work environment. The strategic planning of facilities should thus be enhanced. A long-term facility management plan should provide the basis for future strategic priorities concerning new and existing facilities. The design of future learning environments is particularly important to this strategic work.

The University’s operations are entirely dependent on well-functioning technology. The University’s technological infrastructure should be as unified as possible, and reliability should be a priority. At the same time, the core operations’ influence on choices of technological systems is essential for ensuring that the systems meet operational needs. Collaboration between the central administration and representatives of the core operations should be further developed and strengthened.

Ensuring the efficient use of resources requires coordinated financial routines within the University. The central administration should support the departments in their continuous financial work, in addition to handling the University’s procedures for ensuring compliance with regulations and rational solutions to problems within the organisation. An area of special priority is to develop the University’s work with procurement and purchasing.

The University is environmentally certified. An important task for the administration is to continue the University’s efforts to reduce its negative impact on the environment.
Appendix

**RESEARCH AND EDUCATION**

- Develop the collaboration between scientific areas by announcing transdisciplinary funding for the initiation of applications for external grants.
- Develop the support for applications (e.g. to ERC) and nomination processes (e.g. for Wallenberg Academy Fellows).
- Develop and adopt principles for co-funding projects that are not fully funded.
- Develop the collaboration relating to infrastructure in the Stockholm-Uppsala region in dialogue with the Swedish Research Council.
- Develop guidelines for managing the University’s infrastructure needs.
- Conduct a review of the University’s centres and institutes.
- Monitor and stimulate the appointment of student representatives to various bodies.
- Compile and share experiences from the evaluations conducted by the Swedish Higher Education Authority.
- Establish a preparatory body for future quality assessments of the University’s programmes.
- Develop and document the University’s quality assurance systems for education.
- Ensure that individual study plans for doctoral studies are available, and that they contain information showing that the learning objectives have been met.
- Adopt and implement procedures for resource allocation and the prioritisation of education in both scientific areas.
- Improve the procedure for following up students’ course evaluations and reporting the results to the students.
- Identify and analyse the causes of problems relating to student completion.
- Stimulate the development of new forms of learning by announcing quality-based funding.
- Continue efforts to develop future learning environments.
- Integrate theory and practice in teacher education by integrating practical training with core education subjects.
- Introduce a one-year supplementary pedagogy programme for students with higher academic degrees.
- Initiate collaboration between representatives of subject studies and representatives of subject-based teaching, both in teacher education and other programmes.
- Develop and offer continuing professional development for active school managers and teachers.
- Review and revise the indicators used to follow up education and research in order to improve the follow-ups and make them more relevant.

**RECRUITMENT AND CONTINUING PROFESSIONAL DEVELOPMENT**

- Promote and develop types of employment, such as adjunct teachers, that allow for close links between vocational training programmes and professional life.
- Monitor the recruitment of teachers within the teacher training programmes, with respect to the shortage of teachers with a Degree of Doctor..
- Make it easier to solve the problem of accompanying family members in connection with recruitment by creating a network of large companies and authorities in the region.
- Improve the teacher recruitment process by continuing to review the work with external experts, references, trial lectures, and interviews.
- Stimulate active recruitment efforts at the department level and discuss how the subject for a call for applications should be determined.
- Develop and follow up criteria and a review process for promotions.
- Develop mentorships for assistant professors and newly appointed associate professors and stimulate the creation of a Junior Faculty.
- Develop and monitor the recruitment of academic leaders at various levels.
- Strengthen the recruitment of administrative managers to support the academic leaders.
- Consider doubling the appointments if any gender is underrepresented.
• Follow up the measures taken to ensure that the University reaches the government’s equality goals with regard to female professors.
• Stimulate the continuing professional development of University employees through, for example, teacher and management training.

INTERNATIONAL AND NATIONAL COLLABORATION
• Conduct a review of existing central collaboration agreements.
• Consider signing additional central collaboration agreements.
• Analyse appropriate regions and points of contact for international collaboration.
• Review and develop the support for newly arrived international researchers.
• Review and develop the support for newly arrived international students.
• Monitor the quality and cost of the University’s housing service.
• Encourage students to complete a part of their studies at a foreign university by presenting course packages that fit into the University’s programmes.
• Provide targeted information to selected universities and participate in contact operations to attract international students.
• Create pilot projects for completing practical training in other countries.
• Create pilot programmes given in English at the bachelor’s level.
• Develop alumni operations, both nationally and internationally.
• Develop communication concerning how research and education contribute to the development of society and decision-making.
• Develop the information on the University’s English-language website.
• Develop points of contact between international and Swedish students, for example through the student associations.
• Increase the number of internships.
• Highlight the generic expertise acquired in the courses and programmes, both in the marketing towards prospective students and in dialogue with the labour market about what the students can contribute with upon graduation.

• Analyse and solve specific problems that hamper collaboration between universities.
• Follow up and coordinate the collaboration agreements with the specialist universities concerning teacher education.
• Follow up and coordinate strategic partnership agreements.
• Promote innovation at the University by strengthening and increasing the visibility of the innovation chain, including the work at SU Holding and SU Inkubator.
• Promote improved physical communications within Stockholm Science City (Stockholm University, KTH Royal Institute of Technology, and Karolinska Institutet).

ADMINISTRATION AND OPERATIONAL SUPPORT
• Develop the dialogue between the core operations and the administration.
• Implement a model that guarantees the core operations’ involvement in the administration of University-wide IT systems, as well as their influence on strategic IT choices.
• Make the technological infrastructure as unified as possible.
• Develop a long-term facility management plan.
• Review and evaluate the University’s financial model, including the choice of financial administration system.
• Create an efficient, centralised function for purchases and procurement.
• Develop the support for department mergers and secure the routines and procedures; in addition, investigate how the current support can be developed from an administrative perspective.
• Develop the dialogue between the University Library and the core operations and secure its integration into the University as a whole.
• Follow up and evaluate the University’s work on environmental certification and, where necessary, clarify the responsibilities of functions at different levels for the continued environmental work.