

# MALMÖ UNIVERSITY 2018

Diversity, creativity and  
social commitment

Background document and road map for  
presentation to the Swedish government  
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Translated from the Swedish original



MALMÖ HÖGSKOLA

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## FOREWORD

On 1 January 2018 Malmö University will finally be awarded full accreditation. As Vice-Chancellor, I find it both inspiring and challenging to have overall responsibility for leading the future development of our academic activities. Our creative and knowledgeable staff and students are the most important resource in the work that lies ahead. Through its genuine commitment to society and socially integrated activities Malmö University has unique opportunities to use innovative research and education to help create a better world by contributing to a process of sustainable social progress. Malmö University stands on a firm foundation (see Chapter 3) and can look forward to the future with confidence.

My first year as Vice-Chancellor has been a stimulating one, during which I feel that I have learnt something new every day. However, acquiring new knowledge and participating in society in a meaningful way is a privilege that not everyone is able to enjoy. Social disparities are increasing and people's rights are being violated on a daily basis. This is happening in every country. A democratic state that heeds and upholds the rule of law is a fundamental prerequisite for respect for human rights and the right of every individual to live their life in freedom and safety. All people are equal in dignity and rights, and have the right to education and learning. This concurs with the work of the Malmö Commission which, a few years ago, focused on inequalities in people's health and what can be done to create better and more equal conditions for health and social participation.

Malmö University is a young, creative and ambitious educational institution that will soon be awarded full accreditation. Together with other educational institutions around the world, the university defends freedom of speech and freedom of conscience and upholds respect for liberty, democracy and equality. Research and collegiality with a high level of integrity are the foundations on which academic excellence is built. Malmö University sets its sights high when it comes to the quality of education and research, a good balance between line management and collegiality, and gender mainstreamed operations that embrace diversity in its widest sense.

We now have a unique opportunity to develop a university that plays an important role in society, both locally and on a global level. Universities need to use their scientifically based knowledge and adopt a critical approach in order to question the kind of specious and populist reasoning that risks undermining sustainable social development. By researching important social phenomena and sharing the results of



this research, we can contribute to increasing knowledge and improving understanding. The opinions of Malmö University researchers are frequently heard in the social debate. I hope that, going forward, our academic voice will grow even stronger in the media and that the university itself will be a forum for a scientifically based critique of the most pressing issues facing society.

The 17 sustainable development goals (SDGs) in Agenda 2030 describe complex and urgent societal challenges, and the multidisciplinary research and education conducted at our educational institutions is an important stepping stone to enable us, together with other actors in society, to achieve these goals. Malmö University is already addressing the majority of these SDGs through research, education and collaboration. We are also active participants in regional innovation initiatives in three of these areas: “Good health and well-being”, “Sustainable cities and communities” and “Smart, sustainable materials”. Malmö University is uniquely placed to conduct inter-disciplinary research and education that is highly relevant to society in collaboration with local and regional partners such as the City of Malmö and Region Skåne. Developments in the context of an expanded region, with the planned Fehmarn Belt fixed link and new road and rail connections between Skåne and Denmark, open up exciting new horizons.

Today Malmö University already has a number of strong and competitive research fields, not least within the framework of our five multidisciplinary research centres, but we need to increase the overall volume of research so that we can achieve a better balance between research and educational activities. In Chapter 4 we present the target areas and strategies that will enable us to develop our research, education and collaboration over the coming years.

Our students, seven out of every ten of whom are first-generation academics, must be inspired by research from an early stage in their university education, so that they will consider the possibility of joining PhD programmes themselves at some later stage. To solve tomorrow’s complex societal challenges Sweden needs greater diversity among research students.

We educate students in fields and train them in professions that are highly relevant to today’s society, paving the way towards careers as teachers in schools and preschools, and as engineers, nurses, social workers or dentists. To meet tomorrow’s societal challenges we need to enhance the quality of professional education and its links to research. This is a key requirement if students are to develop a critical

mindset and an ability to value knowledge that they can transform into action. Creating a culture that upholds learning and education will be the focus of our work in the years to come.

Our researchers are currently involved in a collaborative process of identifying important societal challenges (focus areas) that research needs to address. These focus areas have their roots in our current research activities, which often take place in close liaison with societal actors from a broad spectrum across the public, private and social economy sectors. It will be interesting to see which focus areas have the potential to grow over the coming years and how we can support their evolution into mature research environments. Another area of priority is the development of methods to describe or measure the results, added value and social benefit of our research and educational activities.

I am delighted that our lecturers and researchers will now be able to develop their ideas and projects over longer periods of time together with other researchers and partners, locally, nationally and globally. Thanks to its uniquely close integration into society and a multidisciplinary and highly innovative methodological approach, Malmö University has outstanding opportunities to contribute new perspectives and the knowledge that is needed to create a sustainable society.

The documentation that follows was produced and submitted to the Swedish government in the autumn of 2016. The main author is Hans Lindquist, but many others have contributed textual material, provided input and shared their points of view.

Kerstin Tham  
Vice-Chancellor

## SUMMARY

### **Towards full university accreditation**

In its 2016 research policy bill, “Collaborating for Knowledge – for society’s challenges and strengthened competitiveness”, the Swedish government declared that Malmö University will be awarded full accreditation with effect from 1 January 2018. The reasoning behind this is explained in a press release that calls attention to the fact that Malmö is currently Sweden’s largest higher education institution (HEI) without general accreditation for master’s and PhD levels. Still, the university has accreditation to award doctoral degrees in a number of disciplines, maintains a high level of research quality, and delivers education, conducts research and engages in collaboration which is highly relevant to today’s society. In preparation for the change in status, the government has requested a background document and roadmap from Malmö University. The present document outlines the history of the institution, analyses its current activities and operations, and describes its ambitions and plans for the future.

### **A university is founded**

Malmö University was founded on 1 July 1998, when parts of Lund University located in Malmö – among them, the Faculties of Odontology and Education, together with undergraduate programmes in Engineering – were incorporated into the new institution. At the time the government called particular attention to the ambition to facilitate the recruitment of students from non-academic backgrounds and to develop new problem-based learning methods. Also, the new university was not to be organised along traditional lines with a departmental structure based on subject-oriented fields of study.

### **Education at first-cycle and advanced levels**

Since its establishment in 1998, Malmö University has expanded rapidly, primarily in terms of bachelor’s and master’s level programmes, but also with regard to doctoral education and research. A number of new programmes have been initiated at both

first-cycle and advanced levels. Ten percent of first-cycle programmes and half of second-cycle programmes are taught in English.

Professional education and training dominates the curriculum. The teacher training programme is one of Sweden's biggest and there are also large cohorts of students in nursing science and social work. Malmö University has built a strong reputation for training dentists, dental hygienists and dental technicians, and it offers B.Sc. programmes in engineering for students seeking to specialise in computer science and mobile IT, mechanical engineering and materials technology, product development and design, or building technology.

Programmes that lead to a general qualification include media and design, interaction design, media technology, leadership and organisation, international migration and ethnic relations, urban studies, international relations, languages, computer science, computer game development, building technology, mechanical engineering and materials science, sports science, criminology, sexology, and handicap and rehabilitation science. In its Strategic Plan for Development in Education, Research and Collaboration 2014–2017, Malmö University affirms its commitment to a challenge-based approach to learning that develops students by arousing their curiosity, stimulating their creativity and giving them competence to lead and act in various processes of change.

The number of full-year students is expected to remain stable at around 12,000 over the coming years. In the autumn semester of 2015, 47 percent of first-year students at Malmö University were recruited from outside the County of Skåne. Students with a foreign background account for 30 percent of the total number of students, which is a higher proportion than for the country as a whole; the same is true for first-generation academics (67 percent). Performance indicators and post-degree levels of establishment are at or above the national average.

## **Research and doctoral education**

Malmö has accreditation for third-cycle study programmes in seven areas of research and offers doctoral education in fifteen subjects: Odontology, Biomedical Science, Health and Society, Social Work, Care Science, International Migration and Ethnic Relations, Urban Studies, Computer Science, Interaction Design, Media and Communication Science, Sports Science with the focus on social science and

humanities, History and History Didactics, Science and Mathematics Education, Swedish and Didactics, and Education. Approximately one fifth of the current 223 doctoral candidates are conducting their studies within the framework of employment outside the college, which is a significantly higher proportion than the national average.

Malmö University researchers are engaged in successful studies in a number of fields. In the Swedish Research Council's analysis of mean normalised citation rates for 2012–15 Malmö was ranked in fifth place in Sweden for field normalised citations. In recent years, external financing has accounted for more than 50 percent of research funding. Five multidisciplinary research centres conduct research of high international quality:

- Biofilms – Research Center for Biointerfaces (BRCB)
- Centre for Work Life and Evaluation Studies (CTA)
- Centre for Sexology and Sexuality Studies (CSS)
- Internet of Things and People Research Centre (IoTaP)
- Malmö Institute for Studies of Migration, Diversity and Welfare (MIM)

## **Malmö University's profile**

Over the years the institution has developed a profile that is characterised by global engagement, community involvement and a multidisciplinary and challenge-based approach in education, research and collaboration. Widening participation and expanding inclusion in higher education are important aspects of the institution's involvement in the community that enrich the diversity of the academic culture and learning. The expansion of knowledge in teaching and research is often the result of processes undertaken in collaboration with stakeholders in various sectors of society, such as the public sector, the community sector and trade and industry. Different forms and methods of participation, co-design, co-production and shared learning are used in both research and education when dealing with questions posed by important and complex social issues.



From the very start in 1998, activities have been characterised by a number of priorities and methods of approach: Widening participation, Community involvement, Collaboration, co-production and innovation, Multidisciplinary teams, Quality-mindedness and Global engagement. These are referred to as “threads” in this background document and constitute a distinguishing feature, not only of the history of Malmö University from first beginnings until the present day, but also of the text of this background document. This unique combination of threads corresponds well to the priorities laid down in the 2016 research policy bill and, as a higher education institution closely integrated into society, Malmö University will be well placed to continue to play an important role among Sweden’s universities and other academic institutions.

## OBJECTIVE AND TARGET AREAS FOR MALMÖ UNIVERSITY

### MALMÖ UNIVERSITY’S OVERALL OBJECTIVE

Malmö University is to provide high-quality education and conduct high-quality research in collaboration with other stakeholders in society in order to create, share and make use of knowledge that contributes to sustainable societal development both locally and globally. Malmö University is also to play a key role in identifying and defining the major challenges that society faces in the future.

### Four common target areas

Based on Malmö University’s vision, mission statement, core values and the overall objective above, four common target areas have been identified that are to guide developments over the next few years:

#### Balance between research and education

It is our ambition that, by 2020, research projects account for approximately one third of our activities and education accounts for two thirds. This requires a continued focus on external funding to cover the costs of research projects and doctoral

training, and presupposes that future developments in terms of direct government funding will continue to be positive.

### Research-based, high-quality education

University status and increases in government funding for research open up new opportunities to offer high-quality education and research that is closely integrated into society while also supporting ambitions for widening participation in academic studies.

### Coherent and enriching academic environments

One of the keys to developing high-quality research that is widely recognised and acknowledged at an international level is the existence of close-knit, coherent, enriching academic environments with a critical mass of internationally active researchers, lecturers and doctoral candidates, but also undergraduates and graduates studying first- and second-cycle programmes. Environments such as these create the right conditions for long-term relationships with a variety of local and global partners.

### Multidisciplinary doctoral education and doctoral schools in areas relevant to society

Malmö University has the opportunity to develop more long-term research projects and doctoral education in response to various societal challenges that need to be urgently addressed. The process of defining multidisciplinary focus areas constitutes part of this development process.

## STRATEGIC PRIORITIES TO ACHIEVE THE UNIVERSITY'S OBJECTIVES

### Priorities for research and doctoral schools

The upcoming transformation of the institution will be most clearly seen in the increased focus on research and doctoral schools; this development will have a positive effect on all the other activities of the university. Table S1 summarises the proposals that have been outlined in order to achieve the aims for research and doctoral schools.

**Table S1** Summary of proposals to achieve the aims for research and doctoral schools.

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**STRATEGIC PRIORITIES TO ACHIEVE THE OBJECTIVES FOR RESEARCH AND DOCTORAL SCHOOLS****Increased external funding**

- More support for applications for research grants and innovation
- Co-financing for researchers – support from the university as a whole and from the faculties
- Fund-raising (structure and support from the university as a whole)
- Alumni engagement (structure and support from the university as a whole)

**Strategic recruitment of research/lecturing staff**

Most of this work is done at faculty level, but some issues (for example, strategic recruitments for certain professorial positions) may be decided at university level. Career paths for researchers and lecturing staff must also be made clear.

- Doctoral candidates
- Post-doctoral staff
- Associate senior lecturers/post-doctoral research fellows
- Professors
- Visiting professors

**Increase in research time for professors (research team leaders)****Leadership training for future research leaders****Development of a quality framework for third-cycle programmes and research****Research platforms for research teams****Support for major multidisciplinary research programmes within the university's focus areas**

- Announcement of support for a small number of research programmes within thematic focus areas
- Announcement of support for two research projects in teaching and learning in higher education/challenge-based learning and broadened recruitment

**Support for multidisciplinary doctoral schools within the university's focus areas****Global engagement/internationalisation in research and third-cycle programmes**

- Exchange programmes for doctoral candidates
  - Exchange programmes for post-doctoral work
  - Facilities for senior researchers/lecturers to write up the results of their research
-

Good economic prospects are essential to implement these priorities and create a better balance between education and research within the next five years. Over time the levels of funding for research activities and doctoral schools in relation to funding for undergraduate programmes should be raised to a level that corresponds to the average for Sweden's other new universities, which is approximately 26 percent of total funding. This means that research funding needs to rise by at least another SEK 100 million, in addition to the SEK 90 million increase already announced for 2018. See Table S2.

**Table S2** Direct government funding for research as a proportion of total government funding 2018 (Current rates, see Budget proposal, p.41)

	Total MSEK	Research MSEK	% MSEK
Malmö University in Budget proposal for 2017	922	141	13%
Malmö University in Budget proposal for 2018 (+ MSEK 90)	922	231	20%
Malmö University at average level for new universities (26% research) (+ MSEK 90 + MSEK 100)	922	331	26%

If funding is not increased to a level equivalent to that of other new universities, the difficulties of linking certain aspects of Malmö University's large and important professional education and training activities to research projects will persist. Under these circumstances there is a risk that the potential for important, ground-breaking research that should be conferred by university status will be squandered, thus exasperating Malmö University's endeavours to live up to the expectations made upon it as a higher education institution.

## **Priorities for first- and second-cycle programmes**

A quality framework will be implemented for first- and second-cycle educational programmes and, in keeping with the theme of coherent and collaborative knowledge environments, an action plan will be developed to link professional education and training activities to research projects. A research-based pedagogic platform for challenge-based learning will be developed that takes into account the perspectives of an inclusive approach, a challenge-based way of working and students as agents of change, along with notions of equality, human rights, democracy, global engagement and sustainable development.

## **Other priorities**

A systematic process will be developed to support the utilisation of research results. Work is under way to create an innovation environment for all the university's faculties, schools and departments, and the infrastructure and support for research activities is being expanded. For these initiatives to succeed, it is important that Malmö University establishes its own Innovation Office and is able to set up a holding company.

To integrate the gender perspective into its operations, Malmö University will give special priority to three areas: equality in academic career paths, gender mainstreaming in research environments, and gender mainstreaming in professional education and training activities.

Malmö University will have unique opportunities to create, share and commercialise knowledge that can contribute to sustainable social development. We want to attract students, lecturers, researchers and stakeholders in society from all over the world who are eager to contribute to the diversity of critical perspectives that is essential in order to anticipate the complex challenges that will face tomorrow's society and to be able to propose sustainable solutions to these challenges. By creating a culture in which diversity, creativity, quality and community involvement are distinguishing traits, we can play our part in supporting positive development as defined in the UN's Sustainable Development Goals.

## INTRODUCTION

In June 2016 the Swedish government announced its intention to award Malmö University full accreditation with effect from 1 January 2018 (SFS 2016:939), and in the budget proposal for 2017 the government granted the university an additional SEK 90 million in research funding from 2018 onwards. Also, in its research bill of 28 November 2016 (2016/17:50) the Swedish government proposed that the necessary amendments to the Higher Education Act shall enter into force on this date.

The Ministry of Education and Research requested that Malmö University submit a “background document and roadmap” by 31 December 2016 at the latest. This current text constitutes that background document. It describes what motivated the decision to create Malmö University in 1998, how the university has subsequently developed as an educational institution, our current position in 2016 and the role that we hope to be able to play from 2018 onwards as a Malmö-based university with close local connections and strong global links.

Since 1998 Malmö University has evolved rapidly from a regional university into a national university with its own distinctive profile and a global outreach, recruiting both at home and abroad and meeting the established criteria for full university status. There is a clear need for another university with full accreditation in the County of Skåne with its 1.3 million inhabitants and in Malmö, which is Sweden’s third largest city. With its focus on societal challenges, widening participation, co-production and multidisciplinary teams, Malmö University will be an important complement to other educational institutions in the region and has the capacity to make valuable contributions to progress in Sweden and the wider world beyond.

It is not our intention here to provide a definitive description of the history of Malmö University. Instead we have chosen to focus on what is most important in order to understand what Malmö University is today. For that reason, the emphasis is rather on the processes that have shaped the current educational institution. We do not claim that development has always been linear: there have been some wrong turns and blind alleys, and on more than one occasion it has been necessary to start anew in order to put matters right. Nevertheless, we believe that there has been a clear theme in the development of the university from its first beginnings all the way to the present day. This is illustrated by a number of “threads” that run though the text.



## THREADS

### **Widening recruitment and widening participation**

Acting to uphold democratic ideals forms part of the mission of universities.

Inclusion and widening participation in education is a key imperative if everyone is to be able to have their say and be given the opportunity to influence the direction in which society develops. It is for this reason that widening recruitment and widening participation have always occupied such a central position at Malmö University.

Inclusion leads to diversity, and it is our conviction that diversity, in turn, leads to a creative and inspiring environment and raises the quality of the work that is done.

### **Community involvement**

Malmö University wants to make a difference by contributing to development that is socially, economically and environmentally sustainable. A strong sense of commitment to social issues is one of the reasons why many of our staff and students apply to work and study with us. We educate and carry out research to be able to play our part in sustainable social development.

### **Collaboration, co-production and innovation**

The best way to contribute to positive social progress is through collaboration, co-design and co-production with the public, private and social economy sectors. From its earliest beginnings Malmö University has sought and succeeded in developing this kind of collaboration in both research and education.

### **Multidisciplinary teams**

A multidisciplinary approach is often needed to tackle complex societal challenges. This was clearly spelt out when Malmö University was first established and has characterised activities here ever since, not least through the university's multidisciplinary organisational structure, educational programmes and research centres.

## **Quality-mindedness**

High quality in education and research are essential if an educational institution is to be able to contribute to social progress and act as a credible partner in its dealings with external players. Over the years many initiatives have been taken to improve and uphold quality at Malmö University. Key figures show that in recent years research at Malmö University has met high national standards, and the outstanding quality of many of our educational programmes has attracted widespread attention. However, it is crucially important that we continue to develop in this regard by consistently monitoring quality levels and following up quality assurance activities.

## **Global engagement**

One final thread – and one that has also been present since the start – is Malmö University's global engagement. Internationalisation strategies have been developed across a broad spectrum of the university's activities and this has led to an extensive level of involvement in pressing global questions.

## **TO THE READER**

This presentation of Malmö University is divided chronologically into four chapters. The first of these describes the formation of Malmö University, charts its initial development between the years 1998 and 2005, and outlines the foundations that were laid for future growth. Chapter 2 briefly sketches the period of strong development and expansion that extended from 2006 to 2015. Chapter 3 paints a more comprehensive picture of Malmö University as it is today and includes a detailed analysis of the various aspects of the university's operations. This chapter provides the point of departure for Chapter 4, which outlines the university's objectives for the future.

It is not necessary to read the entire document from cover to cover. Different readers have different needs; for some, the introductory summary may suffice, whereas

someone whose prime interest is in Malmö University's plans for the future may choose to go directly to Chapter 4.

## CHAPTER 1. 1998–2005

### A NEW UNIVERSITY TAKES SHAPE

Malmö University was founded on 1 July 1998. This chapter describes developments and expansion during the early years that were characterised by a strong drive for innovation in all areas.

### THE IDEA OF A UNIVERSITY IN MALMÖ IS BORN

For the first 75 years of the twentieth century Malmö was a rapidly expanding industrial city. In the 1970s and 1980s, however, this trend was reversed. Many manufacturing industries, chief among which was the Kockums shipyard, closed down or relocated. Between 1960 and September 1995 the number of industrial jobs in the city plummeted from 35,000 to 18,000. By January 1996, in the wake of a slew of factory closures in Malmö, local unemployment was 12.7 per cent compared with a figure of 8.2 per cent for the country as a whole. People were beginning to move away from the city and the population was trending downwards. Education levels were also falling; a mere 20 percent of the city's residents had completed tertiary education. It seemed that Malmö was about to stare a crisis in the face.

Around 1994 the municipal authorities had already begun to contemplate the idea of establishing a university in Malmö as one possible antidote to the precarious situation that the city was facing. It was an initiative that ushered in a period of intensive work. The details of what was an uncommonly rapid process are described elsewhere<sup>1</sup> so we shall not delve deeper into them here. However, among the important milestones on the way to this goal were a cross-party parliamentary motion on 19 January 1995 urging the creation of a “new university in Skåne” and a letter from the City of Malmö to the Ministry of Education later in the year, outlining plans for a future university in Malmö. Much emphasis was laid on the need for academic education in areas such as culture, information and architecture, but also environmental science, European studies, immigration and segregation issues, and education that focused on the idea of lifelong learning.

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<sup>1</sup> Johansson, Roger (ed.) *Malmö högskola tar form*. Malmö: Malmö University, 2015.

Later in the same year the Swedish government instituted a commission of enquiry to investigate “how the establishment of a new university in Malmö might be facilitated”. (Note the wording: “how”, not “whether”.) The commission presented its preliminary report *Högskola i Malmö* (“A university in Malmö”) SOU 1996:36 in March 1996. A final report, *Högskolan i Malmö* (“The University of Malmö”) SOU 1996:120, was published in August of the same year. Based on the findings of the commission, the government’s 1996 budget proposal included the following undertaking:

“A university is to be established in Malmö and sufficient resources are to be made available to cater for the equivalent of 3,000 full-time students during the budget period 1997–1999. Some of the activities that Lund University currently conducts in Malmö are to be integrated into the new university.

“Education at the new university in Malmö is to focus on technology, economics, teacher training, health and society, and also art and communication. In addition to this, the new university is to develop profile areas that should be integrated into the abovementioned fields. These are: international migration and ethnic relations, European studies, nature conservation and resource management, the Centre for Professional Development and equality and gender studies.

“Priority is to be given to technology and economics. Continuing professional development courses are to be organised in the Centre for Professional Development. The profile areas are to be apparent both in the planning of education and the structure of education throughout the university as a whole. Particular emphasis is to be placed on the recruitment of students from groups that have hitherto been educationally disadvantaged, and new problem-based learning methods are to be developed in order to energise the learning process and encourage collaboration.”

Many of the original ideas in the letter that the City of Malmö sent to the Ministry of Education in 1995 had been honed in the commission’s final report and can be seen in the budget proposal. The organisational structure and content of the new university’s activities were also defined:

“The university shall not be constructed along traditional lines on the basis of subject-oriented departments. The government proposes the organisational structure advocated by the commission of enquiry; namely,

that activities that in some way share a contextual direction shall be grouped together within one and the same unit.”

With regard to research, the government writes:

“It is proposed that research be carried out in project form, with a permanent basic organisation financed with government funds in accordance with the model proposed by the commission of enquiry. It should be possible to create a dynamic research environment by pooling research resources in a multi-disciplinary structure and adopting a problem-based approach to activities.”

This provided the basis for the government’s appointment of an organising committee in November 1996 that was tasked with shaping the new university. In its final report this organising committee proposed that the university be divided into four schools (later to be renamed as “areas”): Technology & Economics, Teacher training, Health & Society, and Art & Communication. The university’s five profile areas – International Migration & Ethnic Relations (IMER), European Studies, Nature Conservation & Resource Management, the Centre for Professional Development and Equality & Gender Studies – were to be imposed transversely across these schools. Initially the university broadly followed this organisational structure, but with IMER, Nature Conservation & Resource Management and the Centre for Professional Development subsequently becoming “areas”. IMER and Nature Conservation & Resource Management were also described as “profile areas”. The first major organisational changes were made in 1999, when European Studies was no longer considered to constitute a separate profile area, and Technology & Economics, Nature Conservation & Resource Management and the Centre for Professional Development were merged into a single new “area”, the Area of Technology & Society. In addition, the Faculty of Odontology was transferred from Lund University to Malmö on 1 January 1999.

Education had already begun in the 1997–98 academic year with courses purchased from other educational institutions, primarily Lund University, but Malmö University was not officially established until 1 July 1998, with the official inauguration taking place on 31 August of the same year. As shown by this brief historical review, most of the “threads” mentioned in the Introduction were already in place when Malmö University was founded.



## UNDERGRADUATE COURSES AND STUDY PROGRAMMES AT THE NEW UNIVERSITY

### **Malmö University's profile**

The assignment to create a special educational profile at Malmö University was formulated as part of the groundwork that preceded the foundation of the university. Suggestions included a focus on issues relating to immigration and segregation, and the development and renewal of education in lifelong learning. Those conducting the enquiries were also of the opinion that education in Malmö should serve to strengthen and broaden studies both in the arts and in medicine and pedagogics. This initiative would be complemented by new educational programmes in the humanities, social science and technology, with a thematic focus and educational emphasis on knowledge that is relevant to and readily applicable in society. It was around these central ideas that, with certain slight modifications, the university's educational offering was to be built up.

### **Rapid expansion**

Malmö had long been the venue for Lund University's teacher training programmes, dentistry programme and degree courses in engineering. Health science education was also well established in the city, but it was the municipal authorities who were responsible for teaching in these subjects. These educational programmes were transferred to Malmö University when the university was founded or soon afterwards. The first few years saw a rapid expansion in the courses on offer: twelve new bachelor's level programmes were started in 1998, a further six in 1999 and three more in 2000. In 1998 the university had 3,385 full-time equivalents (FTEs); the following year this had risen to 7,260 and by 2002 there were more than 10,000 FTEs. Up until 1999 most of the students were studying for professional qualifications, but as early as in 2000 the university was granted powers to award bachelor's degrees. Malmö University has had degree-awarding powers for master's degrees in certain subjects since 1998, as some of these had been transferred from Lund University.

The course offering was dominated from an early stage by the existing professional degree programmes for teachers, engineers, dentists and nurses. These were now complemented by new degree programmes in areas such as IMER, Environmental

Science, Real Estate Science, Interaction Design, Media & Communication Studies, Competence Development and Social Care, while the university also offered a broad spectrum of free-standing courses, some of them as evening courses, others in the form of distance-learning courses. One important task for the new programmes was to collaborate with trade and industry and the public sector to create new professions in society. One clear example of this is the requirement for estate agents to have a higher education qualification (80 HE credits); Malmö has been one of the main centres for this education since it was introduced in 1998.

### **Course offering and quality enhancement work**

The rapid expansion of the early years posed a challenge as far as the quality assurance of the education was concerned. Initially quality enhancement work focused, naturally enough, on guidelines for the design of the courses and syllabuses, combined with a keen interest in following Malmö's new students through their education. Parallel with the university's responsibility to widen the scope of recruitment, special measures to introduce students to academic studies and support them throughout their education have played a central role. Malmö University has also consistently emphasised the importance of developing professor's and lecturers' competence in teaching and learning in higher education.

One key aspect of quality enhancement work in education has been the constant reformation of teacher training. When the university was first established, the structure reflected the teacher training programme from 1988, but this was replaced by a new model from autumn 2001. Malmö University made major changes and established a cohesive teacher training programme with different points of entry based on subject areas and educational level, with a 3.5-year education for preschool and primary school teachers and a 4.5-year education for teachers of lower- and upper-secondary school students. Using this model, areas of professional competence have been built in combination with strong partnerships relating to placements with local municipalities in the south of Sweden.

## WIDENING RECRUITMENT

When the university was established, it was made clear that education was to be characterised by innovative pedagogic thinking, not least so that students from a variety of backgrounds could enjoy the best possible opportunities to succeed in their studies. The low education level and high unemployment rate in Malmö had been two of the motivating factors behind the creation of a university in the city. Consequently, the very fact that a university had been established in Malmö was, in itself, a step towards widened recruitment. The documentation for Malmö University's first action plan in 1999 includes formulations such as:

"The courses as a whole shall attract more students than universities in general succeed in doing from groups that do not normally apply for university education and students from non-Swedish background. This includes, for example, students from backgrounds where there is little tradition of studying and from homes and regions where it is less common to continue into further education."

Work to widen recruitment thus acquired central importance. One of the first educational programmes, an introductory course for immigrants that was designed to prepare students with an educational background in countries other than Sweden for higher education, had actually already begun in 1997, even before the official inauguration of the university.

Another of the activities that has been in place from the very earliest days of the university's existence is the Nightingale Mentoring Network. Originally started by Lund University with student teachers and pupils from six multilingual schools in Malmö, this has subsequently spread to include students throughout Malmö University. The concept has also spawned successors elsewhere in Europe.

The Swedish government's budget proposal for 2000 launched the target that half of each cohort of school leavers should have commenced further education before reaching 25 years of age. The proposal also stated that diversity must be improved in Swedish further education, thus making what was a special requirement for Malmö University an obligation for all of Sweden's higher education institutions (HEIs). The government set up a Recruitment Delegation that was active between 2002 and 2004 in supporting the efforts made by HEIs to reduce the social and ethnic imbalance among students and staff. Malmö University was particularly active in this work and the networks that were created then continue to operate today.

## RESEARCH AT THE NEW UNIVERSITY

### **Complex research funding**

The transfer to Malmö University of the Faculties of Odontology and Education, which had previously belonged to Lund University but were located in Malmö, meant that Malmö now also had access to experienced research staff, doctoral students and financial funding in the form of some 20 professors, mostly in Odontology, as well as faculty funds for Odontology and research and doctoral education in pedagogics. No specific research resources were transferred in connection with the engineering degree programmes (which had previously come under the umbrella of Lund Faculty of Engineering) or to research and doctoral education in Swedish & Didactics.

In 1999 Malmö University received direct government funding for research in two tranches: a larger one for medical sciences (odontology) and a somewhat smaller one for “other research”. This “other research” tranche was to fund the remainder of the university’s research activities; in other words, it was to be used not only to cover the costs for research previously conducted in connection with teacher training, but also to establish a basis for new research in a variety of fields. During the first three years of the university’s existence, research in health and welfare was funded from the county council budget. Even by the standards of the time, research resources were scant: total research funding for 1999 was just SEK 88 million, 42 percent of which was external funding. The increase in research revenues lagged behind the rapid expansion of the university’s educational activities.

### **Initial preparations for university status**

When Malmö University was created, it was possible for HEIs to apply for full accreditation. The universities in Karlstad, Växjö and Örebro were awarded full accreditation in 1999, and there was much to suggest that the rapidly expanding university in Malmö would also shortly meet the relevant criteria. Ever since its foundation Malmö University has had its sights set on full accreditation and this ambition has been instrumental in the choices that have been made and the priorities that have been determined in research and doctoral education.

In 2000 the Forum for Research was established as a complement to the university's only other faculty board (Odontology). The Forum coordinated issues and drafted proposals related to research in the humanities, social science, engineering and natural sciences, and from 2003 onwards also included representatives from the medical field. The Forum was initially charged with making an extensive survey and analysis of research in progress, information that was needed not only to plan future activities, but also to support the application for full accreditation that was submitted to the government in March 2002. One of the arguments that was put forward in favour of awarding Malmö full accreditation was that several research environments were already considered to have the necessary critical mass to enable them to conduct doctoral education.

### **First and second generation research environments**

Internally within Malmö University the term “research environment” was used to describe a research constellation that had “sufficient substance and sustainability to offer long-term doctoral education.”. The capacity for supervision in each individual research environment was a key quantitative benchmark. Malmö University and Södertörn University (founded in 1996) liaised closely to realise their aspirations of full accreditation and both submitted their application to the government at the same time. However, while Malmö and Södertörn were busy preparing their submissions, the winds of change were blowing: the political will to extend full accreditation to more educational institutions had evaporated and for many years the applications were left without a response.

Two endowed professorships helped build an important early framework for research activities in Malmö. The first, a gift from the City of Malmö to commemorate the life's work of Willy Brandt, is a Guest Professorship with doctoral candidates and postdocs in International Migration & Ethnic Relations. The second, the Ohlsson Donation, finances a professorship with doctoral candidates and postdocs that currently takes the form of a Chair in Biomedicine. As long ago as in the 1930s the donor had the foresight to set aside funds for a chair in natural sciences at a future higher education institution in Malmö.

From 2002 onwards a portion of direct government funding for research activities was earmarked for those research environments that featured in the application for

full accreditation, but were not part of the medical sciences field. In 2006, as a step in the university's work to shape a clear profile for its activities, the allocations were revised after an internal assessment had shown how much and in what direction the respective research environment had developed. As a result, the funds available for research were divided among fewer research environments, with larger allocations made to those environments that remained, while special priority was also accorded to environments in the humanities and social sciences. In connection with this process, Environmental Science was renamed Urban Studies to better reflect the focus of its activities. Back in 2004 a performance-based allocation of a portion of direct government funding had been introduced, according to which funds were allotted to faculties in proportion to the number of doctoral degrees they awarded, the amount of external funding they attracted and the number of publications their researchers produced.

From 2005 a number of research programmes were established in order to promote broader research collaboration within Malmö University. These would later acquire the titles of research centres and serve as arenas for prioritised research activities. Each is described in greater detail in the following chapter.

## **RESEARCH ENVIRONMENTS 2002**

### **RESEARCH ENVIRONMENTS NAMED IN THE 2002 APPLICATION FOR UNIVERSITY STATUS**

Pedagogics

Special Needs Pedagogics

Didactics of Natural Sciences, Mathematics & Technology

Swedish and Didactics

International Migration & Ethnic Relations

Social Work

Interaction Design

Media & Communication Studies

Environmental Science

Modern History

Work Science

Sports Science

Materials Science

Applied Surface Chemistry



Subatomic Physics  
Process Science  
Applied Mathematics  
The Oral Ecosystem and Biointerfaces  
Orofacial Dysfunction and Pain  
Biomaterials and Reconstructive Dentistry  
Dental Care, Health and Life Quality  
Care Science  
Biomedical Laboratory Science

## Career paths

As it was a matter of some urgency for Malmö University to build up and strengthen levels of competence in teaching and research, it was important to be able to give staff the title of *docent* (“associate professor”). Initially only the Faculty of Odontology had a *Docent* Committee. In order to admit associate professors in other disciplines a University *Docent* Committee was created in 2003. As one of the initial requirements for promotion to *docent* was that applicants should have training in doctoral supervision, the university initiated a programme of training courses in the supervision of doctoral candidates at around the same time.

## Support for researchers

While initial support given to applications for external research funding was fairly rudimentary, from an early stage Malmö University set its sights on increasing external funding from both national and international sources. To help realise this ambition, an EU liaison officer was recruited in 2004 to support researchers in their applications for funding from various EU sources. This function has since been incorporated into the Research Support Office (Grants Office).

## DOCTORAL EDUCATION AT THE NEW UNIVERSITY

### **New and old doctoral education**

As Malmö University was created in part by the transfer of activities from Lund University and in part by the establishment of totally new areas of study, the starting date for doctoral education differs from faculty to faculty. While Malmö University can point to a tradition of more than 50 years of post-graduate research in certain fields, doctoral education in some newer areas of study needed to be built up more or less from scratch.

### **Doctoral education in Odontology**

Doctoral education programmes in Odontology were established in the 1950s at what was then the Royal School of Dentistry in Malmö. When the Faculty of Odontology was transferred from Lund University in 1999, Malmö University acquired both the field of medical science and accreditation to award degrees within this entire field of study, not only odontology. These relatively far-reaching powers were an important factor in the development of Malmö University's early doctoral education. The Faculty of Odontology had just over 30 doctoral candidates when the transfer was made, and the activities of this well-established research community provided Malmö with valuable experience of how to structure and administer doctoral education.

### **Doctoral education in Health and Society**

The fact that Malmö University offered education in the field of medical science enabled the university to establish new doctoral education programmes in health and society. In conjunction with the inauguration of the first of these, Care Science in 2000, the university set up an organisation to assume responsibility for the programme and this organisation later became the university's second faculty, Health and Society. The following year the faculty board of Health and Society offered doctoral education in several more fields (Health & Society, Biomedical Laboratory Science, Biomedical Technology, Care Science and Social Work), some of which have since been amalgamated.

## Education and Swedish Studies & Didactics

Before its incorporation into Malmö University, the Teacher Training College in Malmö had doctoral education in two subject areas: Education (*pedagogik*) and Swedish Studies & Didactics. When Malmö University took over there were more than 100 doctoral candidates in Education (*pedagogik*) and around a dozen in Swedish Studies & Didactics. Formal responsibility for doctoral education in the two subjects still rested with Lund University, as Malmö University had yet to acquire the necessary accreditation. The programmes continued much as they had done before and, even though the public defences of theses generally took place at Malmö University, doctorates were awarded by Lund University until Malmö was granted accreditation in this field of research in 2010.

## New doctoral programmes

Early developments in doctoral education in more recent fields of study at Malmö University were made either as a result of new establishments within the medical science area (see above) or in collaboration with other HEIs. This collaboration tended to take one of two forms. In the first of these, Malmö University was involved as a partner university in national doctoral schools. Of special importance for Malmö University in this kind of arrangement were doctoral schools with links to teacher training: didactic research in natural sciences, technology and mathematics (host: Linköping University); pedagogical work (host: Umeå University); and history (host: Lund University).

The other way to collaborate on doctoral education was to initiate new fields of study through a bilateral agreement with an accredited HEI. Two such collaborative agreements in innovative areas of study are especially worthy of note: International Migration & Ethnic relations (IMER) together with Linköping University, and Interaction Design together with Blekinge Institute of Technology. In 2010, when it became possible, after due review, to acquire accreditation for doctoral education, Malmö University was given the right to award degrees in these two subjects. Other bilateral agreements were signed around the year 2000 with the Faculty of Engineering (Lund Institute of Technology) and the Faculty of Science at Lund University, and with KTH, The Royal Institute of Technology in Stockholm. Today

Malmö University continues to be involved in doctoral school collaborations with other HEIs.

### **University-wide doctoral education and university wide training in research supervision**

The first university-wide doctoral course, Information Searching, started in 2000. This was followed by courses in the theory of science and scientific methodology, presentation techniques and the methodology of publishing. These regular doctoral courses served to reinforce Malmö University's emerging reputation for a multidisciplinary approach to education and research, as they brought together doctoral candidates from different fields who pooled their expertise around a common theme. The courses have retained the same function to the present day. The training of doctoral supervisors also has what is, from the perspective of Malmö University, a long history, as the first such university-wide course was held in 2002. This shared the same basic idea as the university-wide doctoral courses – being a forum that transcended the divisions otherwise imposed by subject areas and faculty limits. The course has since been offered each year, attracting a minimum of around 20 participants on each occasion. Completing the course is a requirement for receiving the title of *docent* ("associate professor") at Malmö University and for acting as principal supervisor for doctoral candidates. Similar courses in supervisory training from other HEIs may be recognised after due validation.

### **AN INTERNATIONAL UNIVERSITY**

As a new institution of higher education not bound by any previously established internationalisation strategies, there was plenty of scope for Malmö University to engage in innovative thinking and explore new forms of internationalisation. However, the prospects for this differed; some areas of study in the university (such as dentistry, teacher training and nursing) already had international contacts before their incorporation into the new university, while new subject areas such as Nature Conservation & Resource Management, International Migration & Ethnic Relations, and Art & Communication, needed to build up an international network of contacts.

## Overarching objectives for internationalisation 1999–2003

The objectives for internationalisation activities were laid down in “An Action Plan for the University’s International Work 1999–2003: Objectives and Means”. Education and research at the university were to be characterised by international collaboration, and the content of courses was to illustrate and elucidate conditions around the world to enable students to acquire a truly international perspective.

Internationalisation work was also to extend to staff in administrative and service functions, so that the international outlook was reflected throughout the entire university. Students were to be offered the opportunity to pursue part of their study programme at a university outside Sweden, and researchers were to work to stimulate international collaboration, not least through participation in the various EU programmes for research and researcher mobility. Internationalisation was to be characterised both by collaboration with universities in the industrialised world and by cooperation and solidarity with universities in developing countries. Also, in a move designed to attract foreign students, courses were to be taught in English; in the 1998–99 academic year there were 30 foreign students at Malmö University, but a target of at least 300 was set for 2003–04. The stated ambition was for students, lecturers and researchers to take part in international exchanges. In a survey of internationalisation in Sweden’s HEIs that was made by the Swedish National Agency for Higher Education in 2005, Malmö University was ranked in joint second place together with the Karolinska Institutet.<sup>2</sup>

## Internationalisation – content

It was Malmö University that launched the concept of “internationalisation at home”. While it was considered important for all students to acquire a knowledge of and an understanding of global contexts – for example, sustainability issues such as the supply of energy, the provision of food, population development, climate change and health – only around 10 percent of students chose to pursue part of their university degree programmes abroad. Even so, the aspiration of developing the

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<sup>2</sup> *En gränslös högskola? Om internationalisering av grund- och forskarutbildning.* (“Universities without limits. Internationalisation of first- and second-cycle programmes and doctoral education”) Report 2005:1 R of Sweden’s National Agency for Higher Education.

international competence of all students was subsequently to be a leitmotif in the development of the university.

## **International networks**

During its initial build-up phase Malmö University became a member of several international networks, including the International Network of Universities (INU), which has a firm focus on global citizenship, and the European Santander network, also known as the SGroup. Both of these networks were to have a significant impact on the development of internationalisation activities in the years ahead.

## **INTEGRATION OF LIBRARY AND IT ACTIVITIES**

The library at Malmö University has been a meeting place for students, professors, lecturers and the general public ever since the university was founded. Plans for a new building on Universitetsholmen ("the University Island" close to the heart of Malmö) to house a library and teacher training facilities were first made in 1997. Construction work on Orkanen, as the building came to be known, was completed in the summer of 2005 and the facilities were officially opened in August of the same year. The library is on the top floor, five storeys up. It has 7,000 square metres of floor space and some 2.5 kilometres of shelving for books.

Malmö University library is closely integrated into the other activities of the university and works to create favourable conditions for research and scientifically based learning. Until 2015, in what was an unusual yet creative solution, the library and IT Department were combined in a single joint organisation. This has enabled the library to become a forerunner in the use of digital technology, with a development-oriented culture that made early use of the potential of information technology. At the same time, staff in the IT department have also gained a clear user perspective and important insights into the university's core activities. Today a pedagogic approach to support for undergraduates and researchers alike is the hallmark of operations in which this clear user perspective and a scientific mindset have led to the evolution of library services that stand out as a positive example.

## CHAPTER 2. 2006–2015

### RAPID DEVELOPMENT IN THE NEW UNIVERSITY

Malmö University consolidates its operations. This chapter describes how new programmes are started, research is strengthened and doctoral programmes are established in an increasing number of areas of research.

### EVOLUTION OF MALMÖ UNIVERSITY'S CORE VALUES

The early years had provided Malmö University with valuable experiences that led to work to define a set of basic values. The results were published in 2006 in a document titled “Where Diversity Makes a Difference”, which outlined the vision of the university and included key concepts that painted a clear picture of a progressive higher education institution (HEI):

- *Civic education* which reflects the university's profile areas – gender, environment, migration and ethnicity
- *Boundary-crossing action competence* capitalising on the wide diversity of backgrounds and experiences among students and staff
- *Partnership*
- *Internationalisation for everyone*

These key concepts were to define and distinguish all the activities of the university. The university's educational programmes continued to develop in relation to watchwords such as activity-based pedagogics, learning for life, knowledge-sharing and participant focus. Another concept that was used was “main subject”, which sought to integrate teaching with research and professional practice.

## FIRST-CYCLE AND SECOND-CYCLE COURSES AND PROGRAMMES

### The Bologna Process

Around this time, the implementation of the Bologna Process, and its consequences with changes in the education system that were designed to pave the way for harmonisation within the European Union, had a significant impact on higher education in Sweden. All higher education was to be organised around a basic framework of three levels or “cycles”: a basic “first cycle”, an advanced “second cycle” and a “third cycle” at doctoral level.

### Quality assurance

The vision laid down in “Where Diversity Makes a Difference” was objectified in the documents “Education and Research Strategies 2009–2012” and “Quality Plan 2008–2012”. The quality plan marked the first step towards replacing quality control with an approach that was designed to promote quality consciousness, and where the focus was on work carried out to develop activities. In terms of education, much of the emphasis of quality enhancement work lay in matching learning outcomes to forms of examination and methods of teaching. Parallel with this, the National Agency for Higher Education in Sweden evaluated a number of study programmes, including some of those for students of medicine and teacher training. Continued collaboration with the Centre for Educational Development at Lund University and later with the newly established Centre for Academic Learning at Malmö University ensured that a clear focus was maintained on competence development in teaching in higher education. Malmö University follows the recommendations of the Association of Swedish Higher Education “to ensure that all lecturing staff have received training in teaching for HEIs or are judged to have acquired equivalent knowledge as soon as possible after their appointment”. All members of the permanent lecturing staff at Malmö University are required to complete a 10-week



course in teaching and learning in higher education (equivalent to 15 higher education credits).

## **Development of teacher training**

In 2008 Malmö University's accreditation to award degrees in the teacher training programme was questioned by the National Agency for Higher Education, chiefly because the number of course lecturers that had a doctorate was too low. This led to immediate action to ensure that the education could subsequently be approved the following year. Soon afterwards the government decided that a new degree programme for student teachers was to be launched in the autumn of 2011. An extensive process of change was initiated that ultimately led to the current structure for teacher training at Malmö University.

Teacher training at Malmö University is built on the core concepts of academic specialisation and partnership. Academic specialisation is defined in terms of subject specialisation, in which proficiency within the specific subject area and familiarity with areas of research linked to this subject are brought together with knowledge relating to the profession in general. Partnership is based on the principle of the creation of mutual knowledge and shared benefits, and this is facilitated by close collaboration with schools in the region. The programme syllabus includes two local targets in addition to the national qualitative targets. Students who have studied for a teaching degree at Malmö University must also:

- demonstrate a knowledge of and an ability to acknowledge the significance of interculturalism, civic education and learning for sustainable development in their professional pedagogic activities
- demonstrate a knowledge of and an ability to take into account the relation between subject-specific language and children's and young people's knowledge development from a first- and second-language perspective.

The addition of these local targets was motivated by the necessity for teachers to acknowledge the significance of cultural heterogeneity and multilingualism in order to address the needs of pupils who come from different backgrounds, have different needs and possess different abilities.

## **New degree programmes**

In addition to the programmes mentioned above, several new first-cycle programmes were started during this period. These included education in public health, criminology, migration studies, video game development, social pedagogical work, European studies and computer science, as well as a large number of second-cycle programmes. These advanced level programmes paved the way for successful applications for accreditation for doctoral programmes (see below). Since the number of applicants for bachelor's level programmes in engineering had shown a steady decline over the years, a broader-based programme in Technology, Economics and Leadership (TELMah) was initiated in 2006 to meet society's needs for technology graduates.

## **Widening recruitment**

A change of government in 2006 meant that responsibility for widening the field of recruitment was delegated to the universities themselves. Malmö University's commitment to widening recruitment and widening participation is an important aspect of the university's image and identity. One example of this is evident in Malmö University's education and research strategies for the period 2009–2012: "We shall be a university that recognises its social responsibilities; for us, this means among other things that we must work intensively and successfully to widen recruitment." Widening recruitment and widening participation are to be integrated into other activities and extend to all parts of the university organisation. In 2007 Malmö University's achievements in this respect were recognised by the following comment from the National Agency for Higher Education:

"By and large, Malmö University's approach corresponds with the model that the National Agency for Higher Education considers most appropriate for achieving permanent diversity among students."

## RESEARCH

### Research centres at Malmö University

To promote broader collaboration in research at Malmö University, a number of research programmes (later to be renamed as “Research Centres”) were established from 2005 onwards. The purpose of these programmes was to act as focal points for prioritised research activities, improve collaboration between faculties and enhance the quality of research at the university. Researchers from different fields of knowledge within the university would work together in a multidisciplinary research centre on topics of shared interest for long or short periods. The first of these centres was Biofilms – Research Center for Biointerfaces. Part-financed by the Swedish Knowledge Foundation’s funds for strategic profiling, this centre carried out research in co-production, primarily together with Swedish industry. In many respects this centre served as a model for other centres that were established over the next few years.

In due course the centres were given a more uniform structure at the same time as the scientific requirements became more stringent and the rules for establishing new research centres were made clearer. Stricter criteria were also applied to the recurring 5-year evaluation of the centres that was conducted with the assistance of external assessors. The Internet of Things and People Research Centre and the Centre for Sexology and Sexuality Studies are two of the most recent additions to the university’s constellation of research centres. While these developments were taking place, the door was also opened for the dean of an individual faculty to approve other research platforms, working along similar lines to the research centre model but with less stringent requirements in terms of the scope of activities.

### Initiation of a research career structure

Malmö University initiated two major post-doctoral programmes for 2004–2006 and 2011–2013 respectively. The first involved 12 two-year tenures with clear links to one of the university’s research environments so that the post-doctoral researchers could contribute to the university’s research profile and help the university to progress in its development. The second programme comprised 15 post-doctoral appointments as part of a longer-term commitment to lay the foundations for strengthening

competence and knowledge in education at university level. One subsequent, albeit somewhat more modest, initiative was later launched for post-doctoral research into refugee-related migration issues. (This is described later in this documentation.)

Noteworthy among similar initiatives was Malmö University's allocations of funds from 2003–2006 to support research that would satisfy the qualifications for positions as *docent* ("associate professor") and full professor. Between 2005 and 2013 funds from the university's central resources were also set aside to part-finance research leave for senior lecturers during the first two years after their promotion to professor in accordance with what was then a relatively new national reform in promotion mechanisms.

## Research profiles

The final report of the government enquiry *Resurser för kvalitet* ("Resources for Quality") SOU 2007:81, set in motion a process that saw the amalgamation of certain of the existing research environments at Malmö University into so called "profiles". Some of the research environments had come to be perceived as too small to be viable, and the intention was that the "profiles" would provide a more stable foundation on which to build sustainable research and doctoral education. This also paved the way for dividing doctoral education into various areas of specialisation when the opportunity to apply for accreditation for doctoral education presented itself in 2010. The first generation of "profiles" and the fields of study in which doctoral education were permitted are shown in Table 2.1

Table 2.1. Research profiles and the respective areas of study for doctoral education

Research profile	Area for doctoral education
Biological interfaces	Biomedical science
Health and social conditions	Health, care and welfare
Migration	Migration, urbanisation and societal change
Urban studies	
New media	New media, public spheres and forms of expression
Educational science	Educational science
Sport in transition	Sports science
Oral health	Odontology
Information technology for society	–

An internal reallocation of government funding for research saw funds redirected to the “profiles” in order to improve opportunities for accreditation for doctoral education and for conducting sustainable doctoral education. At the same time the government no longer specified how resources were to be allocated to scientific fields of research, thus enabling Malmö University to be more flexible in its management of government funding.

### **Performance-based allocations**

“Resources for Quality” (SOU 2007:81) also included proposed indicators for the allocation of research resources among the country’s HEIs. The quality indicators identified in the research proposal *Ett lyft för forskning och innovation* (“A Boost for Research and Innovation”) Prop. 2008/09:50 were first brought into use in 2009. The following year Malmö University adopted the national quality indicators – external funding together with scientific production and citations – to determine its own internal allocations of direct government funding for research activities. There was a slight increase in the proportion of funds that was reallocated but, as previously, performances were related to the respective faculty’s or area’s government funding.

A new version of the old performance-based allocation to faculties was introduced prior to the internal allocation of resources in 2013. Doctoral activities were once again linked to the two earlier allocation formulae. Also, there was an incremental increase in the share of government funding that was open to competition. This meant that, when the time came to allocate funds to the faculties in 2017, 80 per cent of the total amount of funding available was open to competition. While an evaluation of this model in 2015 did not lead to any changes, the field normalised value for humanities in the allocation formula for scientific production and citations was subject to a separate revision.

## DOCTORAL EDUCATION

### New accreditation for doctoral education

In 2010, a government proposal, *Forskarutbildning med profilering och kvalitet* ("Doctoral education with a profile and good quality") Prop. 2008/09:134, made it possible for universities to apply for accreditation at doctoral level within a specific field of research or research domain. Malmö University then began working on a number of applications for research accreditation across a broad front. As traditional, discipline-based research domains now no longer served as a means of delineating fields of study at doctoral level, the university was also obliged to apply for accreditation for those domains in the field of medical science where it wished to continue to offer doctoral education. In this instance, the application was almost of a *pro forma* character; the National Agency for Higher Education duly granted accreditation for three research domains within the field of medicine. These were odontology, biomedical science, and health, care and welfare. The subject areas for doctoral education remained unaffected by the transition and have not subsequently been changed.

In the first round of applications to the National Agency for Higher Education in 2010, Malmö University submitted a further four applications for accreditation in sports science, in education science, in migration and in new media, public spheres and forms of expression. Accreditation was not initially granted for migration, but approval was given the following year when the university submitted a modified application for accreditation in migration, urbanisation and societal change. This meant that by 2012 Malmö University already had accreditation in seven disciplinary research domains. (See Table 2.1 above.)

### Doctoral education for practising professionals

Malmö University leads and participates in several national graduate schools. Some of these schools consist of doctoral candidates who are practising professionals and are studying half-time as part of their work, often with the ambition of gaining a licentiate degree. The schools include the graduate school for health, care and welfare professionals, for which Malmö University took the initiative, and doctoral education in *Lärarlyftet*, the Swedish government's CPD initiative for education professionals

that has, however, subsequently been terminated as a result of recent political decisions. In comparison with other HEIs, Malmö University has a relatively high proportion of practising professionals in doctoral education (approximately 21 per cent in 2015).

### **New bodies to lead and coordinate research and doctoral education**

Initially issues relating to doctoral education in the university as a whole were dealt with in the Forum for Research under the leadership of the Vice-Chancellor. In 2012, however, the Forum for Research was reorganised into the Research Advisory Council, led by the Pro Vice-Chancellor for Research and Doctoral Education. In 2014, in order to further strengthen work to enhance and assure the quality of doctoral education, the Doctoral Education Committee was created as a body that reports to the Research Advisory Council. Malmö University also has a network for administrators of doctoral education in all areas of the university.

### **Quality enhancement work in doctoral education**

In 2014–2015 Malmö University conducted an internal assessment of doctoral education. This was based on self-evaluation reports for each subject, documentation of various kinds and a hearing with doctoral candidates and representatives for the respective area of research. The results were published in a report for each faculty, and the recommendations in the reports led to programmes of measures that were followed up by the Doctoral Education Committee after one year. In addition, the Doctoral Education Committee has issued its own recommendations to safeguard the general level of quality in the university as a whole. Revised guidelines for doctoral education at Malmö University were formally approved in 2016. These concise guidelines are intended to provide guidance for quality assurance and a future review of the various documents that regulate doctoral education.

## **Malmö Doctoral Student Union**

The Malmö Doctoral Student Union (DSU) was established in 2012 and is an important partner in issues relating to education at doctoral candidate level. The Malmö DSU was formed to meet doctoral candidates' needs to be able to influence their educational situation in a systematic way and thus improve the quality of doctoral education. Since its formation, the DSU has received financial support from the university. The DSU holds regular meetings with the university's executive management, and representatives for the university's doctoral candidates also sit in most university bodies that deal with doctoral education issues.

## **Language Editing Group**

International publication is a key aspect of the internationalisation of research and doctoral education. For this reason, following the success of a year or two of trials, doctoral candidates and researchers writing for publication in English have had access to editorial support from the university's own Language Editing Group since 2015. This initiative has been very well received, not least because of the pedagogic feedback that an author receives when an edited manuscript is returned.

## **COLLABORATION IN EDUCATION AND RESEARCH**

### **New bodies to manage and coordinate collaboration**

In 2008 a Pro Vice-Chancellor for Collaboration was appointed to coordinate collaborative ventures, and the Forum for Collaboration (later to become the Strategic Advisory Council for Collaboration) was formed in 2009. Work in this area was complemented in 2012 by a faculty network of collaboration co-ordinators. The purpose was to clarify and intensify collaboration with the aim of strengthening the university's position in educational research and making Malmö University an attractive partner for external collaboration.



## Forums for collaboration

Malmö University has taken the initiative for and is involved in several regional and national organisations that serve as forums for collaboration between different sectors of society.

*The Institute for Sustainable Urban Development (ISU)* is a jointly funded venture together with the City of Malmö. Since it was established in 2007, it has created meeting places for researchers and practitioners. The aim is to make the City of Malmö and Malmö University leaders in environmentally, socially, economically and culturally sustainable urban development. One of the ways in which work takes place is through “border-crossers”, municipal employees or university staff who spend time working at ISU to identify and develop practical forms of collaboration with the focus on interactive learning and research.

*The Forum for Social Innovation Sweden (MSI)* was created in 2010 following an initiative from Malmö University together with representatives from the private, public and social economy sectors. It serves as a national knowledge node for social innovation and social entrepreneurship. MSI is tasked with following developments in the field, both in Sweden and internationally, and with working to develop and share knowledge and experience and put them to practical use. MSI also initiates its own research and development projects in order to fill gaps in knowledge. MSI’s annual “Social Innovation Summit” has become Sweden’s most important arena for the exchange of experiences in social innovation and social entrepreneurship.

*The Futurum Clinic* at the Faculty of Odontology works with the support of Vinnova to develop dental care under the maxim of “Bridging innovation and research”. National and international collaboration among dental care stakeholders creates a test-bed for ideas and an innovative strength that facilitates the development process all the way from research idea to market.

*The Centre for Real Estate Management (CFFF)* is a Malmö University-based association that promotes research and development in real estate management in the south of Sweden. CFFF works to improve collaboration between the property sector and academia in the areas of technology, jurisprudence and social sciences. The association also educates property company personnel and works to promote development in the property sector.

*Training schools and preschools* is a five-year trial in which Malmö University has been participating since 2014. The aim is to strengthen students' professional development through in-depth collaboration between the university and its partners among schools and preschools. At what is now the halfway stage, this initiative already involves the majority of the university's teacher training students, who are actively engaged in placements in one of the 150 schools and preschools, both municipal and free schools, that are participating in the project. In the initial phase priority has been given to training supervisors, with the result that the number of teachers in the schools and preschools who are now trained supervisors has risen from 500 to 1,500.

## **Knowledge exchange**

Malmö University is responsible for various formal and informal collaborations that involve interaction and dialogue through, for example, networking, participation in debates and advisory services. These activities focus on a mutual exchange of information rather than shared knowledge development, and frequently on an informal exchange of ideas and services. Activities are linked to the university's strategic focus for the period 2014–2016, which in part is concerned with giving prominence to forums for collaboration and knowledge utilisation for societal development.

## **Regional connections**

Malmö University participates in many contexts that are of importance for regional development. Examples include the Research and Innovation Council in Skåne (FIRS), Soundingboard 2.0, Competence Collaboration Skåne (KoSS) and LUMARS, which is a joint committee in the healthcare field composed of representatives from Region Skåne, Lund University and Malmö University. Those involved in FIRS and Soundingboard 2.0 have contributed to the development of the region's innovation strategy and also taken an active role in the process around the regional development strategy. Competence Collaboration Skåne has produced a regional competence management strategy. Researchers from Malmö University have also taken part in the work done by the Malmö Commission, which is presented in the report "Malmö's Path towards a Sustainable Future – Health, Welfare and Justice", as well as in Skåne County's regional agreement to facilitate the integration of asylum

seekers and other new arrivals in Skåne. The region's HEIs (Malmö University, Lund University, Kristianstad University, Blekinge Institute of Technology, the Alnarp Campus of the Swedish University of Agricultural Sciences and Halmstad University) have a well-established forum for collaboration in the form of *Lärosäten Syd*, an academic network for HEIs in the south of Sweden.

## INTERNATIONALISATION FOR EVERYONE

### **Internationalisation initiatives in accordance with the university's strategic plan**

The strategic plan for Malmö University, "Where Diversity Makes a Difference 2006–2015", makes clear that internationalisation is an issue and a challenge that everyone needs to address. The document also affirms that Malmö University is to foster a research and teaching culture that values knowledge for the contribution it can make to human well-being and that pays attention to the global dimensions of every question. The university is to develop the concept of "internationalisation at home" and to work for improved international mobility and international relations, so staff and students are to be given the opportunity to acquire competencies that are firmly rooted in both the local community and the global society. Everyone is to develop the multicultural competence that enables them to become a global citizen. All educational programmes are to be internationally viable.

In 2008 a project was launched to support and strengthen the university's ability to recruit students internationally. This involved all academic and administrative units, the student union and external stakeholders. A Pro Vice-Chancellor for Internationalisation was appointed and tasked with preparing for the effect of the imminent introduction of tuition fees in Sweden for students from outside Europe. Malmö University has always viewed the recruitment of fee-paying international students both as a pedagogic issue and a question of quality. At first, the introduction of tuition fees for non-European students led to a steep decline in applications to Malmö University and other HEIs in Sweden, but there have since been signs that the numbers of foreign students are gradually beginning to rise again. Throughout, however, the university has continued to maintain its day-to-day connections with various networks, its outreach work, and its policies of "internationalisation at home" and mobility for students and lecturing staff. The

number of scholarships for Minor Field Studies (MFS) increased, as did participation in the Linnaeus Palme project.

### **Ongoing internationalisation activities**

In 2010 a separate strategic plan for internationalisation was approved as an adjunct to the university's overall strategic plan. A language policy was also produced with the aim of improving linguistic awareness among all those who study or work at Malmö University. Following a decision made in 2012, responsibility for internationalisation was shared between the Deputy Vice-Chancellor and the Pro Vice-Chancellor for Research. 2013 saw both an internal survey of the university's internationalisation work and an external assessment for the International Network of Universities (INU). A coordinator for internationalisation, charged with coordinating and supporting internationalisation work linked to the university management, the faculties and internal service providers, was appointed in 2014.

## CHAPTER 3.

# MALMÖ UNIVERSITY 2016: A STATUS REVIEW

This chapter gives a more in-depth description of Malmö University in 2016. The chapter concludes with a critical analysis of the university's education, research and collaboration activities.

## EDUCATION

This section deals with different aspect of first- and second-cycle education including issues relating to bridging programmes, quality assurance, student recruitment, student influence, widening recruitment, validation and competence development in teaching and learning in higher education.

## FIRST-CYCLE AND SECOND-CYCLE COURSES AND STUDY PROGRAMMES

### **Education for sustainable social development**

Malmö University's ambition is to educate students who are equipped to tackle the challenges that society faces and to drive processes of change. The university's strategic platform emphasises the importance of collaborating with other societal stakeholders in both educational and research activities in order to jointly identify relevant issues and contribute to sustainable solutions. The university offers education in areas that hold the key to sustainable social development, such as migration, democracy and participation, the development of information technology, the sustainable use of resources, learning in preschools and schools, lifelong learning and human health.

### **Study programmes**

The university's offering in first- and second-cycle education consists chiefly of programmes that lead either to a professional qualification (mostly in fields such as

healthcare and schools, where a shortage of personnel has been identified), or to a general qualification. Most of the programmes have a clear connection to the labour market. The creation of new programmes is based in part on an analysis of future labour market needs. As a result, even programmes that lead to a general qualification are clearly linked to the kind of skills the labour market requires. Many of the university's programmes include placements/internships and other activities with labour market connections that are conducted in close liaison with external partners.

### **Freestanding courses**

Malmö University's strategic platform emphasises lifelong learning and the importance of action competence in a society that is constantly changing. A strategically composed selection of freestanding courses using different forms of teaching is an important tool for facilitating entry into higher education and for paving the way for competence change in a dynamic labour market. Unfortunately, however, the number of freestanding courses has fallen since 2013, when temporary government funding agreement targets for the period 2009–2012 drew to a close.

### **Studies at first-cycle and second-cycle levels**

In 2015 approximately 87 percent of full-time students at the university were registered for first-cycle or second-cycle studies. Second-cycle studies are programmes that lead to a 1-year or 2-year master's degree; in addition, there are several freestanding second-cycle courses. In 2015 12.2 percent of full-time students were studying at second-cycle level. The corresponding figures for the new universities were: 14.3 percent at Örebro University, 13.0 percent at Karlstad University, 9.5 percent at Mid Sweden University and 9.5 percent at Linnaeus University. The national average for all universities was 19.7 percent. The proportion of second-cycle students at Malmö University is on a par with that in the new universities, but there are ambitions to raise this to a higher level. A future expansion of research and doctoral education will provide good conditions for the continued development of second-cycle education in the university.

## Programmes in English

Seven of the 60 or so first-cycle degree programmes and approximately half of all second-cycle programmes are taught in English. These programmes create important global contacts for the university and pave the way for international students at Malmö to enter and enrich the Swedish labour market after graduation.

### PROGRAMMES IN ENGLISH

#### FIRST-CYCLE PROGRAMMES (BA/BSc)

- English Studies
- European Studies – Politics, Societies and Cultures
- Human Rights
- Interaction Design
- International Migration and Ethnic Relations
- International Relations
- Peace and Conflict Studies

#### SECOND-CYCLE PROGRAMMES (MA/MSc)

- Biomedical Surface Science
- Communication for Development
- Computer Science
- Criminology
- Interaction Design
- International Migration and Ethnic Relations
- Leadership for Sustainability
- Media and Communication Studies
- Media Technology
- Political Science: Global Politics
- Urban Studies

## Contract education

Contract education is a key aspect of the university's collaboration with society. The number of students engaged in contract education at Malmö University has remained stable at around 620 FTEs. Much of the university's contract education is conducted in connection with *Lärarlyftet* and *Förskolelyftet*, the Swedish government's CPD initiatives for teachers in schools and preschools respectively, and with the education of estate agents. There is also a well-established international master's degree and specialist education in odontology.

## EDUCATION LEADING TO A PROFESSIONAL QUALIFICATION

### **Teacher training**

Malmö University is one of the Sweden's largest teacher training institutions and offers four degree programmes: preschool education, primary education, secondary education and vocational education. Statistics compiled by UKÄ, the Swedish Higher Education Authority, show that during the period 1996 to 2015 roughly one teacher in ten entering the profession in Sweden was a graduate of Malmö University. Second-cycle education is offered for those wishing to study for postgraduate diplomas in special needs teaching and special educational needs, and for supplementary pedagogical training for teachers with subject competence in natural sciences or languages. Teacher training is popular and pressure for places is increasing. The university also offers education in study counselling and career guidance counselling. Slightly fewer than 800 students a year graduate from Malmö University with teaching degrees.

### **Supplementary education and CPD in teacher training**

Malmö University offers a supplementary programme in education (90 higher education credits) for people who wish to specialise in subjects for which there is a shortage of qualified teachers in primary schools and lower/upper secondary schools. The university also offers continuous professional development (CPD) for unqualified teachers in collaboration with eight other higher education institutions (HEIs) in Sweden.

### **Health and social work**

Malmö University offers professional education and training in several areas of health and welfare: for example, for nurses, biomedical analysts, pharmaceutical prescriptionists and sociologists. Malmö University's bachelor's programme in nursing is unique in Sweden in that the use of a paired clinical teaching team (one teacher representing the educational institution, the other representing the hospital)



enables students to integrate theory and practice throughout their entire studies. In the Swedish Higher Education Authority's most recent quality survey of the nation's degree programmes between 2011 and 2014, the nursing degree from Malmö University was the only one in Sweden that was assessed as meeting the criteria for "very high quality". In 2015 approximately 140 students graduated with degrees in nursing. Malmö University also offers postgraduate diplomas in specialist nursing for children and young people, medical care, psychiatric care and elderly care. An acute shortage of specialist nurses has led to collaboration with Region Skåne and educational administrators in *Lärosäten Syd* (the network of HEIs in the south of Sweden) to coordinate the need for education within the region.

In the biomedical field the university offers bachelor's degrees in biomedical laboratory science, with the option of second-cycle studies leading to a master's in biomedical surface science. In 2016 the university was given accreditation to award bachelor's degrees in pharmacy. Local demand for qualified prescriptionists is great and there were previously no courses in pharmacy within the region. The degree programme at Malmö University has been planned in close liaison with representatives from the pharmacy industry and healthcare.

## Dentistry

Malmö University educates dental hygienists, dental technicians and dental practitioners. In addition, the university offers extensive in-service and CPD education: for example, for specialist training and certification courses. The dental hygienist education is the university's most popular; it attracted 9.3 first-choice applicants for every available place in the 2015 autumn semester. Each year 45–50 students graduate from the dentistry programme. For a number of years this programme has enjoyed a top ranking in satisfaction rates among students of dentistry. The Faculty of Odontology has its own dental clinic, thus providing unique opportunities for contacts with patients during the students' education. Malmö University has been called upon by the Swedish government to plan for and develop bridging programmes for dentists with equivalent foreign qualifications.

## Engineering

Malmö University offers education in engineering with specialisation in Computer Engineering & Mobile IT, Mechanical & Materials Engineering, Product Development & Design, and Civil Engineering. The programmes, for example Mechanical & Materials Engineering, deal with the complete product development process from idea to finished construction. The overall goal of Building Science is to work towards resource-efficient, sustainable construction. In 2015 there were 100 graduates in engineering.

## Professional degree programmes

Of the 2,863 degrees awarded by Malmö University in 2015 somewhat more than half (55 percent) were professional qualifications; of these professional qualifications roughly half were teaching qualifications. Table 3.1 shows a breakdown of the professional qualifications awarded by Malmö University in 2015.

**Table 3.1** Professional qualifications 2015 (Source: Ladok documentation service for HEIs in Sweden)

Degrees	
Teaching	784
Nursing	141
Social Work	202
Engineering	100
Study counselling/Careers guidance	81
Special Educational Needs	55
Special Needs Training	45
Dental Surgery	46
Specialist Nursing	49
Biomedical Laboratory Science	44
Dental technician	9
Dental hygienist	14
<b>Total</b>	<b>1 570</b>

## EDUCATION LEADING TO A GENERAL DEGREE

When Malmö University was established in 1998, students studying for professional qualifications constituted a clear majority in terms of full time equivalents. Today, in addition to professional programmes, Malmö University offers a broad spectrum of other degree programmes that reflect the university's multidisciplinary and socially integrated profile, and the numbers of full time equivalents are equally divided between those studying for professional qualifications and those studying for a general degree.

Malmö University offers education in media and design, interaction design, graphic design, media technology, leadership and organisation, migration, urban studies, international relations, languages, computer science, civil engineering, machine and materials engineering, sports science, criminology, sexology and handicap- and rehabilitation science. Characteristically for Malmö University, several of the programmes integrate creative and practical activities into the learning process.

Several of the educational programmes are unique to Malmö. These include international migration and ethnic relations (IMER), which offers education in both Swedish and English for first- and second-cycle programmes. The multidisciplinary IMER concept has been developed in collaboration with a variety of other disciplines such as history, economic history, ethnology, anthropology, cultural geography, political science, sociology, psychology, law and religious studies. Another innovative programme that was also assessed as being of "very high quality" in the Higher Education Authority's quality survey of degree programmes is Communication for Development. This is a web-based, half-time programme that combines courses on culture, communication and international development cooperation, and integrates them with practical field work. The programme is taught with the aid of web seminars with participants from all over the world. A further example of an innovative approach to tertiary education is the internationally acclaimed emphasis on oral history in Malmö University's degree programmes in History.

There is a significant need in today's society for people who possess competence in both technology and economics. To meet this need the university initiated an interdisciplinary programme in IT and economics in 2015, with informatics as the main area of focus. The university's technology programmes also include education

in computer science and media technology. The Higher Education Authority's quality survey of degree programmes 2011–2014 assessed education in computer science and media technology at Malmö University to be of "very high quality". All teaching for the university's second-cycle technology programmes in interaction design, computer science and media technology is in English.

Other second-cycle programmes that reflect the university's profile include global politics, criminology, sexology, and urban development with the focus on sustainability and management.

## General qualifications

Second-cycle degrees accounted for 27 percent of the total of 1,293 general qualifications awarded in 2015. Table 3.2 shows the figures for each respective level.

*Table 3.2 General qualifications 2015 (Source: Ladok documentation service for HEIs in Sweden)*

Qualification	
University diploma	79
Bachelor's degree	864
1-year master's degree	257
2-year master's degree	93
<b>Total</b>	<b>1,293</b>

## Pressure for places, full-time equivalents and distribution between disciplines

In recent years the numbers of applications to study at Malmö University have provided a clear indication of the popularity of many of the courses and programmes on offer. Between the autumn semesters in 2014 and 2015 respectively the number of first-choice applicants who qualified for admission in relation to the number of students admitted showed a 5 percent rise. Between the autumn semesters in 2012 and 2015 the increase was no less than 41 percent. However, as a consequence of a reduced funding agreement target from the state, plans have been made to scale

down the overall volume of education slightly, so admissions are expected to level off at around 12,000 FTEs over the coming years.

The greatest cohorts of students are in the humanities/social sciences (40 percent) and natural sciences/technology (23 percent). However, as a consequence of government initiatives to attract more students to teacher training and nursing education, there are signs of an increase in educational activities related to teaching and care science, together with relevant placements and internships.

## BRIDGING PROGRAMMES

### Education for teachers with foreign qualifications

Malmö University is one of six HEIs in Sweden that the government has made responsible for the continuing professional development of teachers with qualifications obtained abroad. Malmö University has also been commissioned by the Swedish Public Employment Service (*Arbetsförmedlingen*) to offer a 26-week fast-track course for Arabic speaking teachers. This course is taught in Arabic and Swedish for suitably qualified new arrivals to Sweden who are in the so called “establishment phase” of their introduction into the Swedish labour market. Two such courses were started in 2016 for some 80 foreign teachers and preschool teachers.

### Other education for foreign academics

In 2016 the university was charged with planning and developing bridging programmes in dentistry and social work for new arrivals in Sweden who had previously studied these disciplines in their home countries. The university also offers “Education for Employment Candidates”, a theoretical and practical programme for a broader group of graduates with a foreign academic degree, especially graduates in public administration, in order to facilitate their assimilation into the Swedish labour market. Certain students also make successful use of this programme to make career changes in connection with their entry into the Swedish labour market. Evaluations that have been made on repeated occasions of Malmö University’s work with the target group have shown good results in terms of

students' success in establishing themselves on the labour market. In view of the current situation in the region, Malmö University has initiated a university-wide collaboration for more new bridging programmes and for work to develop new methods for assessing prior learning when validating student merits. Malmö University sees the continuing education of graduates of foreign universities who have sought refuge in Sweden as part of the university's global engagement.

## QUALITY IN EDUCATION AT FIRST- AND SECOND-CYCLE LEVELS

The overarching goal of quality assurance work at the university is to safeguard a high level of quality in education and to meet the students' and society's need for competence and personal/societal development. In the first instance, quality in this sense is determined by the education's compliance with the requirements laid down in the Swedish Higher Education Act and Higher Education Ordinance, as well as in the document "European Standards and Guidelines for Quality Assurance in the Higher Education Area". Over and above that, the education must also meet the quality criteria laid down by the university itself and formulated on the basis of the vision and goals that are expressed in Malmö University's strategic platform, "Strategy 2020".

The university's "General Framework for Quality Enhancement in First- and Second-Cycle Education" that was formally adopted in June 2016 provides detailed descriptions of the four cornerstones that form the foundation for a quality-driven culture: quality in education, student influence, the continuing professional development of university staff, and systematic follow-up work.

All quality enhancement work hinges on the learning process and goal attainment of students and on the continuous development of competence among lecturers and other members of staff. Work to enhance quality is carried out in contexts that are close to educational activities, while work to assure quality is coordinated at an overall university level.

The work is continuously followed up in the university's various advisory committees with representatives from the university authorities and the student unions, and in annual dialogues with the executive management of the university,

faculties and departments. Existing programmes are subjected to regular reviews in the Programme Council and evaluated by internal and external assessors.

## **Introduction and termination of educational programmes**

Strategic educational planning requires academic environments that represent a well-developed, cohesive body of knowledge, and offer education at first-, second- and third-cycle levels that is integrated into strong research environments characterised by collaboration and internationalisation. The decision to initiate a new educational programme is a long-term commitment from both an economic and a social perspective. For this reason, every proposal for a new educational programme is subjected to rigorous scrutiny; scientifically competent assessors and qualified administrators assess the education on the basis of criteria that include the competence of lecturing staff, research capacity and relevance to the labour market. Third-cycle education is required to extend the knowledge and develop the abilities acquired at previous levels, while preparing the ground for advanced working tasks and doctoral education. All university education is predicated on the university's active involvement in research within the subject area – research that is of sufficient volume to ensure the existence of a sound scientific basis for the teaching that takes place. Any deterioration in the university's ability to maintain a high level of quality in an established educational programme will trigger a decision to stop admissions to the programme. If subsequent measures taken to assure or improve quality are deemed inadequate, a decision will be made as to whether the education is to be terminated. Due procedure in the event that an educational programme has to be terminated involves assuring the quality of education for students already admitted to the programme and approving conditions for the students' transfer to another programme.

## **Swedish Higher Education Authority's programme evaluations 2011–2014**

In its programme evaluations for the period 2011–2014 the Swedish Higher Education Authority carried out a quality review of 64 degree programmes at Malmö

University.<sup>3</sup> However, the task of categorising certain general qualifications was complicated by the fact that much of the education at Malmö University involves a multidisciplinary perspective, so it was not always possible to apply the criteria that are customarily adopted for this purpose. This also led to certain difficulties in assessing goal attainment levels.

Seven of the degree programmes evaluated at Malmö University (11 percent of the university's degree programmes) were assessed to be of very high quality. These were the bachelor's degrees in Nursing, and those majoring in Computer Science, Computer & Information Science and Media Technology; the master's degrees majoring in Computer Science and in Communication for Design, and the master's in Interaction Design. A total of 25 (39 percent) of the degree programmes were criticised for shortcomings in goal attainment in one or more of the qualitative targets. An analysis of the results of the evaluation showed that, in many cases, the shortcomings were related to the degree programme's scientific foundation, specialised study in the main field and knowledge of methodology. Following a report that detailed a raft of quality enhancing measures, both implemented and planned, these degree programmes were subsequently assessed as meeting the criteria for high quality. In connection with the evaluation exercise, the university also took the decision to terminate three degree programmes.

In overall terms, therefore, Malmö University achieved a relatively good result with regard to the proportion of degree programmes for which quality is very high, and the university was placed fourteenth in Sweden's national rankings in this respect. In terms of the proportion of degree programmes assessed as exhibiting shortcomings in educational quality, Malmö University was placed twenty-second in a total of twenty-seven HEIs. While the focus that the evaluation placed on degree projects and the somewhat unpredictable outcome that this resulted in prompted a great deal of criticism from HEIs, Malmö University chose to take the result seriously and used the Higher Education Authority's review to intensify efforts to meet its educational targets. This included introducing clearer routines for degree projects in many programmes and expanding courses in scientific theory and methodology. The experiences gained as a result of the evaluations have been turned to account in Malmö University's "General Framework for Quality Enhancement in First- and Second-Cycle Education".

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<sup>3</sup> The review did not include all degree programmes at the university. Degree programmes in teaching, engineering and those with too few independent projects were not evaluated.



## STUDENTS

### **From regional to national and international recruitment**

As in many of Sweden's other HEIs that offer a broad spectrum of educational programmes, Malmö University's students are predominantly recruited from within the region. When the university was founded in 1998 almost 90 percent of first-year undergraduates came from the County of Skåne. Over time, however, this has changed. In the autumn of 2015 only 53 percent of Malmö University's first-year students were from Skåne. Even so, with the exception of students of dentistry, the proportion of students from Skåne remains high in programmes that lead to a professional qualification. Malmö University therefore plays an important local role for education in Skåne. At the same time, however, recruitment from other parts of the country is rising. It is worth noting that 15 percent of new students attending the university in the 2015 autumn semester came from Stockholm and the County of Västra Götaland including Göteborg. Following the introduction of tuition fees, the number of foreign students has levelled off at around 1,000 a year. Each year around 350 new foreign students commence education at Malmö University. In addition, the university welcomes approximately 300 exchange students a year. Against this background it is clear that Malmö University has developed from a university that recruits regionally to one that attracts students both nationally and internationally.

In 2015 the proportion of students at Malmö University with a foreign background, excluding international students, was 30 percent. This compares with a figure of 20 percent for Swedish universities as a whole. In the same year the national average for students who had university-educated parents was 39 percent, while the figure for Malmö University was 33 percent. This means that Malmö University has a relatively high proportion of students from homes in which higher education is not the norm. As many of the courses and programmes on offer at Malmö University lead to a professional qualification in education and healthcare, two sectors in which women have traditionally made up the majority of the workforce, the proportion of male students (33 percent) at the university is lower than the national average (40 percent). The performance indicator for Malmö University students has risen over the years, reaching 82 percent for the 2014–2015 academic year, which is on a par with the national average.

## **Establishment in the labour market**

Malmö University seeks to develop its educational programmes so that, in addition to a relevant theoretical foundation and research-based knowledge, students acquire the general skills and competencies that are in demand in society. For example, education at Malmö University seeks to support personal development and intercultural communication. It is important to have access to qualified guidance and support in connection with the transition to working life, so all students are also offered individual career support. In addition to this, a mentorship programme has been developed for those studying for master's degrees taught in English, which gives students an insight into the Swedish labour market and Swedish society. According to data from Statistics Sweden, Malmö University graduates have a good record in terms of their establishment in the labour market (87 percent).<sup>4</sup> According to the latest statistics (from 2011), the comparison figure (i.e. the proportion of those established in the labour market in relation to the national average for those educational programmes taught at the respective HEI) was 1.01. This shows that, in comparisons made with students of other Swedish HEIs, Malmö University graduates are equally or even slightly more successful in finding employment.

## **STUDENT INFLUENCE**

The basis for student influence is that the students' participation in the implementation, evaluation and development of educational programmes is of decisive importance for the overall quality of education. However, if student influence is to be strong, students and staff need to come together in a spirit of mutual commitment and shared responsibility. Work to constantly develop and strengthen student influence is one of the cornerstones of Malmö University's quality enhancement work.

"The Student Influence Policy for Malmö University" underscores the importance of student influence but also calls attention to the complexity of this issue. Student influence is a right that students have and this can be both formal and informal. It is also an instrument in the university's work to promote democratic values and to

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<sup>4</sup> Statistics Sweden (SCB) Regional tables, Table A1 2016.

foster a student's ability to identify, initiate and implement processes of change in order to meet the challenges that society faces.

Malmö University has three student unions: Studentkåren Malmö (Malmö Student Union), a student union for doctoral candidates and one for students at the Faculty of Odontology. These student unions are represented on the university's Board of Governors, the boards of the faculties and the university's advisory committees. Representatives for the student unions have regular meetings with the executive management of the university and the faculties.

Student rights and obligations are described in detail in "Student Rights and Obligations at Malmö University". The faculties report each year on how this document has been applied. A record of student-related issues that have arisen during the year is compiled together with any disciplinary measures, and the respective faculty makes its analysis and provides a description of any preventive measures that will be implemented over the course of the coming year.

## **WIDENING RECRUITMENT AND INCLUSION: WIDENING PARTICIPATION**

Malmö University adopts a systematic approach to widen recruitment and inclusion, which is perhaps now more commonly referred to as "widening participation". Initiatives include recruiting students from a wider variety of backgrounds, teaching and learning that stimulates wider participation during the period of study and inclusive study counselling and career guidance. The work that Malmö University has done in this field has attracted attention both nationally and internationally. The commitment to work to widen participation extends to all staff at the university. A reference group with representatives for the five faculties, the Student Centre, the Communication Department, the library, the Centre for Academic Learning, the alumni, student unions and external members acts as a guarantor for the active engagement of the entire university in this endeavour. All study counsellors are trained to meet the needs of groups from non-academic backgrounds and special resources are put aside for processing applications that require an assessment of prior learning.

For a number of years Malmö University has been cooperating with the University of East London in issues relating to widening recruitment, for example by inviting a

visiting professor from the British university to lecture and conduct research in Malmö. Staff from Malmö University are frequently engaged to lecture on widening participation in a range of contexts within the EU. The holistic approach that Malmö adopts to this issue is often cited as a reason for the university's success in widening participation, as is the fact that work in this area is integrated into ordinary, day-to-day activities throughout the university rather than being "contracted out" to an ancillary organisation. Malmö University has also commenced cooperation with the University of Central Florida to widen recruitment to doctoral studies.

In order to reach new groups of students, Malmö University has been working for some years with folk high schools in Skåne, the City of Malmö's Study Counselling Centre and the network of study counsellors in Skåne working in upper-secondary schools and in adult education at upper-secondary level. For the third year in succession the university is also collaborating with the City of Malmö in a gender-equality project (*Sommarpraktik för killar* – "Summer jobs for Young Guys") that aims to attract young men to study and work in female-dominated professions.

While diversity among students is important for Malmö University, it also makes high demands in terms of welcoming, introducing and supporting students throughout their studies. In recent years the university has developed follow-up routines to ensure that all students can enjoy the same opportunities to successfully complete their studies. In the long run, better knowledge about student study cycles will help not only to improve implementation procedures and completion rates, but also to safeguard and consolidate the quality of the education by developing teaching and learning. The Student Health Service also has an important role to play in this context.

## VALIDATION AND ASSESSMENT OF PRIOR LEARNING

Since the beginning of 2016 Malmö University has been carrying out a development project to better validate and assess prior learning. The work is based on the experience and knowledge that Malmö University has accumulated, on external research that currently exists about validation procedures, on existing criteria and guidelines at national and European level, and on the constitutional support for the activities of the university. The intention is, among other things, to produce a structure for validation processes, regardless of whether the purpose is to assess

entry requirements or the transfer of credits. This structure will make clear what steps ought to be taken and will assign roles and responsibilities for the different parts of the process. The Swedish government has charged Malmö University with an assignment to coordinate procedures for validating professional or vocational expertise for candidates seeking admission to the Programme in Vocational Education. This has involved developing processes for validation that include the analysis and assessment of the applicant's professional or vocational expertise in relation to the relevant criteria as specified by the Swedish Council for Higher Education for the subject concerned. In January 2016 work commenced on a joint project between Malmö University and AF Etablering Skåne that aims to improve the efficiency and assure the quality of assessments of the educational backgrounds of applicants who are new immigrants to Sweden.

Malmö University is also involved in various other assignments relating to the validation of prior learning. These include government initiatives such as *Lärarlyftet* and the VAL programme – both designed to encourage continuing professional development for teachers – and bridging programmes for teachers with foreign qualifications, as well as an assignment for the Swedish National Agency for Education to assess the accreditation of teachers in vocational subjects. Flexibility in the education of preschool teachers is one example of a variant on regular education where validation has also paved the way for prior learning to be taken into account.

## EQUAL TREATMENT

Diversity, equality and equal opportunities are enriching and beneficial to learning and creativity. Malmö University's policy from 2014 on equal opportunities for students views the issue from two perspectives: primarily, in terms of basic democratic principles and human rights, but also based on the idea that Malmö University should serve as a role model and play an active part in the development of a sustainable society. Malmö University works resolutely to promote equal treatment for all students and to prevent discrimination and harassment. Each year the university draws up an action plan to address issues relating to the physical and psychosocial work environment and the content of studies.

## PEDAGOGIC PROFILE

From the day when Malmö University was founded, its distinguishing features have been its multidisciplinary approach, educational programmes that are highly relevant to the needs of society and a focus on both professional competencies and civic education, which accords paramount importance to values such as justice, equality and diversity. The university works hard to be accessible to all, regardless of class, gender, transgender identity or expression, ethnicity, religion or other expression of belief, functional disability, sexual orientation or age. The consequence of this is that the university, in all its processes of teaching, learning and research, regards people as being both alike and yet, at the same time, different.

For many years and in many of its educational programmes Malmö University has adopted pedagogical methods designed to stimulate active participation from students. By charting and following student paths to, through and after their education, it is possible to compile valuable knowledge about the students who are recruited, the experiences that they bring with them to their studies and how these factors impact both on their ability to learn and on the education as a whole. Higher education is an important contributory factor in the process of developing citizens who possess the ability for critical thinking. Education needs to be integrated into society and business by working closely with the public, private and social economy sectors, so that all those involved can contribute their own unique perspectives. Learning should teach students to acquire the kind of broad-based action competence strategies that enable them to act as agents of change. All education, from first-cycle to third-cycle study programmes and courses, is to be based on science and empirical experience and linked to research activities. Similarly, all teaching and pedagogic activities are also to be linked to research activities to ensure that they evolve and improve.

Malmö University's "Strategic Plan for Development in Education, Research and Collaboration 2014–2017" states that education is to build on a platform of challenge-based learning that arouses curiosity, stimulates creativity and provides people with the competence to lead and act in a variety of processes of change. Challenge-based learning is both a method of approach and an application of the kind of pedagogical methods that activate students, such as problem-based, entrepreneurial and collaborative learning strategies. Many educational programmes include knowledge exchange and collaboration with external partners as part of the learning process and establish contacts with working life that make a positive contribution to the quality

of the education in the eyes of the various stakeholders. Chapter 4 includes a description of plans for a new pedagogic platform that will herald a further step forward in the evolution of Malmö University's pedagogic profile.

## COMPETENCE DEVELOPMENT IN TEACHING AND LEARNING IN HIGHER EDUCATION

Competence development in teaching and learning in higher education is a key component in quality enhancement work. The Centre for Academic Learning (CAKL) offers professors and lecturers at Malmö University the opportunity to use the techniques of research-based university pedagogics to support heterogeneous student cohorts in their efforts to achieve their intended learning outcomes. Activities are based on the Scholarship of Teaching and Learning (SoTL), where lecturers are encouraged to reflect on their own teaching practices, link them to earlier research and communicate the results to colleagues. Research relating to teaching and learning in higher education, challenge-based learning and learning in heterogeneous student cohorts are prioritised areas.

All members of lecturing staff are expected to make use of the courses that the Centre for Academic Learning offers, and 15 higher education credits are a minimum requirement for securing a contract of permanent employment. Doctoral candidates and research supervisors are also offered opportunities to develop their pedagogic competence. In addition, the Centre for Academic Learning offers consulting support in pedagogic development activities, research circles, workshops, theme days and conferences to reinforce teaching skills and realise the university's pedagogic vision. The Centre for Academic Learning is also responsible for competence development in virtual learning.

## RESEARCH AND DOCTORAL EDUCATION

This section includes descriptions of research performance, investments in research centres and research about migration and refugees, as well as various aspects of the university's doctoral education.



## GENERAL INTRODUCTION TO RESEARCH AND DOCTORAL EDUCATION AT MALMÖ UNIVERSITY

### **Research and doctoral education with a multidisciplinary approach**

Research activities and doctoral education at Malmö University have always been characterised by a multidisciplinary approach. In this form of collaboration across subject-matter lines, subject-specific knowledge from different areas of research is brought together around a common problem of significant social or scientific relevance. This way of working is particularly suitable for addressing the challenges that today's society faces and which are now frequently so complex that research within just one single discipline is no longer able to provide the answers that are needed.

### **Positive development of research and doctoral education**

Research activities and doctoral education at Malmö University have developed positively throughout the history of the university. As the basic level of government funding for the university's research activities has been relatively low, many of the university's research successes have been made possible thanks to external financing. The ability to attract funds from external sources also serves as a hallmark of the quality of the university's research, as competition tends to be fierce for this kind of financing. The process of turning financial support into scientific production in the form of research publications is also continuing to develop in the right direction.

## RESEARCH CENTRES

The first research centre at Malmö University was set up in 2005. The purpose of the research centres is to create the kind of synergies in research that cannot be achieved by any other means within the conventional organisational structure of the university. The research centres bring together researchers from different research domains whose work focuses broadly on the same area of research so that they can collaborate on projects of mutual interest. The foremost aim of the research centres is to carry out research that meets high international standards for quality. They are also charged with liaising with other societal actors and with relating the results of



their research to the university's educational programmes, first and foremost at second- and third-cycle level. The research centres are placed under the organisational control of the Vice-Chancellor. In 2016 Malmö University had five multidisciplinary research centres:

- Biofilms – Research Center for Biointerfaces (BRCB)
- Malmö Institute for Studies of Migration, Diversity and Welfare (MIM)
- Centre for Work Life and Evaluation Studies (CTA)
- Centre for Sexology and Sexuality Studies (CSS)
- Internet of Things and People Research Centre (IoTaP)

The work of these multidisciplinary research centres is evaluated with the help of external assessors once every five years according to a rolling schedule. The results of the evaluation then form the basis for decisions about continued funding or closure. The university may invite applications for the establishment of new centres that may subsequently be approved following a due process of external assessment. Table 3.3 shows the years during which the various research centres at Malmö University have been operative.

**Table 3.3** Malmö University's research centres. Periods of activity.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Biofilms – Research Centre for Biointerfaces												
Centre for Profession Studies												
Malmö Inst. for Studies of Migration, Diversity and Welfare												
Centre for Work Life and Evaluation Studies												
MEDEA Collaborative Media Initiative <sup>a</sup>												
Institute for Studies of Malmö History <sup>b</sup>												
Centre for Sexology and Sexuality Studies												
Internet of Things and People Research Centre												

a. Now a research platform in the Faculty for Culture and Society.

b. Now located in the Department of Urban Studies.

## FIVE CURRENT RESEARCH CENTRES

The five research centres currently in operation at Malmö University are presented here.

### **Biofilms – Research Center for Biointerfaces (BRCB)**

The focus for research in Biofilms – Research Center for Biointerfaces is biofilms and the interaction between regions of contact and biological materials. Areas of expertise include nanotechnology, biointerfaces, oral biofilms and mathematical modelling. Research is based on problem areas identified in collaboration with private companies or through the experiences of healthcare professionals. Applications include diagnostics, therapeutics, pharmaceutical formulations and the use and development of medical implants and sensors. The centre collaborates closely with the business sector and a large number of companies are involved in one way or another in the centre's research activities.

### **Internet of Things and People Research Centre (IoTaP-RC)**

Research here studies how people can derive the most use and benefit from the rapid technological development that is taking place in everything that is connected in some way or other to the internet. Together with companies, other organisations and end-users, researchers study how to improve man-machine interaction, how users can contribute to the development of new products, and how interconnected products can be made more intelligent in a way that results in value added for the user. Most of the centre's work is applied research and deals with societal challenges in areas such as transport, health, energy and learning. The centre works closely and extensively with trade and industry. Around 50 companies are involved in the centre's current research projects.

### **Centre for Work Life and Evaluation Studies (CTA)**

This multidisciplinary centre conducts practical research that aims to improve conditions for life at work. The projects it carries out contribute to a sustainable working life characterised by an organisational structure that promotes good health and where everyone can enjoy the same conditions, regardless of their background (for example, gender, ethnicity, age). Research focuses on psychosocial issues

related to working life, such as working conditions, management, organisational structure and social relations in the workplace. The centre also serves as a forum where researchers, practitioners and other stakeholders can share their experiences in a scientific dialogue about working life and evaluation issues.

### **Centre for Sexology and Sexuality Studies (CSS)**

The Centre for Sexology and Sexuality Studies conducts research into various aspects of sexuality and sexual health. One of these aspects is society's views on sexuality as expressed in legislation and manifested in social norms and moral regulation. A second aspect relates to practices and experiences in connection with sexual health, a field of research in which individual perceptions and experiences of sexuality play a prominent role. Research also examines information and consultation, with a focus on intervention, prevention and institutional practices relating to sexuality.

### **Malmö Institute for Studies of Migration, Diversity and Welfare (MIM)**

MIM provides a forum for researchers to exchange and expand their knowledge around issues relating to international migration and ethnic diversity, and to the welfare issues that are linked to these. The centre is a meeting place for researchers in different disciplines who come together to conduct research projects based on both quantitative and qualitative methods. Studies focus on the cause and effect of migration, on politically sanctioned standpoints in the public debate and on various forms of exclusion mechanisms. Indirect representations of migration are mapped and investigated by conducting studies of media and public exhibitions as well as through attitude surveys.

## **INVESTMENT IN RESEARCH ON FORCED MIGRATION**

Malmö University endeavours to use its research resources to address some of society's most pressing challenges. As one of the key issues of our time is the question of how best to deal with the current migration crisis, in 2016 Malmö University made the decision to reserve approximately SEK 15 million for a post-doctoral programme (2016–2018) on refugees and forced migration. The programme commenced with an inventory of relevant research that has already been carried out

at Malmö University. In 2016 several small-scale projects were started with support from the programme and appointments were made to six post-doctoral positions, mostly filled by researchers who were recruited internationally. The programme currently involves four of the university's five faculties.

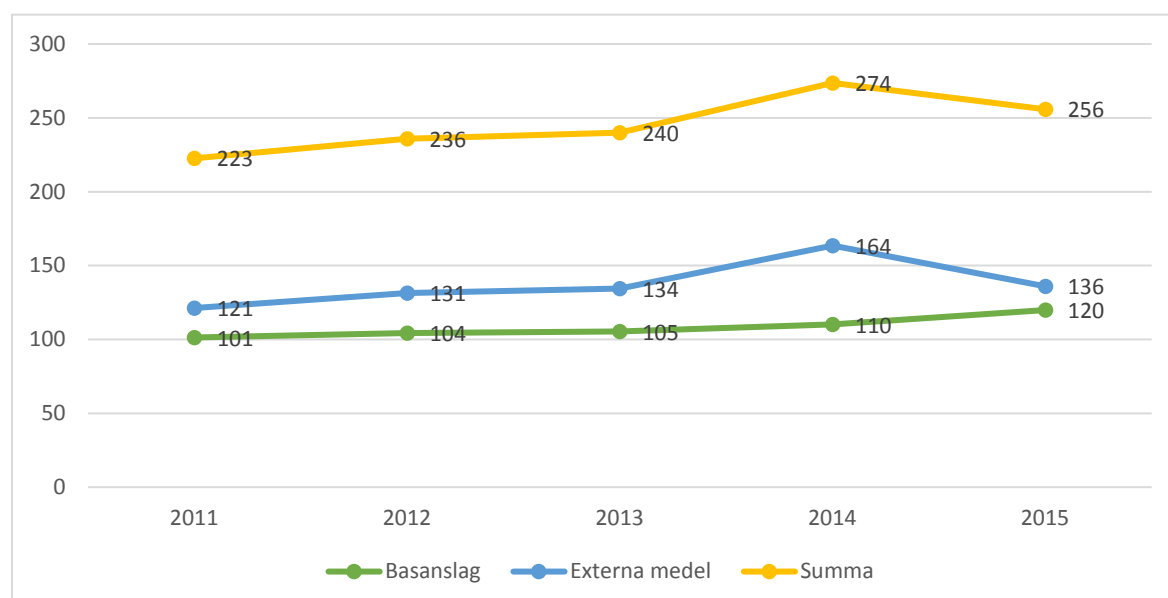
## RESEARCH ETHICS

Activities in the university's Ethics Council intensified in 2016. The council has a consultative role in matters relating to the ethical review of requests for research funding and also acts as Malmö University's body of expertise in other matters related to research ethics. The Vice-Chancellor has increased the allocation of resources to meet growing needs within this area.

## RESEARCH REVENUES AND RESEARCH PERFORMANCE

Figure 3.1 charts the development of research revenues at Malmö University.

= Total

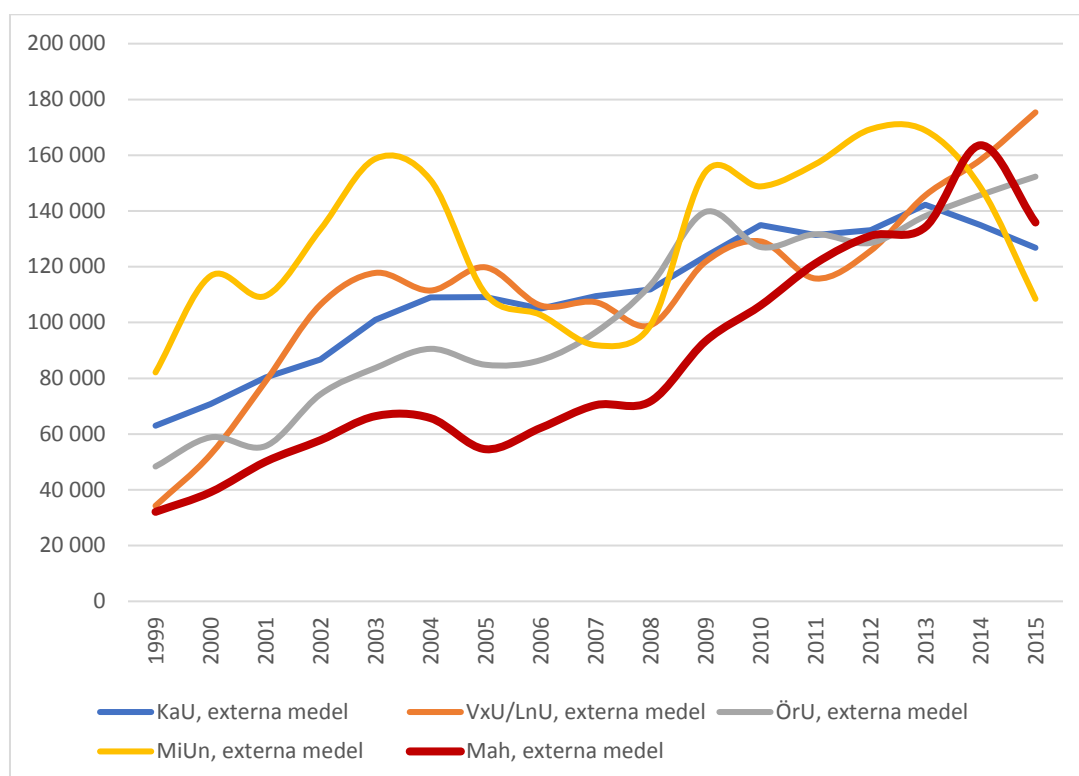


**Figure 3.1** Revenues for research and doctoral education 2011–2015; total revenues, external funding (grants and contract research) and basic government funding (in millions of Swedish kronor, SEK).

As the data shows, direct government funding remained more or less unchanged until 2014, after which the amount began to rise slightly, thanks in part to the government's decision, based on the level of externally generated research revenues and the bibliometric index, to reallocate some of its funding. Trends in terms of

external contributions have been positive, despite a temporary downturn in 2015. Throughout the entire period external revenues have accounted for more than 50 percent of total research revenues.

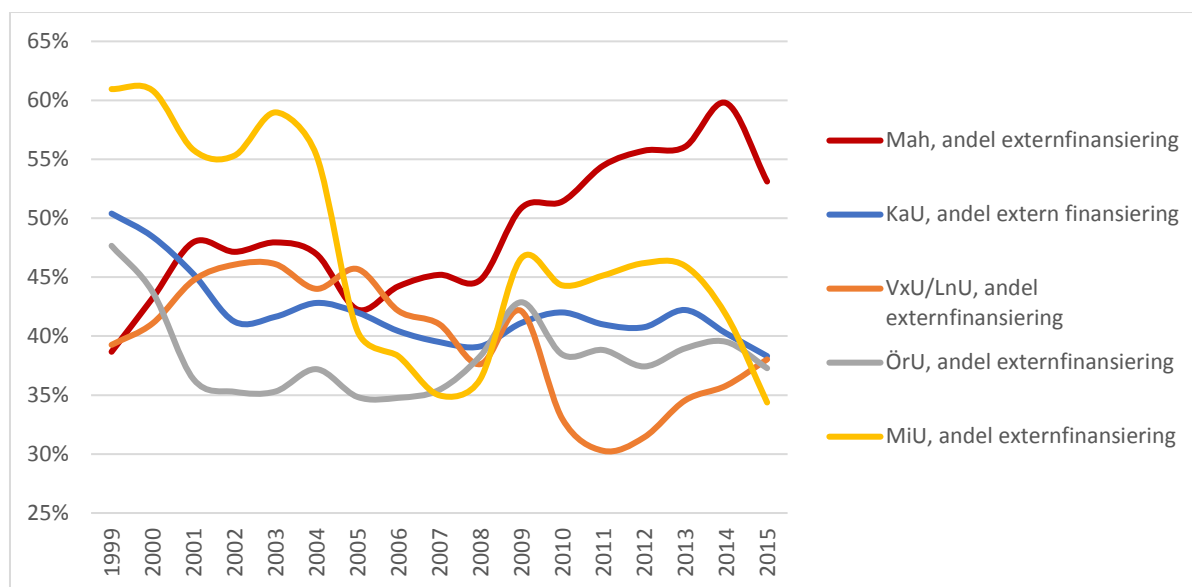
In recent years, despite receiving significantly lower government funding for research than comparable new universities with full accreditation, Malmö University has been more or less equally successful as these universities in attracting external funding (see Figure 3.2).



KaU, externa medel	= Karlstad University, external funding
VxU/LnU, externa medel	= Växjö/Linnaeus University, external funding
ÖrU, externa medel	= Örebro University, external funding
MiUn, externa medel	= Mid Sweden University, external funding
Mah, externa medel	= Malmö University, external funding

**Figure 3.2** Revenues for research from external funding (in thousands of SEK) for Malmö University and the new universities 1999–2015. Source: the Swedish Higher Education Authority statistics database.

Up to and including 2010 Malmö University's external funding for research was less than that of the new universities but, after a steady rise, by 2011 Malmö University had closed the gap. Here, too, however, there was a temporary downturn in 2015. The difference between the HEIs is made clearer when the external contributions are seen in relation to total research revenues, as in Figure 3.3.



Mah, andel externfinansiering

= Malmö University, proportion of external funding

KaU, andel externfinansiering

= Karlstad University, proportion of external funding

VxU/LnU, andel externfinansiering

= Växjö/Linnaeus University, proportion of external funding

ÖrU, andel externfinansiering

= Örebro University, proportion of external funding

MiU, andel externfinansiering

= Mid Sweden University, proportion of external funding

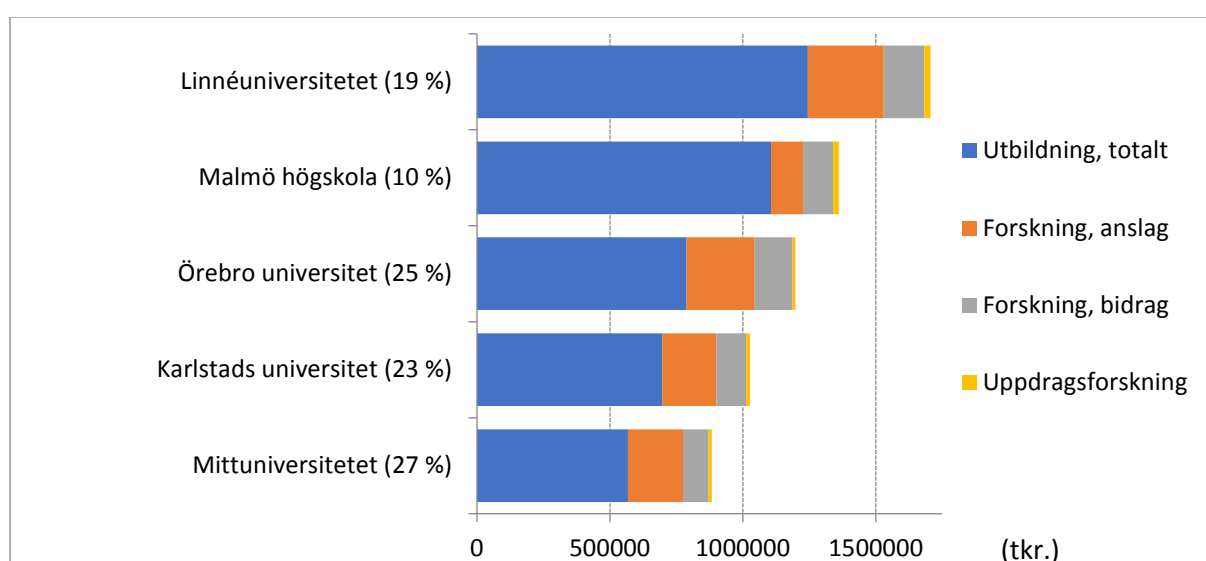
**Figure 3.3** External funding as a proportion of total research revenues for Malmö University and the new universities 1999–2015. Source: the Swedish Higher Education Authority statistics database.

Figure 3.3 shows that since 2006 there has been a very strong positive development in the proportion of externally funded research at Malmö University. In recent years the Swedish Research Council has been the largest external funder. During the period 2013 to 2015 the Research Council's contribution corresponded to 21 percent of the university's total external funding. The foreign donor community, including the EU, provided just over 10 percent of external funding during the same period.

Malmö University is currently the host institution for three research schools within the framework of Marie Skłodowska-Curie Actions, all in biomedicine. Two of these were granted funding to begin operations in 2016. These research schools give doctoral candidates the opportunity to continue their professional development in an

international context together with other researchers from educational institutions, industry and research institutes. Doctoral schools pave the way for closer collaboration with industry and extensive, well-established networks which can, in time, lay the foundations for new EU projects.

Limited research funding presents a challenge if the university is to meet the demand for strong links between teaching and research in all programmes. In financial terms there is a radical difference in the balance between research and education at Malmö University and at the new universities, as the large volumes of education in Malmö



Linnéuniversitetet	= Linnaeus University
Malmö högskola	= Malmö University
Örebro universitet	= Örebro University
Karlstads universitet	= Karlstad University
Mittuniversitetet	= Mid Sweden University
Utbildning totalt	= Education, total
Forskning, anslag	= Research, basic gov't funding
Forskning, bidrag	= Research, external funding
Uppdragsforskning	= Contract research
(tkr)	= (thousands of SEK)

**Figure 3.4** Revenues in 2015 for Malmö University and the new universities, divided according to educational activities, direct government funding for research, research grants and contract research. The percentage after each HEI indicates direct government funding as a proportion of total government funding for education and research. Source: the Swedish Higher Education Authority statistics database.

at first- and second-cycle levels are not reflected in the levels of government funding for research. The university's new status will, however, see a rise in funding that will go some way to redressing this balance. Data from 2015 showing the relationship between educational activities and research at Malmö University and at the new universities respectively is presented in Figure 3.4.

Figure 3.4 shows that funding for research at Malmö University is significantly less than for the new universities. The data also shows the size of Malmö University in financial terms in relation to the new universities.

## National quality indicators and effectiveness

Malmö University continuously follows developments in research elsewhere in Sweden and makes comparisons with other HEIs, for example by calculating effectiveness in terms of the return on research funding in the form of external funds and the bibliometric index. In a ranking based on the quality indicators, Malmö University has improved its position by several places. (See Table 3.4). Development has been particularly strong in terms of bibliometrics.

**Table 3.4** Malmö University's national ranking and indicators for external revenues, and scientific production and citations in a ranking based on statistics for the national allocation of direct government funding for research 2009–2017.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Indicator for:	External funding								
SEK '000.	63,434	69,637	78,447	90,121	103,611	118,049	124,369	139,391	142,016
Position #	18	17	18	18	18	17	17	15	15
Indicator for:	Scientific production and citations								
Bib. index	115	164	165	205	250	356	501	538	621
Position #	17	18	18	18	17	16	14	14	14



In the table that quantifies effectiveness, Malmö University has advanced from twentieth place in 2009 to a current ninth place in terms of external funding in relation to government funding, and from twentieth place to first in terms of the bibliometric index in relation to government funding. If external funding and bibliometric index are given equal weighting, Malmö University ranks highest among the 27 HEIs in the comparison (See Table 3.5). The method for this benchmarking is described on Malmö University's homepage.<sup>5</sup>

**Table 3.5** Malmö University's comparative effectiveness rate and respective position for external funding, and scientific production and citations in a ranking based on statistics for the national allocation of direct government funding for research 2009–2017.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
External funding									
Indicator/funding	0.85	0.93	1.00	1.10	1.19	1.32	1.31	1.38	1.38
Position #	20	15	15	13	12	9	9	8	9
Scientific production and citations									
Indicator/funding	0.88	0.90	0.88	0.99	1.06	1.55	2.00	2.01	2.30
Position #	20	16	19	17	14	4	1	1	1
Total – rate of effectiveness									
Indicators/funding	1.73	1.83	1.88	2.10	2.25	2.87	3.30	3.56	3.68
Position #	20	19	19	14	11	6	3	2	1

<sup>5</sup> See [http://www.mah.se/upload/Forskning/ForskningUFS/Benchmarking\\_2017.pdf](http://www.mah.se/upload/Forskning/ForskningUFS/Benchmarking_2017.pdf) . The same method was used by *Damvad Analytics* when the company was commissioned by the Swedish Knowledge Foundation in 2016 to analyse the research performance of Swedish universities and other HEIs: <http://www.kks.se/om/Lists/Publikationer/Attachments/194/Forskningsperformanceprocent20vidprocent20Sverigesprocent20universitetprocent20ochprocent20hogskolor.pdf>

## Average citation rate and publications with a high citation rate

While the use of bibliometric data as a measure of the quality of research remains the subject of much debate, bibliometric key figures are nonetheless frequently seen as a proxy for quality. The Swedish Research Council's listing of the average citation rate for selected HEIs is presented in Table 3.6.<sup>6</sup>

**Table 3.6** The 15 HEIs with the highest field normalised average citation rate for scientific articles 2012–2015. Source: Swedish Research Council.

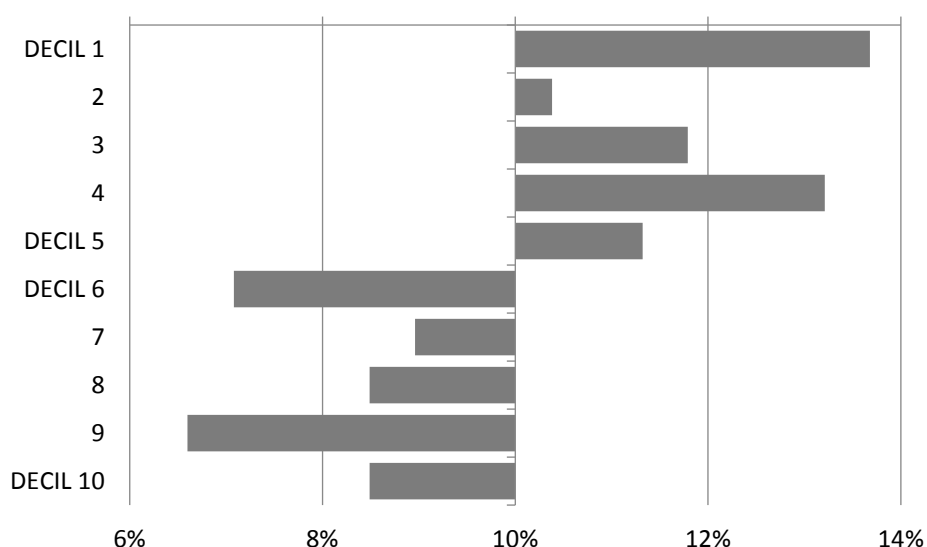
HEI	Number of publications	Average citation rate
School of Sport & Health Sciences	55	1.47
Karolinska Institutet	6,184	1.31
Stockholm University	3,830	1.27
University of Agricultural Sciences	2,597	1.18
<b>Malmö University</b>	<b>427</b>	<b>1.17</b>
University of Gothenburg	4,537	1.17
Uppsala University	6,411	1.14
Lund University	6,615	1.12
Chalmers University of Technology	2,902	1.11
Linköping University	3,190	1.11
KTH Royal Institute of Technology	4,323	1.10
Umeå University	3,051	1.05
Linnaeus University	542	1.00
Blekinge Institute of Technology	160	0.98
Örebro University	585	0.96

As Table 3.6 shows, only four of Sweden's HEIs had a higher average citation rate than Malmö University during the period 2012–2015. However, a smaller volume of publications means that annual fluctuations in Malmö University's average citation rate are likely to be greater than those at the larger universities. Notwithstanding this, Malmö University's average citation rate has shown a steady improvement, rising from below the national average when the Swedish Research Council first calculated this parameter in 2009 to a position that today is slightly above average.

<sup>6</sup> See

<http://www.vr.se/omvetenskapsradet/verksamhet/analysutvarderingochuppfoljning/fordelningavforskningsresurserbibliometriindikator.4.55b9d3b811f177315728000488.html>

Malmö University also defends its prominent standing among Sweden's HEIs according to a new model proposed by the Swedish Research Council as a basis for the future allocation of certain portions of direct government funding to HEIs. The new model calculates the proportion of a higher education institution's publications that figure among the top 10 percent of citations within the specific area of research. A similar bibliometric analysis<sup>7</sup> that was conducted in 2015 confirms this positive picture. According to that investigation, citations of Malmö University's researchers' work are more frequent than the national average for Sweden's HEIs. (See Figure 3.5).



Decil = Decile

**Figure 3.5** Malmö University's performance profile for scientific publications. For the performance profile to correlate with the national average, 10 percent of researchers must be represented in each decile. An unusually large proportion (13 percent) of Malmö University researchers are among the ten percent that are most frequently quoted (Decile 1), but researchers in Malmö are also overrepresented in the remaining deciles (2–5) in the top half of the table. Consequently, Malmö University has a lower proportion of researchers than the rest of country in the less successful lower half of the table (Deciles 6–10).

Based on widely accepted bibliometric indicators, Malmö University makes good use of its research funding despite the fact that many relatively newly established

<sup>7</sup> Sandström, Ulf (2015): Malmö högskola 2008–2011. En bibliometrisk analys ("Malmö University 2008–2011. A bibliometric analysis")

research environments have yet to realise their full potential in terms of publication, citations and external funding.

According to Web of Science, the USA and Denmark were Malmö University's most common partner countries for scientific collaborations that resulted in joint publications during the period 2013–2015. Universities abroad with which Malmö University most frequently issues joint publications include New York University, the University of Copenhagen and Aarhus University in Denmark, and Ghent University in Belgium. The current extent of this type of joint publication is on a par with that of the new universities in Sweden, but there is a potential to develop this further. Malmö University's joint publications in Sweden are usually the result of collaborations with Lund University, the University of Gothenburg and the Karolinska Institutet medical university. It is also important in this connection to mention joint publications with Skåne University Hospital.

## **GENDER STUDIES COLLEGIUM**

Gender issues have long had a central role at Malmö University. The Gender Studies Collegium was formed in 2014 to increase, expand and spread knowledge about the field of gender studies, and to stimulate and coordinate education about and research into gender issues, both within the university and in dialogue with society. The Collegium reports directly to the Vice-Chancellor.

## **EDUCATION AT DOCTORAL LEVEL**

### **Accreditation in areas for education at doctoral level**

In 2016 Malmö University was accredited to offer doctoral education in the following fields (the year in brackets is the date when accreditation was first given):

- Odontology (1998)
- Biomedical science (1998)
- Health, care and welfare (1998)
- Sports science (2010)
- New media, public spheres and forms of expression (2010)
- Educational sciences (2010)
- Migration, urbanisation and societal change (2012)

This means that there are already strong links between doctoral education and much of the undergraduate education and research that is currently carried out at Malmö University. Prior to the accreditations that were granted in 2010–2012, the majority of doctoral candidates actively working at the university were registered with other HEIs. This situation has now changed. At the end of 2015, 198 (89 percent) of active doctoral candidates were registered with Malmö University. The numbers of doctoral candidates per field and subject are shown in Table 3.7.

**Table 3.7** Summary of doctoral education at Malmö University: accredited fields, subjects and number of active doctoral candidates 2015.

Field for doctoral education	Research subject	Doctoral candidates 2015
Biomedical science	Biomedical science	8
Health, care and welfare	Health and society	15
Health, care and welfare	Social work	13
Health, care and welfare	Care science	14
Migration, urbanisation and societal change	International migration and ethnic relations	8
Migration, urbanisation and societal change	Urban studies	11
New media, public spheres and forms of expression	Computer science	7
New media, public spheres and forms of expression	Interaction design	6
New media, public spheres and forms of expression	Media and Communication science	4
Sports science	Sports science with specialisation in social sciences and humanities	16
Education science	History and History didactics	11
Education science	Sciences and Mathematics education	10
Education science	Education	12
Education science	Swedish and Didactics	7
Odontology	Odontology	56
Doctoral candidates registered with other HEIs		25
<b>Total</b>		<b>223</b>

The number of doctoral candidates at Malmö University has not kept pace with the rise in accreditations in doctoral education. The limiting factor has been financial resources, as the increased number of accreditations has not been matched by increases in government funding.

## Many doctoral candidates in subjects with a societal focus

A significant number of doctoral candidates have been educated with support from *Lärarlyftet*, the government's CPD initiative for teachers, and in liaison with a variety of school organisers. A corresponding initiative is underway for doctoral candidates in the field of health, care and welfare, mainly in subjects related to social work.

Approximately one fifth of Malmö University's doctoral candidates carry out their studies within the framework of employment outside the university. The corresponding figure for newly admitted candidates to doctoral studies in Sweden as a whole in 2013 was just 7 percent. The large proportion of doctoral candidates at Malmö University who are actively employed elsewhere points to a high degree of societal trust and confidence in the university and suggests that the education is considered to be socially relevant. This "in-kind financing" of Malmö University's doctoral education from employers outside the higher education sector is equivalent to funding of slightly more than SEK 20 million.

## Research degrees

The numbers of research degrees awarded in 2015 by Malmö University and, separately, by other HEIs for researchers active at Malmö University, are shown in Table 3.8. The figures correspond to 21 doctorate degrees and seven licentiate degrees. The number of degrees awarded by Malmö University is expected to rise as doctoral theses on which work began after accreditation for certain fields in 2010 or later are completed and publicly defended. Malmö University regards it as an important aspect of quality enhancement work to maintain contact with the current total of somewhat more than 300 doctoral alumni in order to benefit from their experiences. For this reason, reunions have been arranged regularly since 2015.

**Table 3.8** Number of doctorates awarded in 2015 per accredited field, and doctorates formally awarded by other HEIs. A PhD is counted as one doctorate. A licentiate degree and a PhD that has followed on from a licentiate degree are each counted as half a doctorate.

Field	2015
Odontology	6.0
Biomedical science	1.0
Health, care and welfare	3.0
Sports science	0.5
New media, public spheres and forms of expression	4.0
Education science	4.5
Migration, urbanisation and societal change	0
<i>Degrees awarded by other HEIs</i>	5.0
<b>Total</b>	<b>24.0</b>

## Quality enhancement work in doctoral education

In 2016 the Vice-Chancellor approved a series of normative guidelines for doctoral education. These form the basis for the quality enhancement work in doctoral education that in 2017 will see a systematic review of all the regulatory documents pertaining to doctoral education and a modernisation of the way in which individual study plans for third-cycle studies are dealt with. A quality framework will also be introduced in 2017 for doctoral education and for research in connection with the quality framework for education at first- and second-cycle levels that is now being implemented.

## General doctoral education courses

As mentioned in Chapter 1, Malmö University was early in starting doctoral education courses that were open for all doctoral candidates at the university (as well as those from other HEIs).

## GENERAL DOCTORAL EDUCATION COURSES

- Introduction to PhD studies
- Communicating Research
- Academic Writing and Publishing
- Supporting the Learning of Others
- Research Ethics and Responsible Conduct in Research
- Theory of Science
- Feminist Theories on Science and Knowledge
- Quantitative and Mixed Research Methodologies
- Qualitative and Mixed Research Methodologies

## COLLABORATION AND INNOVATION

### **Vinnova's assessment of Malmö University's work in collaboration**

Malmö University has taken part in Vinnova's Pilot 1 and Pilot 2 projects to evaluate Swedish HEIs' collaboration with society. According to Vinnova's evaluation panel, the activities carried out by Malmö University are characterised by mutual understanding of contexts, shared expectations and a clear sense of engagement. The university has a broad spectrum of partners with whom it collaborates in numerous different types of activity to produce many good results. Examples include cooperation with civil society, in particular as a means of capitalising on student engagement. However, Malmö University does need to develop a more systematic follow-up of the results of collaboration.

### **Strategic development**

Since 2008 collaborations have been supported by a Pro-Vice-Chancellor with responsibility for Cooperation, whose prime task is to develop cooperation with the private business sector and the public sector. This includes responsibility for the strategic development of models of collaboration, support for the research centres' work on cooperation and co-production initiatives, the development of the university's knowledge utilisation and innovation processes, participation in local and regional systems for innovation, and work to strengthen collaboration in the



university's internationalisation partnerships and its contract education assignments. At national level Malmö University has assisted in the preparation of a number of Vinnova-financed strategic innovation agendas, including one that deals with health equity.

## **External relations**

Malmö University's good relations with the surrounding community are illustrated by the fact that external stakeholders have seats on the university's Board of Governors, the faculty boards, programme councils and the advisory committees for research centres and other bodies. The university is a co-founder of several organisations for cooperation that bring together representatives from academia, the public sector and trade and industry (Mobile Heights, Media Evolution, the Resilient Regions Association, etc.) and is represented in many external contexts, such as the Medicon Valley Alliance, Medeon Science Park, MINE and the Swedish Network for Innovation and Technology Transfer Support.

## **The Malmö Commission**

Between 2011 and 2013 the Commission for a Socially Sustainable Malmö (the "Malmö Commission"), set up by the City of Malmö, pooled knowledge from civil society and research institutions in new ways. Leading researchers from Malmö University were appointed to the commission, whose final report, "Malmö's Path towards a Sustainable Future – Health, Welfare and Justice" forms the scientific basis for the City of Malmö's long-term work to reduce health inequities and promote development that is sustainable from every perspective.

## **Collaboration in education**

Collaboration in higher education improves society's ability to change and enhances the quality of education while preparing students for lifelong learning. Collaborative activities in education differ according to the field concerned and the type of partner with whom collaboration takes place. Malmö University's strategic platform specifies

certain objectives for 2020 that have clear links to collaboration in research and education:

- Malmö University's education and research shall exhibit a profile that meets the challenges faced by society.
- The university's education and research shall be conducted in collaboration with other actors in order to jointly identify relevant issues and contribute to sustainable solutions.
- The university shall stimulate lifelong learning and action competence in an ever-changing society.

Between 2013 and 2016, with support from Vinnova and together with the universities in Linköping and Umeå, Malmö University conducted a project that went under the title of "Mainstreaming Knowledge Exchange and Collaboration with External Partners in Study Programmes", the aim of which was to identify strategies and methods for integrating societal collaboration into the universities' degree programmes. One of the main conclusions of the project was that integrating collaboration into degree programmes helps raise the quality of the education and increases the probability that the education will be of direct benefit to society. Systematic collaboration improves the likelihood of success in challenge-based learning where the student plays a central role; it facilitates the transition from studies to working life and paves the way for closer and more enduring relationships with the rest of society.

## **Collaboration and cooperation around teacher training**

Malmö University has regular meetings with representatives for preschools and schools in the region and with representatives for teacher training in *Lärosäten Syd* (Malmö University, Kristianstad University, Lund University and Halmstad University) to discuss issues of common interest. One of the results of these meetings has been a joint focus on the education of teachers in subjects which attract few would-be teachers such as the natural sciences, modern languages and Swedish as a second language.

## **National and regional collaboration in odontology**

Malmö University has established a well-earned reputation at home and abroad for research in odontology, and the university's researchers have played an important role in formulating national guidelines for dental healthcare in Sweden, not least in the field of geriatric dental health. The Faculty of Odontology collaborates closely with Region Skåne to solve problems of ill health and identify factors that lead to better health and improved patient safety. The two have formulated a research plan for dental health in Region Skåne 2013–2018. Another example of regional collaboration is the Futurum Clinic supported by Vinnova, which has already been mentioned in Chapter 2.

## **The Bunkeflo Model**

Sports science researchers at Malmö University have developed what has become known as the Bunkeflo Model, which has documented the positive effects of increased physical activity during the school day. The project has been followed up with popular scientific information and has likely contributed to increased awareness of the importance of physical activity in schools.

## **Living Labs**

As research and development are often part of the same project or closely linked projects, methods for involving potential users have been developed in several areas of research. These range from so called Living Labs, where stakeholders participate in the design process, to user involvement in, for example, disability research.

## **Open Lab Malmö**

Open Lab Malmö was founded as an arena for collaboration and innovation in 2015. Laboratories, instruments and competence in chemistry and materials science are made available by Malmö University in premises adjacent to Biofilms – the Research Center for Biointerfaces. Companies are invited to make use of this knowledge environment by renting office space and laboratory time at the university. The

ambition is to create a climate of innovation that will spawn new research collaborations. Some companies have already moved in, collaboration has commenced and, through Open Lab Skåne, activities are currently also being extended to food engineering together with the Faculty of Engineering at Lund University, and to life science through the SMILE business incubator in Lund.

## **Swedish Knowledge Centre for Public Transport – K2**

The Swedish Knowledge Centre for Public Transport – K2 is run and financed by Malmö University, together with Lund University and the Swedish National Road and Transport Research Institute (VTI) in cooperation with Stockholm County Council, Region Västra Götaland and Region Skåne. The centre, which also receives financial support from Vinnova, the Swedish Research Council Formas and the Swedish Transport Administration, develops educational programmes and disseminates scientifically based knowledge to the industry.

## **Research and collaboration**

Collaboration is an integral part of much of the research undertaken at Malmö University and is particularly prominent in the activities of the research centres. Since 2014 Vinnova has been supporting a project on “Research and Collaboration – a strategy for a stronger higher education institution”. The project is due to run until 2017 and aims to develop and implement a model based on the university’s strategic platform in “Strategy 2020” that supports the initiation and follow-up of research collaborations.

## **The Anna Lindh Academy**

The Anna Lindh Academy, founded by the Anna Lindh Memorial Fund and located at Malmö University, is a leadership programme for managers that focuses on developing leadership skills in the areas of human rights and democracy in a global context. The programme is aimed at managers in internationally active companies and organisations in the private, public and social economy sectors.

## A GLOBAL PERSPECTIVE

Malmö University's strategic platform "Strategy 2020" states that the university's research, education and innovation activities are to cross boundaries and exert a significant impact internationally. All Malmö University students are to develop skills that give them competencies that are in global demand. Scientific and educational excellence are to govern Malmö University's choice of international partners and the university has a keen interest in collaboration with HEIs within the European Union and further afield. The aim is to attract international partners who both complement and raise the quality of education and research at Malmö University. To date the university has signed more than 240 international bilateral agreements and participates in a number of European and global university networks. In order to assist Malmö University in its ambition to make a positive contribution to social progress, work with higher education partners around the world is now being intensified on several fronts, with Swedish and international companies and societal actors also being invited to participate in these initiatives.

Malmö University endeavours to offer all students an opportunity to spend part of their period of study abroad, while "internationalisation at home" ensures that those students who choose to remain in Malmö also acquire competencies that are internationally relevant. Ways in which this is done include making use of the experiences of returning students and staff, increasing the number of international guest lecturers, participating in a variety of international projects, using modern technology in teaching, and integrating and empowering international students in the lecture rooms and on campus. The fact that the university offers a large number of degree programmes in English contributes to the creation of an international environment with students from Sweden and elsewhere.

"The Action Plan for Internationalisation and Global Engagement 2015–2017" places special emphasis on removing obstacles and strengthening the incentives for long-term internationalisation. These ambitions are evident, too, in documents that regulate intended learning outcomes, learning activities and examinations. This makes it simpler for all students to become involved and it increases demands on international competence in the faculty, thus providing the incentive for lecturing staff to establish lecturer exchange programmes with HEIs outside Sweden.

The creation in 2016 of a comprehensive International Office at the Student Centre is one step in a process of change that will improve support for the university's international work. Another is the new position of a Pro-Vice-Chancellor with responsibility for Global Engagement and Challenge-based Learning. Through the Pro-Vice-Chancellor, the university participates in a number of national bodies that have links to internationalisation. These include the Association of Swedish Higher Education's (SUHF) expert group for internationalisation and its working group on refugee issues, the Swedish Institute's Advisory Council, and the University Network for Strategic Internationalisation.

Internationalisation in research and doctoral education is strengthened by an increased focus on international publication, international collaborations and co-publication, support for exchange programmes for doctoral candidates and post-doctors, support for applications for major international research projects, routines for the appointment and introduction of doctoral candidates and researchers from abroad, and language support through the Language Editing Group (see Chapter 2).

## **Prioritised regions**

Malmö University currently has some 240 bilateral agreements with HEIs on all continents and is a member of various international networks of universities. The university's prioritised and well established partnerships include a long-term strategic collaboration with the Rochester Institute of Technology (RIT) in USA that has led to interesting joint projects in education and research, and cooperation on doctoral education with Roskilde University in Denmark. Since 2015 Malmö University has been a member of SANORD, the Southern Africa – Nordic Centre, which aims to promote multilateral cooperation on educational issues and research, and establish ties between HEIs in the Nordic countries and those in southern Africa. For some time now, Malmö University has had active partnerships with the University of the Western Cape and Cape Peninsula University of Technology in Cape Town and with the Nelson Mandela Metropolitan University in Port Elizabeth. Malmö University's contacts with Hong Kong Polytechnic University provide a further example of how partnerships in education and research that involve several faculties can be successfully nurtured. Malmö University has student exchange agreements with many universities in Australia, some of which, such as Flinders

University in Adelaide and La Trobe University in Melbourne, have been the focus for extensive cooperation on several levels.

## **University networks**

Work in the SGroup and the International Network of Universities (INU) that has been mentioned earlier has developed well. This is particularly true of the INU, where the vision of strengthening global engagement through education and research has become particularly relevant at a time that has seen a worldwide upsurge in forced migration. Collaboration among several of the members of the consortium has been intensified and this has led to joint applications for funding for both education and research activities.

## **Measures to put the competencies of migrants to good use**

Students and staff of Malmö University did a great deal to help during the unprecedented influx of migrants to Sweden in the autumn of 2015. One of the goals was to open the university for new arrivals in Sweden, especially those who had foreign academic degrees or had embarked on higher education studies in their own countries. Under the rallying cry “Malmö University for Refugees”, a significant number of activities were conducted in the form of both acute humanitarian assistance and more long-term educational and research activities. The importance of pooling resources and working together was demonstrated by the success of the joint efforts of government, regional and local authorities, such as the County Administrative Board of Skåne, Region Skåne, the Skåne Association of Local Authorities, the Swedish Social Insurance Agency, the Swedish Public Employment Service, the Swedish Migration Agency and the Social Economy Network in Skåne. Building on its existing fund of knowledge about inclusion and widening participation, Malmö University has devised bridging programmes that fast-track access to the Swedish labour market for academics with foreign degrees and has also developed other relevant programmes to provide access to higher education. However, there are administrative obstacles to the extent to which HEIs are able to open up their educational programmes to academics among the refugees, and to researchers and doctoral candidates who have applied for asylum.

## **LIBRARY AND OPERATIONAL SUPPORT**

### **LIBRARY SUPPORT FOR EDUCATION AND RESEARCH**

A library that offers sources of scientific information is an essential prerequisite for education and research. Librarians at Malmö University give students, researchers and doctoral candidates practical support in matters related to writing, information searches, copyright and the acknowledgement of reference sources. Support for systematic literature searches prior to research applications is an important task. The library coordinates the university's publication service and is responsible for the university's open digital archive, Malmö University Electronic Publishing (MUEP). The library also has staff with PhDs in Library and Information Science who are specialists in coordinating and developing research support. Malmö University was one of the pioneers among Swedish HEIs in adopting an open access policy in 2011. As a result of increased pressure to provide free access to research findings coupled with the evolution of new models for publications (which, in some cases, may involve an article processing charge), Malmö University set up a Publication Fund in 2014, administered by the University Library, to support researchers who publish their work in open access journals. The Library is also responsible for producing the statistics for bibliometric analyses.

Pedagogic development work is a profile issue for the library and cooperation with the Centre for Academic Learning is well established. The library also contributes to efforts to link education and research to society, for example by collaborating with librarians and schoolteachers in Malmö with the aim of paving the way to widen the recruitment of students in higher education. The library's premises in the centre of Malmö are open to everyone.

Library staff are involved in a number of national and international collaborations. These include the Association of Swedish Higher Education's (SUHF) Forum for Library Managers, and groups that work with research information, bibliometrics and open access issues. Malmö University Library and archives are part of a pilot project for the management of open access to research data that is managed by the Swedish National Data Service. The library is also represented in the International Federation of Library Associations and Institutions (IFLA), in the section for the development of competence among librarians.



## DEVELOPMENT OF OPERATIONAL SUPPORT

In 2014 a decision was taken to gather the entire operational support structure at Malmö University under a single organisation. At the same time, a model for a process-oriented way of working was introduced. From 2016 there has been a Process Office for supporting the development of operational support. The Vice-Chancellor's university management team prioritises the processes to be developed. Among the processes mapped and developed so far are:

*Recruiting and introducing members of staff*, which has led to a more thorough introduction for new members of staff and processes to assure the quality of international recruitments.

*Supporting and introducing students*, which has resulted in a guide for lecturing staff, with ready-to-use presentations, films, practical examples, etc.

*Supporting researchers*, which has led to proposals to draw attention to research findings and researchers; to improve knowledge at Malmö University of research support; to create clearer routines for budgeting research funds, overheads, co-financing and financial follow-up; to improve the quality of research applications by providing clearer support, especially for major applications like those for H2020 funding; and to create routines and guidelines for dealing with research data.

*To plan, budget and follow up operational activities*, which has led to the development of management training programmes and support for heads of departments.

## CRITICAL ANALYSIS

Malmö University offers a wide and extensive range of degree programmes and courses, many of which are taught in English at first- and second-cycle level. Operations are predominantly oriented towards teaching, with a teaching/research ratio of 80/20. Despite the evolution of several strong research environments, it is a challenge to establish ties between teaching and research for all 12,000 full-time equivalents. While the prospects for linking education to research in medicine, engineering and technology, design and certain social science programmes are good,

the challenge is much greater for teacher training and education in care and health sciences, where student cohorts are larger. Following the introduction of certain quality enhancement measures as a result of the Swedish Higher Education Authority's evaluations of first- and second-cycle programmes, the quality of education at Malmö University is currently rated as high or very high.

In programmes and courses that are dependent on placements and internships, the need for well-educated supervisors is great; there is a risk that a shortage of qualified supervision in the relevant field will jeopardise the quality of the education. However, the proportion of lecturers at Malmö University who have doctorates is high and rising, and access to competence in the region is good and increasing, so the outlook in terms of improving the quality of education even further is promising. Nevertheless, if this potential is to be realised, it is also important that lecturing staff at the university are given the opportunity to develop so that they are able to keep pace with the university's expanding research assignments.

Although collaboration has always played a key role at Malmö University, Vinnova's pilot project for evaluating collaboration has identified certain weaknesses that do need to be addressed, primarily in the processes for following up the results of collaboration activities in ways that make it possible to systematise and disseminate them for the benefit of society at large.

Today Malmö University is involved in numerous exciting research projects, frequently in close collaboration with other sectors of society. The university's research has developed and been integrated into operations over a period of many years, but is not yet always presented and communicated to the wider world with sufficient clarity. The volume of research and doctoral education is small in relation to the volume of teaching at first- and second-cycle levels. A majority of lecturing staff have doctorates and the university has many *docent* posts ("associate professorships") and professors, but most professors and lecturers spend the greater part of their time teaching. As at many other HEIs there is a lack of clear career paths for researchers and lecturers.

As things stand today there is a limited number of research environments that have the necessary critical mass of researchers at different levels to be able to conduct long-term research projects that meet high international standards. The university's five research centres are examples of such environments, and the close, well-established collaboration they enjoy with external partners helps to fuel the capacity

for innovation in these environments. In this respect, they can serve as models for other research environments that are currently in the process of being established.

Bibliometric comparisons with other HEIs in Sweden are testimony to the high standard of research at Malmö University, and show that the returns on the government's basic funding of research in the form of scientific publications and citations are very good. The university has clearly demonstrated its ability to compete successfully in attracting external research funding. The Swedish Research Council is the largest single source of funding for the university's research activities, which provides compelling evidence of the competitive strength of a number of different research teams at the university.

Malmö University has a small Grants Office but currently lacks a long-term strategy for attracting external funding from major national and international sponsors to support large-scale research projects. A future strategy for seeking financial support for research needs to be clearer in including perspectives on collaboration, innovation and benefits to society. A pre-study has been launched to investigate the opportunities for starting fundraising operations, but as yet no strategies for this have been developed. The university has an efficient library with highly competent librarians able to support researchers and doctoral students with literature searches and open access publishing. Work is also being done to create the right conditions for open data in research.

Malmö University's researchers benefit from numerous international partnerships with universities of repute, but only a small number of research teams within these arenas for collaboration generate internationally funded research projects and co-publications. The university has extensive global contacts and many international partnerships with individual universities and different types of international networks. Internationalisation is firmly rooted and works well, but it focuses chiefly on education (the development of teaching methods, student and lecturer exchange programmes, "internationalisation at home", etc.). However, there are some university-wide international collaborations that also include doctoral education and research. There is a need to forge more long-term alliances with selected partner universities and also to strike up strategic partnerships with other international actors.

Researchers at Malmö University have extensive contacts with different bodies in the private, public and social economy sectors. Work is taking place on a more

systematic approach to build up long-term relationships with business and industry, which is an important step towards receiving research funding from the Knowledge Foundation. However, researchers are unlikely to receive all the support they need to systematically bring their research results to market by developing innovations and starting companies together with external partners. Malmö University does not yet have its own Innovation Office or holding company.

Doctoral education at Malmö University is still at the developmental stage in a number of fields of doctoral research and these are the subject of continuous evaluation. The Doctoral Students' Union is very active and student influence in terms of quality assurance and the development of doctoral education is highly positive. Work has begun to develop a quality assurance framework for doctoral education that is linked to the quality assurance framework for first- and second-cycle courses, and is based on the university-wide guidelines for doctoral education laid down by the university in 2016.

To summarise, Malmö University has made strong progress during its first two decades and delivered significant contributions to society through its teaching, research and collaborations. Even so, there is potential for continued improvements in all areas of the university's operations. The following chapter describes the plans that have been drawn up to take Malmö University to the next, new level in its development.

## CHAPTER 4. MALMÖ UNIVERSITY – THE WAY FORWARD

This chapter describes Malmö University's vision, mission and core values. The objectives of the higher education institution (HEIs) are discussed and various strategic initiatives are proposed. The chapter concludes with a few words from Malmö University's Vice-Chancellor, Kerstin Tham.

### MALMÖ UNIVERSITY'S ROLE IN SOCIAL PROGRESS

Sustainability has become the defining challenge of our time. One paramount task for Malmö University will be to intensify and develop our engagement and broaden our initiatives so that we become a global role model for demonstrating how HEIs can contribute to sustainable social development through research, education and collaboration.

The key question with regard to sustainability is to determine whether the direction that the world is currently taking is compatible with long-term global ambitions for the well-being and, indeed, the very survival of the human race. Ever since the 1980s, when the Brundtland Commission first introduced a broad definition of the concept of sustainability, there has been a growing understanding of the need to integrate ecological and social dimensions into economic development. Complex social questions require cross-system collaboration and solutions that transcend traditional borders. Such solutions are, in turn, predicated on multidimensional perspectives, long-term ways of working and broad-based cooperation. The UN's 2030 Agenda for Sustainable Development and the 17 sustainable development goals it specifies set the course that we all need to follow. The goals must, of course, be seen as integrated and indivisible, while also balancing the three dimensions of sustainable development – ecological, social and economic. Such complex challenges demand a holistic approach and a critical perspective on knowledge development. There needs to be co-production – in its widest sense – between academic researchers and societal actors. Qualitative research that questions the *status quo* creates the knowledge that can fuel a global transition to a more sustainable society.

In recent years, through initiatives like the Lund Declarations of 2009 and 2015, the scientific community in Europe has emphasised the central role that science plays in

paving the way towards sustainable development. The ability to tackle the hitherto unsolved problems of our time is dependent on the existence of an open, critical and analytical scientific community. For that reason, scientifically based knowledge, academic integrity, critical reasoning and a strong sense of social commitment are the foundations for the universities' successful participation in the work of building society. Basic research generates the solid, ever-increasing body of knowledge that will be essential for identifying and addressing societal challenges that we are not yet even aware of. But research and education must also constantly find creative new ways to interact with society.

The higher education sector is on the threshold of some momentous changes. Demands are being made for research and higher education to deliver concrete results that can be applied in our daily lives. The focus is firmly on delivering real value. Internationally and nationally, discussions are taking place about the short-term, quantifiable effect of the contributions that universities make to society, while there is an understanding that issues that are more complex and more difficult to deal with require long-term, cross-system solutions.

Globalisation is creating challenges for Sweden that are far too complex to be solved by individual actors or even to be fully understood from a single perspective or the viewpoint of any one stakeholder. That is why collaboration in creating new knowledge is going to be of decisive importance. We know that the research that is carried out at Swedish universities is a hugely important factor behind Sweden's competitive strength. So, how can the universities' role be developed? It is becoming increasingly clear that universities are evolving from their traditional role as autonomous creators and mediators of knowledge to become more active participants in society as arenas for collaboration and cooperation, hotbeds of ideas and knowledge that can be developed into innovations that help meet society's needs. At the same time, however, in order not to neglect their own long-term mission, it is essential that these same higher education institutions retain basic values such as critical thinking and personal development.

Sweden has an international reputation as a testing ground for social reforms, a small but innovative nation with close links between academia and the public and private sectors. This has proved to be a cultural and political climate in which many strong research environments have taken root and flourished. How can we nurture these research environments so that they grow even stronger and help to sustain society? Politics, business and academia have different planning cycles, different rhythms.

How can we adapt these cycles so that HEIs can work together with other stakeholders to transform the results of research into value added for society? How far does the responsibility of the universities extend? Malmö University, with its extensive experience of social innovation and societal impact, is well placed to make a valuable contribution. Through MSI, the “Forum for Social Innovation”, Malmö University has established its position as a national platform that brings together the academic community and the private, public and social economy sectors in Sweden with the aim of promoting processes of social innovation. Our experience in studying and proposing solutions to complex social issues – as demonstrated, for example by our contributions to the Malmö Commission’s work for a socially sustainable city – forms the basis for our continued endeavours.

At a time when many unsolved questions are begging to be answered, it is an ineluctable intellectual obligation for research and education to adopt a holistic perspective in tackling the big issues facing society. A deeper and more systematic approach to casting light on these issues reveals a meta level that makes the interrelationships between various matters of fact clearer. The strength of the Swedish welfare model has traditionally been the ability to see individual points at issue in a wider context and to understand how specific questions are part of a greater whole. There is plenty of scope for innovative thinking that transcends the patterns of thought and compartmentalism that are dominant at this time. Today many of society’s most pressing issues – migration and integration, health and ageing, equality and identity, homes and education – can be understood and interpreted in vastly different ways. Long-term, sustainable social solutions are, by definition, complex and cut across many traditional scientific perspectives. That presents Malmö University with golden opportunities to relate to urgent societal challenges and propose solutions in the kind of critical, creative, multidisciplinary manner that will make our education and our research results even more relevant and sought after.

It is for this reason that Malmö University sees one of its tasks as being to further develop its ability to innovate and to expand its social engagement by involving the entire institution in these processes. This includes allowing students to have a more profound influence, offering degree programmes in many areas, paving the way for even more enriching cross-fertilisation between education and research, and initiating new research programmes. We see our students as important stakeholders in this process, who are given opportunities to lead and to act in processes of change

that contribute to the positive development of society. Knowledge-sharing between Malmö University and the rest of society can take many forms, for example through translational and participatory research and education, through formulating research questions together with users, and through working in innovation environments and “living labs” in residential areas, schools and healthcare environments.

University status with full accreditation brings with it a greater responsibility to contribute to fuller and more innovative forms of cooperation and co-production with a range of societal actors. We see Malmö University as having a special responsibility, namely to contribute to a more user-oriented and democratic development of knowledge that will ultimately create the sustainable solutions that people will need in their future everyday lives and that will support the ability of the various institutions and organisations in tomorrow’s society to continue to deliver public welfare services even as they are adapting to change. By making ever greater efforts to focus on both breadth and specialisation in research, by embracing the Humboldtian model of higher education that brings personal development, education and research closer together, and by adopting a creative and innovative epistemological approach that dares to test new ways, we will continue to build a modern, innovative university.

### **An innovative, forward-looking university**

The various “threads” that run through the different phases in the development of Malmö University – Widening participation, Community involvement, Collaboration, co-production and innovation, Multidisciplinary teams, Quality mindedness, and Global engagement – form the basis for the future development of the university. Over the years Malmö University has developed a profile characterised by a multidisciplinary, challenge-based approach to education, research and collaboration. Widening recruitment and widening participation in higher education are important aspects of the university’s democratic commitment to society and enrich diversity in the academic culture and learning.

The expansion of knowledge in both education and research often takes place together with actors from different areas of society, such as the public, private and social economy sectors. Different forms and methods of participation, co-design, co-



production and collaborative learning, are used both in research and in education to explore and answer questions that arise from complex and important social issues.

Malmö University now has the opportunity to take the next step in its academic development, creating a university that builds an even stronger foundation on which to conduct long-term research and education that meets high international standards. At the same time the university will retain its independent status and continue to embrace its role as a critical observer of society. Integrity in research means that research questions that are generated within the academic community can produce results and have an impact at a much later date, sometimes in unexpected contexts in society and often in the form of unforeseen applications. These fundamental principles have long proved successful in many countries and they apply equally to Malmö University.

### **Malmö University's vision, mission and core values**

The vision, mission and core values of Malmö University were formulated in their current form over the period 2012–2013 as part of an extensive internal process, and the results were presented in the university's strategic platform, "Strategy 2020". The vision, mission and core values of Malmö University provide the foundation for our continued development work and for the new objective for Malmö University that is presented in the following two sections.

**VISION**

A world where diversity, knowledge and creativity are transformed into action for a sustainable society.

**MISSION**

Malmö University is an active hub for research, education and innovation that are of benefit to society. Together with other actors we contribute towards identifying and creating solutions to challenges in society. The university actively develops a learning community by promoting education, shared knowledge development and the use of new media. Malmö University views diversity among students and staff as a major potential and a vital condition for rising to face society's challenges. The university's educational programmes develop the abilities of the students to lead and act in different processes of change.

**CORE VALUES**

Diversity, creativity, quality and commitment to the community.

**THE OBJECTIVE OF MALMÖ UNIVERSITY****MALMÖ UNIVERSITY'S OVERARCHING OBJECTIVE**

Malmö University offers high-quality education and research conducted in close collaboration with other societal actors in order to create, share and utilise knowledge that contributes to sustainable development both locally and globally. Malmö University also plays an important role in identifying and defining the major challenges facing society in the future.

Chapter 3 concluded with a brief critical analysis that cast light on some of the most important strengths and weaknesses of Malmö University. Despite two decades of strong progress there are, of course, still several areas that need to be developed further. The remainder of this chapter is devoted to a general discussion of these points and a more in-depth look at certain of them.

The advent of full accreditation and the increased research revenues that this will bring from 2018 onwards present Malmö University with the opportunity to create a better balance between education and research, and thus improve the opportunities for developing long-term research of a high international standard. Integrating education, research and collaboration more closely will strengthen the quality of education and research while also helping to ensure that the university's activities maintain a high level of social relevance and foster close collaboration with the community.

## FOUR COMMON TARGET AREAS

Based on Malmö University's vision, mission and core values and the objective stated above for Malmö University's role in the development of society, the following four shared target areas have been identified for development work over the coming years.

### **Balance between research and education**

Full accreditation and the increase in research revenues that this brings will improve the opportunities that Malmö University has to create a better balance between research and education, and this, in turn, will further strengthen the quality of the university's academic activities. It is our ambition that, by 2022, research will account for approximately one third of activities in financial terms and education for two thirds. One of the prerequisites for reaching this goal is for us to continue to be able to attract external research revenues that are at least equal in value to the government funding the university receives. This means that we need to intensify our efforts to attract external sponsors, for example by focusing on larger external research projects and doctoral education. This applies not least to the research councils' calls for research proposals in prioritised areas that relate to specific societal

challenges. We will also investigate the opportunities for creating new research revenue streams through fundraising.

### **High quality education with strong links to research**

Full accreditation and an increase in research funding will open up new opportunities to offer high-quality education that has close ties with research and collaboration with the surrounding community, while also promoting widening participation. Doctoral education will be an important link between research and education. Full accreditation will create opportunities for Malmö University to consolidate its current doctoral programmes and initiate new subjects for doctoral education in strategically selected areas, and this is expected to have a positive effect on quality in both education and research.

### **Cohesive and enriching academic environments**

When seeking to develop high-quality research activities that meet high international standards, it is essential to have access to cohesive and enriching academic environments that are characterised not only by a critical mass of internationally active researchers, lecturers and doctoral candidates, but also by committed first- and second-cycle students. Academic communities such as these also create the right conditions for sustaining long-term relations with a variety of partners both locally and globally. Full accreditation will bring new opportunities for systematically reinforcing these environments, supporting the research teams within them and strengthening research leadership skills.

### **Multidisciplinary doctoral education and doctoral schools**

Malmö University has always had the ambition to contribute the knowledge that is needed to safeguard sustainable social development locally and globally. Now we have an opportunity to further develop long-term research and doctoral education based on the urgent challenges that society is facing. Work to define multidisciplinary focus areas is part of this development. Researchers, lecturers and

doctoral candidates with expert knowledge in different subject areas and a wide range of different perspectives will be given the opportunity to propose and take part in building up multidisciplinary doctoral education programmes and doctoral schools in a small number of thematic focus areas. In the first instance the focus will be on reinforcing the various departments' own research environments and the university-wide research centres, but a limited number of multidisciplinary programmes and doctoral schools will also be created to further stimulate the cross-fertilisation of ideas and knowledge between departmental research environments, research programmes and doctoral schools.

## HOW WILL MALMÖ UNIVERSITY ACHIEVE ITS OBJECTIVES?

If Malmö University is to achieve its objectives for 2020, certain priorities need to be made at various levels within the organisation. Management will be strengthened with a Pro Vice-Chancellor for Societal Challenges and a Pro Vice-Chancellor for Global Engagement and Challenge-based Learning. Since autumn 2016 a number of preparatory activities have also been initiated.

### Preparations for 2018

Dialogues between university management and the faculties and departments have taken place that have focused on research, doctoral education and the links between research and education. Support for the background document and road map presented to the government has been gained from various bodies within the university, including the Board of Governors, which has also reached a decision on planning criteria for 2018. Also, a process has been established for developing the strategic priorities for research and doctoral education in readiness for 2018.

In January 2017 a group comprising representatives from the faculties and the student bodies commenced work to formulate a strategic plan for Malmö University for the period 2018–2022 that meets with broad acceptance among the university's staff and staff organisations. The plan is to be endorsed by the Board of Governors in June 2017 in conjunction with the decision relating to the allocation of resources for 2018. The model used to allocate research resources is the same as that used for the

period 2013 to 2017. The strategic plan will be based on the strategic platform for 2020 and this current documentation.

A new model for operational management, planning and follow-up is being produced and will be introduced in 2017. This is based on a process evaluation exercise from 2016 and an enquiry in 2015–2016 that aimed to achieve a better balance between line management and collegiality. This is described in greater detail under the heading “Organisational Planning” below.

### **Longer-term strategic priorities**

The remainder of this chapter comprises a few preliminary thoughts about the kind of priorities that need to be made in the ongoing work of formulating a strategic plan for Malmö University’s activities in the period 2018–2022. The focus in this section is on strategic priorities in research and doctoral education. It is, however, important to point out that Malmö University intends to continue its work to integrate undergraduate education, research and doctoral education, collaboration and the utilisation of research results and innovation in its day-to-day academic activities.

## **RESEARCH AND DOCTORAL EDUCATION**

The overarching goal in terms of research and doctoral education at Malmö University is for research to expand, to be long-term in character and to meet high international standards. To make sure that research activities continue to develop in a positive manner, priority should be given to environments in which high-quality research is already being carried out. The five current research centres serve as good examples in this respect. Other fields of research where there is the potential to conduct research of a high international standard, especially those that reflect the university’s focus on societal challenges, should be identified and prioritised in university-wide strategic initiatives. The university’s long-term development strategy includes plans for an international evaluation to be made in 2019 of the research conducted at Malmö University; this will serve as a platform for future quality enhancement work.

## **Research environments**

The highest priority will be given to creating enriching research environments that promote the development of long-term research that is distinguished by high quality and a high level of originality and that is conducted together with international researchers and partners in the public, private and social economy sectors. These research environments have their natural home in the university departments and can take a variety of forms. One model that is already in use in certain faculties is to create research platforms on which to build research teams or construct research environments around a clearly delineated area of research. Financial support for research platforms is announced within the faculty and is subject to competition. These research platforms may subsequently evolve into university research centres or multidisciplinary doctoral programmes. One activity that is already planned aims to train research leaders, which is an important step in the work of strengthening the research environments. The links between research and education at all levels also need to be reinforced by involving lecturers and students in research projects.

## **Strategic recruitment of research and lecturing staff**

The availability of more financial support for research will enable Malmö University's professors and lecturers to devote more of their time to research activities. However, in order to achieve positive levels of growth in research and doctoral education and create strong, cohesive knowledge environments, it will also be necessary to recruit lecturers and researchers at different levels in some existing subject areas and environments. There may also be a need to recruit a number of potential research leaders in strategic new areas. During the course of spring 2017 the faculties will make an inventory of their needs for this form of strategic recruitment. Furthermore, there is a need to create clear, gender-neutral career paths for researchers and lecturers as part of the work of establishing a truly attractive academic environment.

## **Consolidated and quality-assured doctoral education**

The increase in funding for research and doctoral education that has been promised by the government for 2018 creates opportunities to strengthen doctoral education.

This is of crucial importance in creating cohesive academic environments and continued growth in research activities. The internal review of doctoral education that was carried out in 2013–2015 revealed the need to reinforce certain of the existing doctoral education subjects, which otherwise run the risk of becoming too small to be viable. For this reason, the extra funding that is earmarked for doctoral education will, in the first instance, be used for various types of quantitative and qualitative consolidation. An important instrument in this connection is the establishment of doctoral schools based on existing doctoral education subjects. Doctoral schools can also be set up within the multidisciplinary areas with accreditation for doctoral education. In the longer term, Malmö University also plans to establish doctoral schools in focus areas that address the kind of challenges that society can expect to face in the future. One such area is educational science, where there are both local and national needs to integrate research more closely into teacher training. A quality framework for doctoral education will be developed and introduced before the end of 2017 based on the overarching guidelines for education at doctoral level that were adopted in 2016. The doctoral education process will be clearly defined and an electronic individual study plan (ISP) will be introduced to support the learning process and assure the quality of doctoral education.

## Focus areas

A special initiative will be launched in 2017 to create university-wide, multidisciplinary research networks and, at a later point in time, doctoral programmes in thematic focus areas to address some of the most pressing societal challenges, locally, nationally and globally. There will be two separate parts to this: an announcement of support for research networks (October 2016) and an announcement of support for research programmes (autumn 2017).

By and large, the focus areas are intended to be an extension of the university's existing areas of expertise, but they may also prioritise more recent fields of knowledge that need to be developed in order to reflect the university's profile and support its involvement in the community. Areas currently under discussion include:

- *Health equity.* There are currently signs that inequities in health and social care are increasing, and there is also an urgent need to prevent threats to public health in areas such as mental ill health. Preventive dentistry and the



promotion of physical activities in schools are other areas where Malmö University is well placed to assume a leading role. Research can also contribute to the development of new models for eHealth that are created/designed together with a variety of users.

- *Migration and integration.* Research can focus on, for example, integration and social participation. Malmö University is uniquely placed to conduct multidisciplinary applied research within different sectors of society and environments such as residential areas, social work, preschools and schools.
- *Good preschools and schools for everyone.* For a higher education institution that educates large numbers of teachers, it is vitally important to contribute to the positive development of the preschools and schools of the future. Here too, Malmö University has unique opportunities to conduct practically oriented research in close collaboration with actors in schools and preschools.
- *Smart, sustainable urban development.* In-depth research is essential to improve our understanding of how to create communities that contribute to social participation and a sustainable environment. Multidisciplinary research is the key to better comprehending the complexity of different yet related problem areas.
- *Smart, sustainable materials.* Modelling and simulation, for example in connection with the MAX IV och ESS facilities in nearby Lund, can lead to new applications that contribute to the sustainable development of society in areas such as health and the development of smart, sustainable materials. Smart, sustainable materials are also one of Skåne Region's three innovation areas.
- *The digitalization of society.* The digital revolution that is taking place all around us is having a profound impact on every sector of society. Technology can pave the way to effective new solutions for the major structures within our society as well as in each individual's day-to-day life. Given the huge significance that this can have in all areas of life, it is imperative that researchers and students acquire a thorough understanding of the social and human consequences of increased digitalisation and automation.

## **Strategic international alliances**

One of the prerequisites for conducting research that meets high international standards for quality is the ability for researchers and doctoral candidates to work together with their international peers. To promote international partnerships and alliances that lead to joint research projects, Malmö University plans to successively increase its collaboration with a limited number of strategically selected partner universities. Wherever possible, partnerships should benefit not only education and research, but also collaboration and administration. It is especially important that Malmö University gives doctoral candidates and postdocs the opportunity to spend some time abroad at foreign universities and research institutes in order to create a web of international relations and research networks. Academics with shared research interests and joint projects lay the foundations for exchange programmes for doctoral candidates and postdocs. Partner universities should have a similar or complementary focus in their educational and research activities, and their strategy and core values should harmonise with those of Malmö. This facilitates the universities' ability to provide mutual support for one another's development. In the first instance, strategic partner universities will be chosen from the existing international networks in which Malmö University participates, or universities with which Malmö already has bilateral agreements in education or research. Co-publications with researchers at HEIs abroad that have a reputation for high-quality research is a sign that a university's own research is of a high international standard and worthy of the interest and attention of researchers elsewhere. Although Malmö University's record of co-publication with HEIs abroad is currently relatively modest, there are signs that collaborations of this kind are increasing. This is a positive development that the university aims to encourage.

## **Strategic alliances with the public, private and social economy sectors**

Research and education at Malmö University will continue to be highly relevant to society, with close cooperation between the university and a range of local and global actors. New opportunities will arise to create longer-term strategic alliances and conduct research projects together with municipalities, county councils, NGOs and trade and industry. Long-term alliances with companies that share the same interests

as the university's researchers will improve Malmö University's prospects for receiving research funding from, for example, the Knowledge Foundation. This, in turn, supports the growth of the university's research environments and departmental work on innovations that may ultimately contribute to the evolution of a sustainable society.

### **More support for researchers and research leaders seeking external funding**

If Malmö University is to achieve and maintain the desired balance between education and research, it is important that researchers are able to compete successfully for external research funds. Senior researchers who have succeeded in attracting external funding can, for example, support younger researchers with a critical assessment of their research funding applications. Although the Research Support Office currently has only relatively limited resources, it already offers support for researchers applying for funding from major national and international programmes, such as Horizon 2020. The service also arranges visits from Swedish research financing organisations, holds courses in how to write research funding applications and supports the faculties in their work of organising application seminars and mentorship. These activities will be developed further. Also, the faculties have been tasked with presenting their own long-term strategies in the spring of 2017 for how to attract more research funding. In addition to intensifying collaboration with Swedish and international research funders, preparations for fundraising began in 2016, with the aim of having an organisation for this in place by 2018.

### **Research infrastructure and operational support for research**

If researchers are to achieve high quality in their research activities, it is essential that they are able to devote sufficient time to their research activities and have access to the necessary infrastructure and expert guidance in terms of project management and follow-up, financial and legal support, statistics, ethics and research communication, etc. It is also important to build up support for storing, managing and analysing data with the help of the library and the university's IT department

and records. In addition, researchers need expert help to know how best to proceed with regard to commercialising their research results as innovative stand-alone products or through start-up companies. Needs for other infrastructure support that requires capital investment (for example, access to equipment and laboratory premises) differ depending on the research field. These needs must also be identified if Malmö University is to be able to create the long-term infrastructure that is essential to promote the successful expansion of research at the university.

### Economic prerequisites for research and doctoral education

A sound financial basis for funding research, doctoral education and the links between research and education is essential to achieve the objective that Malmö University has set for 2022. Among other things, this means that the university must set aside sufficient resources for co-financing together with external parties. The goal over time ought to be to raise Malmö University's government funding for research and doctoral education to a level that, proportionate to the government funding for education, corresponds to the average for other new universities, namely approximately 26 per cent of total funding. This would necessitate an increase in research funding of at least a further SEK 100 million over and above the extra SEK 90 million that has been promised for 2018. See Table 4.1.

**Table 4.1** Direct government funding for research as a proportion of total government funding 2018 (Current rates, see Budget proposal, p.41)

	Total MSEK	Research MSEK	% MSEK
Malmö University in Budget proposal for 2017	922	141	13%
Malmö University in Budget proposal for 2018 (+ MSEK 90)	922	231	20%
Malmö University at average level for new universities (26% research) (+ MSEK 90 + MSEK 100)	922	331	26%

Without an increase that raises funding to the level of other new universities, the challenges of linking Malmö University's large professional education and training programmes to research will persist. In this scenario there is a risk of failing to produce the kind of important, innovative research that should otherwise ensue from full accreditation, and it will be difficult for Malmö University to live up to the expectations that are made of HEIs. A summary of the measures that are planned to achieve the aims of research and doctoral education is presented in Table 4.2.

**Table 4.2** Summary of proposals to achieve the aims for research and doctoral schools.

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#### STRATEGIC PRIORITIES TO ACHIEVE THE OBJECTIVES FOR RESEARCH AND DOCTORAL SCHOOLS

##### **Increased external funding**

- More support for applications for research grants and innovation
- Co-financing for researchers – support from the university as a whole and from the faculties
- Fund-raising (structure and support from the university as a whole)
- Alumni engagement (structure and support from the university as a whole)

##### **Strategic recruitment of research/lecturing staff**

Most of this work is done at faculty level, but some issues (for example, strategic recruitments for certain professorial positions) may be decided at university level. Career paths for researchers and lecturing staff must also be made clear.

- Doctoral candidates
- Post-doctoral staff
- Associate professors/post-doctoral research fellows
- Professors
- Visiting professors

##### **Increase in research time for professors (research team leaders)**

##### **Leadership training for future research leaders**

##### **Development of a quality framework for third-cycle programmes and research**

##### **Research platforms for research teams**

##### **Support for major multidisciplinary doctoral education within the university's focus areas**

- Announcement of support for a small number of research programmes within thematic focus areas
- Announcement of support for two research projects in teaching and learning in higher education/challenge-based learning and broadened recruitment

**Support for multidisciplinary doctoral schools within the university's focus areas**

**Global engagement/internationalisation in research and third-cycle programmes**

- Exchange programmes for doctoral candidates
  - Exchange programmes for post-doctoral work
  - Facilities for senior researchers/lecturers to write up the results of their research
- 

The objective and the four target areas will determine which of the proposed strategic priorities will be chosen in 2018 to promote research, doctoral education and links between research and education.

## **EDUCATION AT FIRST- AND SECOND-CYCLE LEVEL**

### **Quality and research basis in education**

The second of the overarching target areas specified above was to ensure that all education is linked to research. The strategic platform, "Strategy 2020", emphasises the importance of high quality and relevance in all educational activities, so that graduates will be well prepared for the challenges posed by a changeable working life. In 2015–2016 Malmö University worked on producing a quality framework for first- and second-cycle education. Despite many years of focusing on quality in education, the challenge of systematically documenting and following up quality enhancement work throughout the entire scope of university operations remains. A quality culture is established through recurring dialogues, a clear division of responsibility between different levels in the organisation and incentives for development activities that are followed up. The quality framework also supports the integration of collaboration into educational programmes. The various components and processes of the framework will be developed further in 2016–2017.

## **Balance between volume of education and new initiatives in education**

Previously Malmö University had set its sights on a ceiling of 13,000 full-time equivalents, which is roughly 1,000 more than in 2016. Society needs an educated workforce, but ambitions in this direction clash with the wish to achieve a better balance between the respective volumes of education and research; this is an important consideration, not least in terms of being able to link all education to research activities. An audit of the university's educational offer will be made based on a clear, quality-assured progression through all three levels of education. In certain areas this may lead to a bolstering of the educational offer at second-cycle level with the aim of facilitating recruitment to doctoral education. In the future any expansion of the volume of education must be subject to careful consideration and thoroughly prepared in a systematic internal process to ensure that it is in line with and supports the strategic development of the university. There are several possible areas for expansion, a few of which are tentatively mentioned here as examples.

Large-scale immigration in recent years has increased the need for educated staff in schools and the care sector. This, in turn, has prompted calls for more places in teacher training and health science programmes. Malmö University is willing and able to play a larger part in meeting society's needs for this expertise, but only on condition that it does not risk upsetting the balance between education and research.

For Malmö University and the region as a whole it is strategically important to develop research and education in technology and IT. Already, in addition to qualifications in engineering, the university offers education in computer science, media technology, environmental science and biomedical science. Those areas that we see as possible candidates for expansion already have a track record of strong research that is highly relevant to society and are extensively involved in collaboration with trade and industry. We are also aware that the establishment of ESS and Max IV in Lund will lead to new needs for regional competence that can motivate an extension of programmes related to machine- and materials engineering.

## **Making use of migrants' competencies**

Some migrants who have arrived in the region in recent years have experienced difficulties in gaining a foothold in the Swedish labour market, despite having been educated to upper secondary school level and beyond in their native countries.

Malmö University will honour its commitment to continue to work with the validation of foreign education and migrants' competencies and will continue to offer foundation courses and bridging programmes. It is anticipated that there will be an increasing need to assess prior learning in order to validate entry requirements and credit transfers. While Malmö University will not renege on its commitment to actively participate in regional and national work to develop validation procedures, it is clear that, if a sustained high level of quality is to be expected, the HEIs must receive compensation for their validation activities.

### **Pedagogic platform for challenge-based learning**

In 2017 the Pro Vice-Chancellor for Global Engagement and Challenge-based Learning will lead work to develop a pedagogic platform for education and research in a changing society. The platform will constitute a framework for the university's research-based pedagogics, as reflected in ways of working and in attitudes to learning, the follow-up of learning processes and the understanding of learning behaviour. Malmö University will thus take responsibility for ensuring that its graduates have the knowledge, skills and mindset that enable them to contribute to sustainable social development, whatever their futures will bring and wherever their careers take them. The fact that students encounter different perspectives and work together with a number of different societal actors during their education will strengthen their ability to perform competently in all sectors of society. Examples of the perspectives to be integrated into the pedagogic platform include:

- *Equality, human rights, democracy, global engagement and sustainable development*  
The university plays a key role in defending democratic values and education as a democratic right by ensuring that all education is characterised by values such as equality, human rights, democracy, global engagement and sustainable development.
- *An inclusive approach*  
The many diverse backgrounds of students and staff are an asset and a quality-enhancing factor. Students and lecturers are partners in a joint process of creative and transformative learning. Education and research in an international context provide students with what they need to act in and contribute to the global society.



- *A challenge-based way of working*

Challenge-based learning that addresses the challenges faced by society enables students not only to acquire an understanding of the potential that research has to contribute to a process of positive social development, but also to develop their own competence in formulating research questions. Students are given the opportunity to develop a capacity for critically examining and evaluating scientifically based knowledge and translating this into practical actions. Education that involves knowledge exchange and collaboration with external partners helps students to identify research issues that are of practical value and gives them the skills they need for lifelong learning.

- *Students as agent for change*

During their education students are given the opportunity to work as change agents and to develop both the education and the workplaces with which they come into contact through the placements and internships that are integrated into their education. They develop an understanding for how research results can change established ways of doing things and how interdisciplinary action competence can help to identify new research topics.

## THREE STUDENT UNIONS

Student participation in the implementation, evaluation and evolution of education at all levels, from first-cycle to third-cycle, is of crucial importance to the quality of education. Malmö's three student unions have played a highly significant role in the university's positive development. Below, they share a few thoughts on what full accreditation will mean for the university.

### MALMÖ STUDENTS' UNION AND THE STUDENTS' UNION FOR THE FACULTY OF ODONTOLOGY

The students received the news that Malmö University is to be granted full accreditation with great pleasure. Malmö Students' Union and the Students' Union for the Faculty of Odontology look forward to the opportunities that the future will bring. We already have a broad spectrum of students from all social classes and all parts of the world who contribute their own perspectives, but Malmö University's work to widen participation is becoming more important than ever, not least in order to strengthen democracy and to ensure that new arrivals in Sweden can pursue academic studies that help them to find their place in society.

High-quality education is the foundation on which we students hope to build a successful career, an interest in continuing to pursue research and the ambition to drive change. Full accreditation will strengthen the position of research at Malmö University, giving first- and second-cycle students greater opportunities to take part in research projects and thus helping to ensure that we truly become the change agents that are needed if society is to succeed in solving the challenges that lie ahead.

## DOCTORAL STUDENT UNION

The most important role of the Doctoral Student Union is to defend the interests of doctoral candidates by taking part in and influencing the development of research and doctoral education. Full accreditation will strengthen doctoral education. The establishment of multidisciplinary doctoral schools and the advent of new international collaborations will create the right climate for enriching environments characterised by the diversity of scientific, social and cultural backgrounds among doctoral students. The university's resolve to take a broad-based approach to tackling a number of major social issues gives doctoral candidates a critical and holistic perspective and prepares them to answer the challenges that will face society in the future. This creates opportunities, but it also brings new challenges. Working together with the university management to retain and develop the quality of every aspect of doctoral education will be an important task for the Doctoral Student Union over the coming years.

## GLOBAL ENGAGEMENT

### **Education, globalisation and internationalisation as keys to sustainable social development**

The main focus of internationalisation in higher education has been on students' and lecturers' mobility between countries, with the emphasis on quantitative measurability rather than the qualitative effects of cultural meetings and the development of intercultural competence. Today the concept of globalisation is assuming ever greater relevance as the role of national borders in economic, political, cultural and social processes is being successively eclipsed. HEIs have a significant part to play in defending democratic values and everyone's right to higher education. Research shows that inclusive education of a high quality throughout a person's entire lifespan is one of the most significant factors behind the levels of well-being, health and equality in a society. Malmö University works on the basis that internationalisation activities must be quality-driven, integrated into every aspect of

operations and form part of a higher education institution's global engagement. Malmö University enables all staff and students to develop their global competence, either at home or through their own mobility and/or exchanges with partner organisations around the world. In order to develop and intensify international cooperation, Malmö University will devise a strategy for global engagement in 2017 with a clear objective for how global collaborations are to be developed at all levels within the organisation.

### **Global sustainable development goals**

The UN framework agreement known as Agenda 2030 resolves to “end poverty and hunger everywhere ... protect human rights and promote gender equality and the empowerment of women and girls, and to ensure the lasting protection of the planet and its natural resources.”

Malmö University takes an active part in development through its educational and research activities. It is becoming increasingly clear that internationalisation in higher education and research will be of decisive importance for global development and for building Sweden's reputation as a country that acts in ways that underline its relevance as a “knowledge nation”.

### **Increased mobility and exchanges with other countries and HEIs**

The mobility of students and staff remains an important aspect of internationalisation activities. The EU's goal is that by 2020 at least 20 per cent of graduates and doctoral candidates will have studied or worked in placements or internships abroad for at least 3 months (15 ECTS). For Malmö University, figure has fluctuated between 9 per cent and 13 per cent, so it will be necessary in 2017 to review and develop the forms for foreign studies with the aim of making them more attractive. Together with international partner universities and the private, public and social economy sectors, we will develop forms for how global social engagement can be integrated into international education and research.

## WIDENING PARTICIPATION FOR AN OPEN UNIVERSITY

### Teaching and learning in higher education

Equal opportunities for citizens to take part in higher education is a key constituent of a democratic society. Malmö University will build on many years' experience of developing different forms of teaching and learning in higher education so that it can continue to make effective use of the many diverse competencies and unique experiences that exist in its heterogeneous student cohort. The university has established a basis on which to make use of migrants' competencies and sees potential in developing this work further in order to make it easier for international target groups to be integrated into and included within the academic community. Based on our underlying challenge-based approach to research and education, we will devise a plan to develop challenge-based learning and research in teaching and learning in higher education. As with our other activities in higher education, the work of widening recruitment and participation will also have a strong basis in research. Increased research into higher education should include areas such as student recruitment, validation, inclusive teaching and learning in higher education, and induction into the labour market.

### Gender mainstreaming

In its work on gender mainstreaming Malmö University has identified three areas to which it will give special priority: equality in academic career paths, gender mainstreaming in research environments and gender mainstreaming in professional education. In the spring of 2017 an action plan will be produced in response to a government directive to Sweden's HEIs to address these issues. The action plan also includes strategies for increasing the proportion of female professors. Today 35 per cent of the full professors at Malmö University are women and, while this still falls short of the target, it is nonetheless higher than the national average.

## COLLABORATION AND INNOVATION

Globalisation leads to increased competition not only for natural resources, but for human and financial resources, too. Universities are expected to contribute to the positive development of society through their research and educational activities, and their importance for social progress is widely acknowledged. Seen from this perspective, it will be vital for Malmö University to develop and explain sustainable models for collaboration and to develop systems for knowledge utilisation and for innovation in its broadest sense, which also includes social innovation.

### **The impact of research on society**

One of the insights gained from work on Vinnova's pilot project is the need to systematise and develop processes for evaluating the results and effect of collaborations and innovation activities. In order to acquire a more reflective, non-linear and dynamic understanding of collaborations and the development of shared knowledge, the university intends to develop models and methods for evaluation. These will reflect both the process and the impact and will be implemented together with other actors. By regularly evaluating outcomes in the form of "social impact", individual measures can be placed in a larger context, thus enabling Malmö University to demonstrate their effects on social development over time, while also providing the university with an opportunity to evaluate the quality of its own system for research and innovation.

### **Advanced models for collaboration**

By developing models for collaboration that include individual citizens in addition to the private, public and social economy sectors, Malmö University seeks to create the right conditions for working together to identify problems and find sustainable solutions. In this context, the key lies in the development of strategic external relations. Good external relations with domestic and international alumni, business and industry, religious organisations, municipalities and the social economy sector help to improve the quality of research and education, simplify the challenge of finding relevant links to working life, build the university's own brand, increase

opportunities for successful fundraising and support the university's internationalisation work.

## **Support for research-based innovations, knowledge utilisation and commercialisation**

The universities are expected to contribute to bringing innovations to market, either as part of the natural business development processes of existing partner companies and organisations, or in the form of start-up companies. To do so, however, individual researchers need to have access to professional support in the process of identifying and managing their knowledge assets and, where appropriate, their intellectual property rights. Malmö University will strengthen and develop its work with regard to knowledge utilisation and innovations with the aim of inspiring more entrepreneurship and innovation in education and research. In terms of students, the aim is to give them the capacity and the ability to transform their knowledge into action when they take the step from academic studies to working life, either as employees or in self-employment. Doctoral education is accorded especially high priority as the commercialisation of research results will increasingly become a natural extension of the research process.

## **Tools for collaboration and innovation – Innovation Office and holding company**

Malmö University will develop models for collaboration and innovation that contribute to the quality of and confirm the relevance of the university's research and educational activities. It is also important to support and contribute to progress in the university's four target areas. Success in this respect is predicated on the assumption that Malmö University will be afforded the same conditions as Sweden's other universities.

Malmö University has links to LU Innovation, the innovation office at Lund University, but Malmö needs an innovation office of its own if it is to fully exploit the potential of its activities. It is essential that the university itself has the capacity to provide qualified support in questions relating to collaboration and the utilisation and commercialisation of research results. Malmö University's support for

innovation must reflect the full breadth of knowledge at the university, extending beyond traditional concepts of commercialisation, such as patenting and commercialisation through external business partners, to include support for researchers whose research results, if they can be developed in collaboration with other players in the public or social economy sector, have the potential to pave the way for much-needed social innovations.

Malmö University does not yet have the right to set up a holding company. Holding companies are important for dealing with certain types of knowledge sharing. This applies to all aspects of knowledge utilisation and commercialisation, but holding companies also enable HEIs to collaborate in alternative organisational forms that allow them to demonstrate professionalism and maximise effectiveness in every aspect of the collaboration. It is our opinion that, in the years to come, society will have greater expectations of Malmö University in terms of the university's role in regional, national and international collaborations for knowledge sharing and innovation. A holding company would strengthen Malmö University's ability to create benefits for society.

## **Arenas for collaboration and innovation**

As explained in Chapter 3, Malmö University has already demonstrated a long-term commitment to initiate and build up arenas for collaboration and innovation linked to the university's different research environments. These arenas have been created together with external actors and operate in a variety of organisational forms, but all are based on the needs for knowledge that society as a whole and those involved have, and on a desire to fuel progress and bring about change. Going forward, the emphasis will be on documentation, following up results and carrying out scientific evaluations of the results of activities, such as their social impact.

## **Storm – a new innovation environment**

To demonstrate and develop the innovation processes at Malmö University that contribute to knowledge utilisation and commercialisation, a new joint innovation environment, Storm, was set up during the first quarter of 2017 to serve as a creative meeting place for students, lecturers and researchers from all parts of the university.

As the hub that brings together the university's innovation environments from several different fields of research, Storm aims to inspire new ways of developing innovation and knowledge utilisation by facilitating multidisciplinary collaborations. Among the distinguishing features of this environment will be an openness to external collaboration partners and the active encouragement of alternative and creative ways of working. Storm will also serve as a shop window or marketplace for presenting innovations and activities.

## PLANNING OF OPERATIONS

To achieve the objectives that have been set up for Malmö University, those charged with managing the work of the faculties and departments must be given the means to run and develop their operations. Education, research and collaboration all take place at department level; it is here, first and foremost, that change can be effected and activities can be developed. The planning and follow-up process that will come into effect as part of the plans for 2018 aims to make it simpler for deans and heads of department to lead research and educational activities at faculty and department level and to enable them to make well-founded decisions about priorities and the development of activities. Parallel with this, however, it is also important to safeguard collegial influence. The purpose is to provide a firm base for activities that is as long-term and stable as possible, so that decisions about which path to choose and which investments to make can be made in good time. Success here is predicated on extensive external analysis investigations and risk analysis studies that subsequently lay the foundation for sound documentation, for example in the form of forecasts.

For some years, work has been ongoing to develop joint operational support with the help of a process-oriented approach. This will continue throughout 2017, but the new expectations that will be made on Malmö University are bound to have some effect on this. Support in areas such as external research financing will need to be bolstered so that Malmö University can maintain a high level of external funding. Other areas that need to be developed include support for doctoral education and quality enhancement work in education and research. Also important as an area to be developed is the presentation of activities for the wider world beyond the university. Priorities in operational support will be made based on the needs that arise when the



university commences work to achieve the goals that have been laid down in the strategic plan for the period 2018–2022.

## THE UNIVERSITY LIBRARY

The library at Malmö University is an important and integral part of the university environment that has long provided the type of support functions that can be expected of a university library. The library is well equipped with the right competencies and is ready to meet the changes that will arise from the increased amount of support that researchers and research will need once the university has been awarded full accreditation.

Priority will be given to continued work to monitor the development of the scientific publishing landscape and the knowledge gained will be used to assist with publication strategies that maximise exposure for the university's researchers. A rise in demand for statistics for bibliometric analyses is also to be expected, both from the university's executive management and from individual researchers. The library's support for Open Access, for example through the Publication Fund described in Chapter 3, will be expanded. One new task for the library will probably be to assist with the management of open research data, an area in which the library is closely monitoring developments. The library will also continue to perform an important function in linking undergraduate courses and study programmes to research.

## ONE UNIVERSITY – TWO CITY-CENTRE CAMPUSES

Malmö University is integrated into the city of Malmö with two clearly defined campus areas; one on Universitetsholmen ("the University Island") and the other adjacent to Skåne University Hospital. Both campuses are easily accessible and in close proximity to Malmö Central Station and the Triangeln commuter station respectively. Premises are constantly being expanded. Even before the university was awarded full accreditation, the City of Malmö purchased a centrally located plot of land close to the inner harbour and central station and named it "University Island". Malmö University now has four modern buildings on this site and approval from the municipal authorities for the construction of more premises to meet the university's expanding activities. There are three buildings on the southern campus area adjacent

to Skåne University Hospital, the newest of which is for laboratory research and boasts an impressive array of scientific instruments. The ambition is to continue to concentrate activities to the two current sites. To ensure that the university's vision and strategy are supported by attractive and sustainable physical environments, work has commenced on a long-term campus plan that will be developed together with representatives of the City of Malmö.

## CONCLUSION

The information in this document enables the reader to follow the history of Malmö University from its flying start in 1998, when new and old were fused into a dynamic new university in the expansive Öresund region, up to 2016, by which time the university had evolved and consolidated into a stable yet still dynamic higher education institution to which the Swedish government decided to award full accreditation with effect from 1 January 2018. Six thematic “threads” run through the text, as indeed they also run through the history of Malmö University: Widening participation, Community involvement, Collaboration, co-production and innovation, Multidisciplinary teams, Quality mindedness, and Global engagement. With the help of these six threads, we hope that we have been able to demonstrate that we have faithfully pursued the original course that was mapped out at the start of our journey and that our commitment to contribute solutions to the major challenges that society faces is not merely a reflection of a fleeting fashion, but something that is firmly rooted in the history and heritage of Malmö University.

We are pleased and proud to know that Malmö University will enjoy full accreditation from 1 January 2018. It is an expression of great confidence but also a challenge, albeit one that we feel we have the strength and the courage to accept. We look forward to working as an innovative and progressive university, in Sweden as well as in the global academic landscape.

Kerstin Tham  
Vice-Chancellor