

SPRÅKFAK 2020/37

Goals and Strategies for the Faculty of Languages, 2021–2024

Adopted by the Board of the Faculty of Languages on 8 April 2021

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Background

On 12 December 2019, the University Board adopted *Goals and Strategies for Uppsala University* (UFV 2018/641). In conjunction with the University Board's decision, the Vice-Chancellor was assigned to implement and follow up these goals and strategies. On 19 May 2020, the Vice-Chancellor tasked the disciplinary domain boards with developing strategic plans for their respective domains, along with proposals for indicators and target dates associated with *Goals and Strategies for Uppsala University*, and with the development goals (UFV 2020/937) in particular.

Under the *Rules of Procedure for Uppsala University* (UFV 2017/95), the faculty boards' tasks are to systematically safeguard, develop and monitor quality in education; decide on the arrangement and implementation of education; and decide on the organisation and quality of research. Accordingly, on 24 September 2020, the faculty boards at the Disciplinary Domain of Humanities and Social Sciences were assigned to use *Goals and Strategies for Uppsala University* as a framework for developing strategic plans for their respective faculties and also, for the development goals, to draw up proposals for indicators and target dates where doing so is feasible and meaningful.

The Faculty of Languages is part of the Disciplinary Domain of Humanities and Social Sciences. The Faculty has the broadest range, in the Nordic region, of teaching and research in languages and related subjects. Moreover, its activities span languages, written materials and cultures from more than five continents and as many millennia, and from studying modern world languages to documenting endangered tongues and exploring the written materials of classical and ancient times. The Faculty Board is responsible for quality, resources and, at an overarching level, the scope and direction of activities, while the individual departments are in charge of implementing the work.

The Goals and Strategies adopted by the Board of the Faculty of Languages are based on other goal statements in the University, above all *Goals and Strategies for Uppsala University* and the Goals and Strategies for the Disciplinary Domain of Humanities and Social Sciences. The Faculty's goals are also supplemented, and its activities governed, by various other goal and policy documents, action plans, regulations and guidelines, including *Teaching and Learning at Uppsala University* and *Student Working Conditions*.

The present document was drawn up, under the leadership of Vice Dean Sofia Ahlberg, by a working group comprising Associate Professor Eric Cullhed, Professor Natalia Ganuza, postdoctoral researcher Tove Larsson, student representative Annice Nguyen and Senior Lecturer Michael Prinz, with administrative support from Senior Faculty Administrator Dimitrios Iordanoglou. The period covered is from 1 July 2021 to 30 June 2024, and this document supersedes the previous 'Goals and Strategies for the Board of the Faculty of Languages, 2017–2019' (in Swedish). The majority of the overall and strategic goals set out in this document are well supported in the Faculty and still valid. The Goals and Strategies specified here may, where necessary, be revised in due course.

Overall goals

The overall goals of the Faculty of Languages are:

- to offer top-quality education in languages and related subjects in the first cycle (Bachelor's level), second cycle (Master's level) and third cycle (PhD level)
- to conduct nationally and internationally relevant, top-quality research in language and related subjects
- to preserve the Faculty's subject breadth in education and research
- to contribute to the University's vitality and society's development through internal and external collaboration.

The University's development goals and the Faculty Board's priorities

Uppsala University has set six development goals for education and research, intended to guide the development efforts under way at various levels and strengthen the University's capacity to foster, capture and prioritise among good initiatives concerning the renewal of education and research. Along with the Faculty's overall goals, the University's development goals form the framework for priorities in the Faculty. For every development goal, various work priorities of this kind are listed (not in order of priority) below. Where possible and meaningful, indicators of target fulfilment are proposed. These indicators are intended for use as aids to monitoring activities at an aggregate level, and may help to reflect the direction of the work. On the other hand, the indicators should not be seen as freestanding goals, and are not intended for use as distribution criteria in allocation of funds, or as quality measures for evaluation purposes. The primary form of systematic target follow-up and quality assurance – at the Faculty, as at the University as a whole – consists of various kinds of collegial review and valuation procedures.

1. Expand education and strengthen its links with research

Through its broad range of freestanding courses, the Faculty of Languages has ample scope to offer both individualised degrees and specially commissioned contract courses. It works continuously to ensure stable funding of the existing breadth of the educational range and research specialisations, and also long-term support for teaching in the languages for which the University bears national responsibility. The Faculty works to be the natural first choice for both national and international language students. However, the task of expanding education is intended primarily not to boost the number of courses and study places but, rather, to improve the retention rate and develop the course range so that the Faculty can also become a leading centre of flexible, lifelong learning. The Faculty needs to work for increased throughput and also greater retention, especially at second-cycle (Master's) level.

Under the Swedish Higher Education Act, activities at a higher education institution must be

conducted in such a way as to maintain close links between research and education (Swedish Higher Education Act, Chapter 1, Section 3). This means not only that academic teachers must have received research training, but also that they must have the opportunity to actively engage in research, which in turn must shape the teaching. Learning skills development must be offered both to PhD students and to teachers at the Faculty, especially with respect to technical innovations and digital teaching.

The links with research must characterise students' education from day one and, during their studies, the students must meet teachers at varying stages of their research careers. Students at all levels must be encouraged to participate actively in the departments' seminars. At second-cycle level, the research connections must be particularly prominent, and students at this level must be offered the opportunity to attend academic conferences.

Education at PhD level must have volume and breadth, and all PhD students must belong or have access to a stimulating PhD education environment.

Proposed indicators for Goal 1

Performance at first-cycle (Bachelor's), second-cycle (Master's) and third-cycle (PhD) level.

Retention rates at all three levels.

2. Develop research excellence and enhance attractiveness for prestigious grants

The Faculty of Languages aims to conduct nationally leading and internationally successful scholarly work. The Faculty Board must strive to create and develop stimulating environments for research work with an impact, where senior and junior researchers jointly make up a critical mass. Education at PhD level must be included as an inseparable part of these environments.

The Faculty works actively for internationalisation in research, PhD education and recruitment to ensure excellence of scholarship in the long term. Researchers and PhD students alike must be offered support for research stays abroad, and for holding and participating in international conferences. Visiting professors and researchers should be a continuous feature of the departmental environments.

The Faculty's researchers and teachers must be provided with favourable planning conditions that enable them to secure uninterrupted research periods alongside their teaching and other commitments. PhD students, as well as researchers, must be encouraged to publish their research results regularly, preferably in channels with peer review. The Faculty should provide publication support in some form, especially when works are published internationally and with open access, and also support drawing-up of appropriate publication strategies.

The Faculties' researchers must also be encouraged to submit applications, and assisted in making these applications by means of strategic initiatives, for external research funding, especially grants applied for in international competition.

The Faculty must work proactively to promote issues of good research practice and ethical aspects that need to be taken into consideration in connection with language research.

Proposed indicators for Goal 2

The number of publications and the number of publication points according to the Norwegian model.

The number of applications and the number of approved applications for external funds for major research foundations.

The amount of activated funds in external grants in Swedish kronor.

3. Strengthen transdisciplinary and challenge-driven research

The Faculty of Languages must work to create and underpin thematic research environments in which researchers from various disciplinary backgrounds work together towards well-defined common goals. A basis for these thematic environments already exists in formalised and informal research networks at the Faculty, and should also be sought beyond and across faculty and disciplinary domain boundaries. International collaborations must be given particular encouragement and support.

The Faculty aims to support transdisciplinary collaborations in education and supervision at PhD level by, for example, developing overall subject courses in new disciplinary groupings, or through participation in PhD study programmes. The Faculty must also promote collaborations of this kind in connection with external research funds.

Proposed indicators for Goal 3

The number of research networks that cross subject boundaries.

The number of courses at PhD level with teachers from at least two different subjects.

The number of approved applications for external funds with applicants from differing subjects.

4. Coordinate and marshal the University's resources

The University's key resource is its staff and students. The Faculty of Languages must work actively to provide them with a good work environment and favourable prospects of engaging in teaching and research. The Faculty should retain major initiatives in research infrastructure so that language research needs, in a broad sense, are met in terms of, for example, obtaining equipment and databases. The Faculty must also work for two other goals. First, it must ensure long-term resources for the study programmes and University-wide support activities that are, at present, conducted at the behest of the University Board and with the Vice-Chancellor's support. Second, it must enable coordination of these study programmes so that the departments performing the assignments are allowed to decide on their mutual dimensioning, so that students' and staff's needs can be met better and the agency capital (the University's unspent government-allocated funding) does not accumulate.

The Faculty Board must, in its forthcoming operational planning, evaluate previous provisions for the purpose of bringing about resource allocation that is as efficient as possible.

Proposed indicators for Goal 4

The surplus margin in education at first-cycle (Bachelor's) and second-cycle (Master's) levels.

The surplus margin in research and education at PhD level.

5. Utilise Campus Gotland's potential

The educational and research environment at Campus Gotland offers particularly good scope for trying out new approaches and exploiting the potential of multidisciplinary and transdisciplinary studies, regional cooperation and sustainable development. The Faculty of Languages has some teaching premises at Campus Gotland, and Faculty staff are encouraged to maintain their activities, in both education and research contexts, at Campus Gotland. The Faculty will work to create more distinct integration between the study programmes located at Uppsala and Campus Gotland respectively, and to investigate the scope for collaboration with the Sustainable Development PhD programme.

Proposed indicators for Goal 5

The number of courses that involve staff in both Gotland and Uppsala.

6. Develop cooperation as an integral part of education and research

Under the Swedish Higher Education Act (Chapter 1, Section 2), the higher education institutions' remit includes cooperating with the community at large, providing information about their activities and working to ensure that research results confer benefits. The Faculty must therefore work for skills in such cooperation to become a natural part of teaching and research expertise. The Faculty may, for example, contribute by developing teaching materials that clarify various forms and target groups for cooperation in both education and research.

The Faculty is working to clarify information about what language studies comprise and may lead to, and thereby develop clear communication strategies through social media and other platforms and channels, such as Expertsvar.se, which puts journalists in touch with researchers to obtain 'expert answers'. Like regional collaboration, social debate and popular education too must be emphasised as important arenas for the Faculty, and the Board must work actively to identify and give emphasis to examples of best practice in cooperation. The Faculty must continue to develop parts of Campus courses and study programmes that involve cooperation with the surrounding community and correspond to its challenges and needs.

Proposed indicators for Goal 6

The number of courses in contract education (internal and external alike).

The number of courses with practical instruction outside the University.

The number of study credits in professional training courses.

The number of externally funded research projects with collaborating partners.