

# Goals and Strategies for the Faculty of Law

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in the years 2017–2019

Adopted by the Board of the Faculty of Law on 7 November 2016

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# 1. Introduction

The Faculty of Law at Uppsala University, provides first-class education for lawyers-to-be at basic and advanced (first- and second-cycle) level. The legal education is permeated by stringent demands on the students' participation in the education, for example through preparatory work and oral reports in base groups at the seminars. The teachers work in teams and jointly prepare the instruction. This form of work helps to initiate new teachers in the educational methods used.

The research conducted at the Faculty is also consistently superior and covers most of the various areas of legal science. Extensive theoretical support and dialogue with the local community characterise the research. Its results are made available through a range of channels, such as articles, monographs, handbooks and textbooks, and exert a high degree of influence. The research findings serve as an important foundation for decisions in law courts, government agencies, the business sector and elsewhere.

The Faculty's researchers also help to develop jurisprudence through their assignments as experts in job promotion and appointment cases at higher education institutions in Sweden and abroad, and by serving as 'opponents' and members of the examining committee in doctoral disputations (students' public defences of their PhD theses).

The Faculty's teachers and researchers collaborate to a high degree with the community. This work takes place in such forms as issuing replies to the Government, other public agencies and the business sector in consultation procedures, attending conferences, featuring in the press, on radio and TV and in other information media, and taking part in government inquiries. In public debates, the Faculty's teachers and researchers provide well-founded assessments and views based on up-to-date research that is free from ties to specific parties.

There is an ambition to boost international contacts further, thus promoting understanding of other legal systems and giving researchers, teachers and students international experience and knowledge.

All activities at the Faculty of Law are characterised by fundamental democratic values, such as equal treatment and gender equality.<sup>1</sup> Fostering development that is sustainable in the long term is an explicit and important goal.<sup>2</sup>

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<sup>1</sup> See *Goals and Strategies for Uppsala University*, UFV 2013/110 (adopted by the University Board, or Consistory, on 26 November 2014); *Uppsala University Equal Opportunities Programme*, ref. UFV 2015/766 (adopted by the Consistory on 16 June 2016); *Programme for External Collaboration*, UFV 2015/735 (adopted by the Consistory on 21 April 2016); *Programme for Internationalisation*, UFV 2015/280 (adopted by the Consistory on 12 November 2015). Also applying to the Faculty and Department of Law are the 'Action Plan for Equal Opportunities 2015' (JurfaK 2015/47) and 'Plan for Equal Treatment of Students 2015' (JurfaK 2015/48), both adopted by the Board of the Faculty of Law on 11 June 2016. For Uppsala University's Disciplinary Domain of Humanities and Social Sciences (which includes the Faculty of Law), the 'Goals and Strategies' document (HumSam 2014/48) adopted by the Disciplinary Domain Board for Humanities and Social Sciences on 24 September 2015 also applies.

<sup>2</sup> This is also clear in Uppsala University's 'Programme for Sustainable Development', UFV 2014/386 (adopted by the Consistory on 30 September 2015) and *Action Plan for Sustainable Development 2016–2018*, UFV 2013/386 (adopted by the Vice-Chancellor on 12 January 2016).

## Goals

Education, research and collaboration – indeed, all activities at the Faculty – must be permeated by basic democratic values like equal treatment, non-discrimination and gender equality. Work at the Faculty must also contribute to sustainable long-term development and a better world.

This goal applies both to the Faculty of Law as a workplace and to the content of the education, research and collaboration pursued at the Faculty.

## Strategies

- The University's and the Faculty's plans for equal treatment and opportunities must be implemented. The Faculty will work for knowledge and awareness, among all the employees and among the students, of what these plans contain.
  - The University's programme and action plan for sustainable development must be implemented. The Faculty will work for knowledge and awareness, among all the employees and among the students, of what the programme and the action plan contain.
  - The Faculty must continue to pursue its already extensive education, research and collaboration within the areas of basic democratic values, such as equal treatment, non-discrimination and gender equality.
  - The Faculty must, in accordance with the University's programme and action plan for sustainable development, stimulate education, research and collaboration in this area.
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These goals and strategies were adopted by the Board of the Faculty of Law on 7 November 2016 and will apply for the years 2017–2019. During the spring semester of 2019, the Faculty Board will start an evaluation of the Faculty's work to achieve the goals and strategies, and also begin working on a new version of this document.

## 2. First-class education

Education at basic and advanced level, including Master programmes, at the Faculty of Law ('core education') is characterised by its research connections and progression within and between educational levels. The teachers are highly proficient, both academically and pedagogically, and work in teams. During their studies, the students acquire in-depth subject knowledge of law and other subjects in jurisprudence; constantly practise their ability to think independently and critically; and are trained continuously in such skills as oral and written presentation. Other characteristics of the education provided is that it is founded on a problem-oriented teaching model, that the students work in base groups and that all seminars require the students' active participation. Teachers and students bear joint responsibility for creating a learning environment distinguished by student activity and involvement. Moreover, the education is characterised by high societal relevance and by extensive contacts with the community at large.

Postgraduate studies at the Faculty of Law confer proficiency in independently describing jurisprudence research, an in-depth understanding of the subject area studied and skill in communicating knowledge and enhancing others' learning. The PhD students contribute greatly to the legal research, to the training of new lawyers and to public debate.

The core and the postgraduate education alike are crucially important both to the Faculty of Law and to the community at large.

### **General goals**

The overall aim is for core education in the form of undergraduate and advanced law study programmes, Master programmes and other courses, and postgraduate education at the Faculty of Law, to maintain top national, Nordic and European quality.

### **Interim goals**

#### *First-class education*

All students must have the opportunity to acquire first-class subject knowledge of law and other subjects in jurisprudence, legal method and such skills as oral and written production.

### **Strategies**

- The teaching must conform to a problem-oriented teaching model with a very high degree of student activity. The students must prepare their learning both individually and in base groups (of four to six). The seminars must be characterised by the base groups' accounts of analyses and assessments, and by discussions among students.
- The teaching material and instruction must be designed to focus on training in legal method and in oral and written production.

- Responsibility for developing the teaching must be borne primarily by the teachers and researchers in the individual subjects and thus be based on a decentralised organisation in which all teachers and researchers are required to assume an active role.
- The teachers' pedagogical and academic skills must be developed continuously. All the teachers should be urged to attend refresher teacher-training courses within the scope of the courses provided at the University and by the Faculty. Lectures and seminars on educational issues must be arranged on an ongoing basis at the Faculty.
- Every semester a training day, compulsory for all the teachers, must be held to bring current educational issues to the fore and discuss them.
- The students must be urged to assume responsibility, jointly with the teachers, for both their own and other students' learning.
- The Faculty must continuously maintain a good dialogue with the students regarding the content of the education and the students' study and social situation.
- The Faculty must also work in other ways to ensure that the students receive the best possible support and study environment.

### **Interim goals**

#### *Critical thinking, academic approach and ethical principles*

All students must be given the best possible scope for acquiring a critical mindset, an independent academic attitude and fundamental ethical principles.

### **Strategies**

- The education provided must have strong connections with current and ongoing research in jurisprudence.
- The teaching material and teaching must be designed to train the students to think critically, define and solve problems, present arguments and evaluate knowledge.
- Ethical aspects of law must be covered in the teaching material and the teaching.
- The Faculty must help students to obtain parts of their education outside Sweden, for example within the Erasmus, NordPlus or Minnesota exchange framework.
- The Faculty must work to host foreign students within the framework of various exchange programmes.

- The Faculty must work for increased exchange of knowledge and experience with other faculties and departments at the University.
- Admission to postgraduate education must be designed to meet the Faculty's needs of teachers who have completed postgraduate studies.

### **Interim goals**

#### *Education with a solid academic foundation*

The education must be founded on current and ongoing research in jurisprudence, and take into consideration society's need for legal knowledge and skills.

### **Strategies**

- The teaching material and the teaching must be designed with reference to current and ongoing research in jurisprudence.
- The education must be evaluated continuously and its subject composition and division of the syllabus into semesters must regularly be reviewed.
- The content and consequences of possibly adapting the education to the Bologna system must be investigated.

### **Interim goals**

#### *Broad student recruitment*

Recruitment to the Law Programme must be broad and include students from various social and cultural environments.

### **Strategies**

- Investigating the nature of current recruitment to the Law Programme in terms of the students' social and cultural background.
- In the light of the results from this investigation, taking relevant measures that may consist in information and outreach activities at upper secondary schools and in mentorship programmes.

### 3. Excellent research

At the Faculty of Law, research throughout the broad field of jurisprudence is conducted to meet legal challenges and tackle problem areas arising from societal trends as a whole. The aim is for the research also to yield the in-depth knowledge needed to enable academically based education to be provided. The research is of the highest national standard and internationally competitive, and ensures that core education rests on an academic foundation.

#### **General goals**

##### *Breadth, depth and innovative thinking in research*

The aim is for the Faculty's research to demonstrate breadth, depth and an innovative approach, and to cover most areas of jurisprudence. The research is intended to meet the highest national standards, be internationally competitive and ensure that core education has an academic foundation. Research that crosses subject boundaries, both involving different areas of jurisprudence and linking jurisprudence with other research fields in, for example, social sciences and humanities, and also intellectual discourse, must be encouraged. The number of researchers in the Faculty's different areas of jurisprudence must be sufficiently large to enable high-quality academic discussions to be conducted.

#### **Interim goals**

##### *Recruitment and further development for employees*

The Faculty of Law's principal asset is its employees. The Faculty must ensure that the leading researchers in each research field can be recruited to the Faculty, and create suitable conditions to enable them to continue developing their expertise here.

#### **Strategies**

- As far as possible, creating and announcing vacant positions in competition with openly formulated job descriptions.
- Ensuring that there are clear guidelines available concerning how employees can develop in their academic careers.
- Giving employees sustainable conditions for research within their positions that, as far as possible, permits research to be carried out in continuous periods of time.
- Working to recruit the most advanced researchers and teachers from Sweden and other countries.

**Interim goals***Core education with strong research connections; research surveys and reports*

The core education must have strong connections with research. The research conducted at the Faculty must be regularly surveyed and the researchers must report on their work.

**Strategies**

- Continuously developing the core education in order to reflect the general lines of development identified in the research.
- Regularly carrying out inventories of ongoing research at the Faculty.
- Ensuring that the Faculty's researchers report on their research activities annually.

**Interim goals***Meeting challenges brought by society's development*

The research carried out at the Faculty is interest-driven, based on the research questions formulated and methods chosen by the Faculty's researchers. With this freedom in mind, the Faculty must work to meet the challenges entailed by the development of society, such as economic trends, globalisation, environmental impact and technological progress.

**Strategies**

- Supporting the conduct of research in diversified forms with respect both to method and to material emphasis.
- Encouraging the Faculty's researchers to engage in, and facilitating, research in interdisciplinary and international projects.
- Ensuring that all those who work in research have access to an international environment adapted to their own research interests.

**Interim goals***A good research environment and an ethical attitude*

The Faculty must work for a creative, dynamic research environment which postgraduate students and researchers, young and senior, can develop and learn from one another.

**Strategies**

- Ensuring scope for all subjects in postgraduate education to regularly organise high-level seminars with academic relevance.

- Arranging regular research days, training sessions for supervisors and doctoral students, and the like.
- Regularly discussing the importance of sound attitudes in line with research ethics in the Faculty's activities.

### **Interim goals**

#### *Making ongoing research available*

The Faculty must work to make the research carried out at the Faculty available to the research community and society at large.

### **Strategies**

- Encouraging the Faculty's researchers to publish, where possible, with open access.
- Encouraging the Faculty's researchers to publish in publication channels with a major impact in the research community and, where possible, through international publishers.
- Further strengthening knowledge within the Faculty about publication strategies and the importance of various bibliometric research reviews.
- Persuading the Faculty's researchers to register all their publications in DiVA.<sup>3</sup>
- Compiling the results of inventories and reports and making them available both to the Faculty's employees and to the public.

### **Interim goals**

#### *Research funding*

The Faculty must work actively to ensure that the Faculty's researchers can be assured of research time in their positions, and should work actively to bring about increased research grants.

### **Strategies**

- Conveying to the researchers relevant information on which external research funders exist and what application and review processes different funders have.
- Developing the Faculty's administrative support for applications to external research funders.

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<sup>3</sup> *Translator's note.* DiVA (short for the Swedish name for 'Digital Academic Archive'), is Uppsala University Library's database for publication and registration of publications written by researchers, teachers and students.

- Developing incentive structures for researchers who apply for external research funds or obtain major research grants.
- Purposefully and persistently working for increased basic grants for research, from the University and the Disciplinary Domain Board for Humanities and Social Sciences, that are in reasonable proportion to the Faculty's education grant.

## 4. High degree of collaboration

Society has a major need for legal subject knowledge and the Faculty of Law meets this need by conducting research, publishing research results and training new lawyers. The Faculty of Law's teachers and researchers also collaborate with the local community in a range of different ways. Every year, the Faculty's teachers and researchers reply to a large number of consultation inquiries (approximately 70 replies in 2015), especially from the Swedish Government Offices and the University but also from other government agencies and organisations. The Faculty's teachers and researchers also serve as experts in government inquiries and participate actively in public debate in the press and on radio and TV. Collaboration with other universities and higher education institutions, and with other faculties and departments of Uppsala University, is already under way on a substantial scale. This collaboration can be broadened and deepened further.

### **Interim goals**

#### *Participation in public debate*

The Faculty's teachers and researchers must actively join in public debates and bring legal research to bear, helping to ensure that expert knowledge and academic results are spread and pave the way for objective, evidence-based opinion formation and decision-making.

### **Strategies**

- The Faculty's teachers and researchers are urged and stimulated to take part in public debate to spread expert knowledge and research findings and to join in training courses for government agencies and other organisations.

### **Interim goals**

#### *Meeting society's needs*

Legal education must meet the needs of the community. Research and teaching must take into account opinions expressed by those who exert influence in society – agencies, organisations, companies and individuals. The Faculty's teachers and researchers must take part in inquiries and various kinds of community bodies as experts and witnesses.

### **Strategies**

- Continuously sustaining a dialogue between the Faculty and society at large about the content of its legal education.
- Research-related seminars, lectures and conferences must have participants from the local community.
- Practising lawyers or people with other occupational backgrounds or experience must

take part in the education.

- In the evaluation of qualifications, it must be considered a qualification to have experience of work outside higher education institutions.
- Researchers and teachers must be encouraged to take on extra assignments as, for example, experts in public inquiries or members of external governing or other boards.

### **Interim goals**

#### *Dissemination of research results*

Research results must be spread by simple, effective means both within the research community and among the general public.

### **Strategies**

- Having a clear and accessible website.
- Making research publications available, if possible, to the public through open access.
- Issuing information about the Faculty and its teachers and researchers in English.

### **Interim goals**

#### *Alumni activities*

The Faculty's contact med alumni (former students) must be developed and strengthened.

### **Strategies**

- The Faculty must help to develop the good work that has been carried out for several years by the Uppsala Lawyers' Alumni Foundation.

### **Interim goals**

#### *Increased external funding of education and research*

The Faculty must develop its efforts to obtain external funding of core education, postgraduate education and research. It is crucially important that the values, the integrity and the independence on which the Faculty's activities are based must not be influenced by external grant providers.

### **Strategies**

- The Faculty must collaborate further with the Uppsala Lawyers' Alumni Foundation to set up a not-for-profit foundation with the purpose of supporting core and postgraduate

education and research at the Faculty.

- The management must contact conceivable sponsors and discuss possible means of funding parts of the work.
- Ideas and methods developed at other universities, in Sweden and internationally, must be taken into consideration in the work.

### **Interim goals**

*Collaboration within Uppsala University and with other higher education institutions and research institutes*

There must be further broadening and deepening of the wide-ranging and in-depth collaboration that is already under way on a considerable scale with other higher education institutions, other faculties and departments at Uppsala University and other research institutes.

### **Strategies**

- Stimulating the Faculty's teachers and researchers to collaborating with other higher education institutions, other faculties and departments at Uppsala University and other research institutes.

## 5. Appropriate and well-functioning technical and administrative support

For the Faculty and the Department to be able to fulfil its remit with respect to research, teaching and collaboration with society at large, reliable technical and administrative support is needed. This is provided largely by the technical and administrative staff. This support benefits employees and students alike and involves interaction with the local community.

The support functions comprise, for example, data coordinators, financial administrators, research administrators, human-resource administrators, study counsellors and course administrators.

### **Interim goals**

#### *Appropriate support functions*

Support functions and infrastructure must be continuously adapted to meet the needs of the work.

### **Strategies**

- Making it possible for the technical and administrative support to be developed and adjusted in line with the changes that take place at the University, in the Faculty and in society at large.
- Making the support more efficient by simplifying, as far as possible, the management associated with administrative systems and ways of working.
- Working to ensure that activities are pursued in appropriate premises.