



UPPSALA
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Goals and Strategies for the Faculty of Law

Valid for the years 2021 – 2024

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1 Introduction

The *Goals and Strategies for the Faculty of Law* define the Faculty's goals for the years 2021 – 2024 and strategies for achieving these goals. On 12 December 2019, the University Board established the *Goals and Strategies for Uppsala University (UFV 2018/641)*. In the summer of 2020, the Disciplinary Domain Boards and faculties were instructed to develop strategic plans and submit proposals for indicators and set targets with dates linked to the University's development goals (UFV 2020/937). The *Goals and Strategies for the Faculty of Law* have been developed in a collegial process within the Faculty.

2 Overarching goals of the Faculty – our vision

The Faculty of Law at Uppsala University carries out research of the highest national and international quality and relevance. This research is one of the foundations of the Faculty's high-quality courses and study programmes at all levels and covering all the areas of law. The Faculty of Law contributes to the development of the University and the community at large through internal and external collaborations. The Faculty's vision is to maintain and strengthen its leading position in research and education in law through continuous quality enhancement and revisions.

The Law Programme is the most sought-after education programme at Uppsala University and the University's doctoral education in law is one of the most sought-after in the country, attracting a high number of qualified applicants. Quality enhancement permeates and guides all the activities of the Faculty, which has well-developed quality management systems in education at first- and second-cycle levels and in doctoral (third-cycle) education. The development of undergraduate education is ongoing and includes continued quality work and strengthening of the progression during the education period, as well as developing students' skills in oral and written communication, methodology awareness and critical thinking. In course development, the first-cycle Law Programme's connection with current societal changes and the Europeanisation and internationalisation of law are a primary concern.

The research carried out at the Faculty is of the highest quality and covers most of the law disciplines. This research is characterised by a firm theoretical grounding and a high degree of methodology awareness, originality and innovation and is carried out in dialogue with the community at large. The Faculty's teaching staff and researchers participate in the public conversation with knowledge derived from scholarship and based on the latest research findings, free from any ties to any party.

All the activities at the Faculty of Law are characterised by fundamental democratic and academic values such as equal treatment, academic freedom and a scientific approach, as well as striving to ensure sustainable development and human rights. Satisfying the needs of activities is the guiding star for the Faculty management and administrative support. Decentralised decision-making with strong collegial involvement and transparent decision-making processes characterise the Faculty's system of governance.

3 Research and Doctoral Education

3.1 Overarching goals

Research at the Faculty of Law, in a broad representation of law disciplines, is at the forefront in Sweden, the Nordic countries and Europe. It builds on and fuels the distinctive features of jurisprudence and its methods, in line with changes in the community at large. This research is innovative and productive, with an open and lively dialogue, and a high degree of awareness of a range of scientific methods and theoretical approaches. The research pursued at the Faculty of Law is strongly anchored in and has a strong influence on the community at large, and is well able to explain and confront societal challenges. Cooperation between different fields of law and with other scholarly disciplines – locally, nationally and internationally – as well as collaboration with the community at large are encouraged.

The quality of this research and doctoral education is assured through continuous quality enhancement, the core of which is a lively academic conversation, an approach grounded in research ethics, collegial decision-making and peer review, international publications, and a continuing high level of competitive external research funding obtained.

One of Sweden's leading third-cycle study programmes is taught at the Faculty of Law, and is continuously evaluated and revised in cooperation with the Faculty's doctoral students.

The research and work environments at the Faculty of Law attract the best researchers and doctoral students.

3.2. Sub-goals and strategies for Research

Sub-goal 1 Research of the highest quality

Strategies:

- Communicate the particular features and importance of academic freedom to the community at large.
- Promote the freedom to choose research questions and methods and emphasise the importance of adopting a critical and independent stand in relation to politics and social change grounded in a scientific approach.
- Assure transparent and open recruitment processes and clarify career paths.
- Assure equal treatment and gender equality.
- Aim to offer the Faculty's researchers contiguous periods for research.
- Ensure that an attitude grounded in research ethics characterises all of the Faculty's activities.

Sub-goal 2 Advanced multidisciplinary and interdisciplinary research

Strategies:

- Facilitate interdisciplinary cooperation in fields of law.

- Develop strategies to promote multidisciplinary and interdisciplinary research and collaboration both within and outside the University.
- Include doctoral students in interdisciplinary and multidisciplinary research wherever possible and desirable.
- Highlight the value of interdisciplinary and multidisciplinary research.

Sub-goal 3 Visible and accessible research

Strategies:

- Develop procedures for surveying and communicating completed, ongoing and planned research.
- Develop an action plan for internal and external communications.
- Promote national and international visibility of the research by for example deploying well-planned publishing strategies.
- Encourage employees to take on managerial roles and positions of trust in national and international scholarly communities and organisations.
- Develop support for online events and communications via social media.
- Promote bilingualism (Swedish and English) in communications within and from the Faculty and Department.

Sub-goal 4 Strong research funding

Strategies:

- Work to obtain higher direct government funding for research and third-cycle programmes.
- Stress the responsibility of all teaching staff to apply for external research funding.
- Develop support for the Faculty's researchers in submitting applications for external grants.
- Encourage applications for funding for research programmes and research centres/institutes with specific themes, including those with interdisciplinary and multidisciplinary potential.

Sub-goal 5 A good work environment

Strategies:

- Promote good cooperation and communication between the Faculty's employees and the various fields of law.
- Continuously follow up and support initiatives for a good work environment.
- Work for sustainable and flexible workforce planning in the long term.

Sub-goal 6 Well-developed third stream activities

Strategies:

- Highlight employees' extensive collaborations with the community at large in the form of, for example, participation as experts in commissions of enquiry and as a consultative body.
- Develop opportunities to collaborate with non-University actors.
- Develop forms of collaboration between law research and its practical applications within and outside academia, while maintaining integrity and independence.

3.3. Sub-goals and strategies for Doctoral Education

Sub-goal 1 The most highly qualified PhD graduates

Strategies:

- Ensure a recruitment process that is open and transparent.
- Work systematically to promote inclusive doctoral education environments and seminar cultures.
- Highlight different types of career paths after graduation.

Sub-goal 2 An excellent doctoral education

Strategies:

- Promote academic writing and the presentation of research results as specific research skills.
- Further develop and strengthen the research ethics and methodological aspects of doctoral education.
- Boost doctoral students' opportunities for gaining teaching expertise.
- Ensure that attention to quality prevails in all parts of doctoral education throughout the entire period of study.
- Clarify the supervisor and manager functions in relation to doctoral students.
- Promote bilingualism (Swedish and English) in communication in doctoral education at the Faculty and the Department, and work towards more doctoral courses being taught in English.

Sub-goal 3 An academic environment that promotes collaborations between doctoral students and senior researchers

Strategies:

- Ensure that all third-cycle subject areas hold regular research seminars.
- Develop opportunities for collaborations between doctoral students and senior researchers on topical research questions.
- Encourage the Faculty's senior researchers to introduce doctoral students to national and international networks and to assist in identifying relevant national and international conferences and other forms of cooperation.

Sub-goal 4 Doctoral education with third stream connections

Strategy:

- Develop the conditions for co-financing with external funding bodies while safeguarding the integrity and independence of the Department of Law.

4 Education

4.1 Overarching goals

The Faculty of Law's education offering, which includes the Law Programme and other courses and study programmes, is of the highest quality in Sweden, the Nordic countries, and Europe. The

Faculty's education offering is characterised by links to research and specialised study within and between study cycle levels. The teaching staff have a high level of both research and teaching expertise. The Faculty's education offering is continuously evaluated and revised in cooperation with the students.

During their education, students are taught advanced subject knowledge in law and legal method and, where appropriate, other subjects and methods covered by the study programme. Throughout their study programme, the students continuously practice skills such as the capacity to think independently and critically, as well as oral and written communication.

The programme uses a problem-based teaching model where the students work in problem-based learning (PBL) groups and where all seminars require active participation by the students. Teachers and students have a joint responsibility for creating a learning environment characterised by student activity and engagement.

The Faculty's education offering is characterised by high social relevance and extensive contacts with the community at large. Collaborations in education with other universities and university colleges as well as with other faculties and departments within Uppsala University is broadened and deepened where appropriate.

4.2. Sub-goals and strategies for Education

Sub-goal 1 First-class education

Strategies:

- Teach using on a problem-based teaching model with a high degree of student activity (the Uppsala model).
- Design teaching materials and teaching with a focus on training the students in legal method and in oral and written communication.
- Continuously examine the need for additional social and behavioural sciences components in study programmes.
- It is important to note that the students' learning process is part of the assessment process, and to give feedback to the students on assessed components.
- Continuously develop the teaching and learning and subject-matter skills of teaching staff through continuing professional development, etc.
- Ensure that all teachers and doctoral students receive a good introduction and support.
- Continue to work to ensure that a large proportion of the teaching staff have completed or are completing doctoral education.
- Encourage and enable the students to share responsibility for both their own and other students' learning with the teaching staff.
- Maintain a good dialogue with students on the content of courses and study programmes and on the student welfare situation.
- Encourage the teaching staff to participate in various international exchange programmes.

- Work to ensure that students are given the opportunity to complete part of their education abroad, and that there are good opportunities to receive foreign students within various exchange programmes.
- Ensure that second-cycle education meets national and international demand and is competitive.

Sub-goal 2 Education permeated by critical thinking, a scientific approach and ethical principles

Strategies:

- Design the teaching material and teaching so that students are trained in critical thinking, formulating and solving problems, argumentation, and evaluating knowledge.
- Ensure that the ethical aspects of the law, for students' future professional roles and in their student role, are dealt with in teaching material and in the teaching.

Sub-goal 3 An education that is in step with its time

Strategies:

- Design teaching materials and teaching to take into account current and ongoing research in law and other relevant disciplines.
- Ensure that the legal issues raised by social change, such as digitalisation, artificial intelligence and globalisation, are addressed in courses and study programmes.
- Continuously adapt the Law Programme, in consultation with the legal community at large, to take into account changes in the role of the lawyer.
- Evaluate the Law Programme, how it is taught, the subjects covered in it, and how it is structured (semesters).
- Continuously evaluate other study programmes so that they meet society's needs.
- Work to ensure that the Faculty's education offering contributes to lifelong learning.
- Foster innovation and transparency in relation to alternative and new teaching methods, including the potential of digitalisation.

Sub-goal 4 A welcoming education

Strategies:

- Review the arrangements for recruitment to the Law Programme in order to promote gender equality and broaden recruitment.
- Continuously adapt the arrangements for education with the aim of giving all students the opportunity to acquire the requisite subject knowledge, legal method and generic skills.
- Ensure a good and welcoming study environment with good educational and study counselling support to be able to offer an inviting, inclusive and creative learning environment.
- Maintain a good dialogue with the students on the content of the courses and study programmes.

- Work actively and preventively on issues related to the study environment, gender equality and equal treatment.

Sub-goal 5 An education with close ties to the community at large

Strategies:

- Maintain a dialogue with the community at large regarding the content of the courses and study programmes.
- Promote active participation in courses and study programmes by practitioners of law or persons with other professional backgrounds or experience.
- Be open to developing new forms of teaching in collaboration with the community at large.
- -Develop and strengthen the Faculty's contacts with alumni, and deepen collaboration with *Uppsalajuristernas Alumnistiftelse* (the Uppsala Law Alumni Foundation).
- Work to increase sharing of knowledge and experience with other faculties and departments within the University and with other universities.
- Work to ensure that the Faculty's teaching staff participate in contract education that is socially important.

5 Management and Administrative Support

5.1 Overarching goals

The management structure and working methods of the Faculty of Law are characterised by transparency, collegiality and an inclusive attitude to all employees, giving everyone the opportunity to participate and develop in their professional roles. Employees are encouraged to participate in the various collegial bodies of the Faculty, thereby participating in the development of its activities. In Education, the Faculty's decentralised organisation is apparent in course heads and teacher teams being given great freedom to develop courses and study programmes at first-cycle level as well as at second-cycle level and in doctoral education (third-cycle level). In Research, researchers' freedom to choose research questions and methods is assured.

In order for the Faculty and Department to be able to fulfil their research and teaching remit, they need reliable technical and administrative support provided in cooperation with the teaching staff and researchers. The support functions interact with the University-wide support functions based on a clear division of responsibilities and work.

5.2. Sub-goal and strategies for Management

Sub-goal Continuously evolving management

Strategies:

- Safeguard the Faculty's collegial governance.
- Work to maintain a sustainable economy in balance.
- Assure stability in skills supply and preparedness for staff changes.

- Create good conditions for revitalisation efforts in Research, Education, and Administrative Support.

5.3. Sub-goal and strategies for Administrative Support

Sub-goal Support functions and infrastructure are continually adapted to meet the Faculty's needs

Strategies:

- Continuously evaluate the quality of and revise administrative support procedures in cooperation with the Faculty's activities in general.
- Clarify administrative functions and resources.
- Ensure that technical and administrative support can be developed and adapted in line with changes taking place at the University, in the Faculty, and in the community at large.
- Continuously strive to improve the efficiency of administrative support provided to the Faculty's activities in general by simplifying cooperation on administrative systems and working methods as far as possible.
- Work to ensure that Faculty-based and University-wide administrative support strengthen each other through a clear division of responsibilities and work.