

Operational Plan

Department of Neurobiology, Care Sciences and Society (NVS)

Karolinska Institutet

Operational plan for 2021-2023

Department of Neurobiology, Care Sciences and Society (NVS)

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1 Vision and the operations

1.1 Vision

“The NVS vision is to create knowledge and skills through research and education that promote human health.”

1.2 Description of operations

The Department of Neurobiology, Care Sciences and Society (NVS) is one of Karolinska Institutet's (KI) largest departments consisting of a joint department management board and seven divisions. Some divisions have a focus on experimental laboratory research and doctoral studies, while others have a clinical focus and extensive educational activities on all levels. NVS employs a little more than 500 people and has several hundred affiliated researchers. The Corona pandemic has left a major mark on activities in 2020 and will also continue to have an impact on NVS in the next few years. This will apply not only to working methods in education, research and administration but also how we may need to relate to the reprioritisation of such things as research funding and training posts.

Finances

In 2019, NVS had a turn over of SEK 497 million, of which 44% belongs to the “Education at undergraduate and graduate level” sector and 56% belongs to the “Research and Postgraduate Education” sector. Of the SEK 277 million in revenue from the “Research and Postgraduate Education” sector, 28% comes from government grants and 69% from external financiers. Other revenues comes from fees for contract training and internal revenues created within KI. Of the SEK 220 million in revenue from the “Education at first and second cycle level” sector, 93% comes from government grants. Other revenues come from fees for contract training, supplementary training and internal revenues created within KI.

Cutting-edge education

NVS is responsible for education within several of the health care professions. Teaching comprises almost 2,000 full-year places in the first and second cycle educational programmes representing one third of KI's educational activities. Thus, NVS has one of the largest educational assignments within KI with overall responsibility for nursing, physiotherapy and occupational therapy programs at undergraduate level and 11 specialist nursing programs at advanced level. In addition, NVS has responsibility for medical programme courses and course components, one course each in the psychology, radiology and biomedical analyst programme, around 30 freestanding courses and a number of commissioned educational courses. The educational courses are carried out in close cooperation with the county's inpatient care, outpatient care and municipal care. These programmes are highly ranked in Sweden and internationally, partly because of their strong links with current research.

The department has in its educational organisation, a Board of Education (UN) headed by the Head of First and Second Cycle Education (GUA). The Board of Education also has a Vice-Chairman/deputy GUA, eight programme directors, education administrators, teacher representatives from sections within the NVS and other departments at KI, as well as public sector and student representatives. A School's Office of Student Affairs brings together parts of the educational administration and its scope will be expanded in 2021.

Internationally leading research and doctoral education

NVS conducts successful experimental, clinical, health care and epidemiological research with a particular focus on aging, diseases in the elderly and care. The research is translational and includes studies at the cellular level, the clinical level as well as population studies. A large part of the research is carried out in close cooperation with the health care system aimed at ensuring that the results quickly benefit patients and health care professionals. Responsibility for the Strategic Research Area for Health Care Science (SFO-V) is under NVS.

Together with the Deputy Director of Doctoral Studies and coordinators for the processes for admission of doctoral students, the Director of Doctoral Studies is responsible for ongoing administration and issues related to doctoral education at NVS and KI. The Director of Doctoral Studies also heads the Doctoral Education Committee, which makes up the Department's admissions board. The Department has about 170 registered doctoral students. Doctoral education takes place in areas ranging from molecular genetics to end-of-life care. Each year, approximately 30 doctoral students publicly defend their doctoral theses.

Three graduate schools are located at NVS: The Graduate School of Nursing Sciences (FiV), which will be transformed into the Graduate School of Health Sciences (FiH) in 2020, the Graduate School of General Medicine and Primary Care and the Graduate School of Molecular Medicine for Clinicians. These graduate schools have many important functions and contribute in particular to creating creative environments for third-cycle education especially for our clinical doctoral students. NVS is also the resident department of the Programme for Doctoral Education in Health Care Sciences (PUF-V), which is responsible, among other things, for the doctoral courses offered in this field.

University health care in the future

NVS's mission includes developing academic competence first and foremost in primary health care, geriatrics, the care of the elderly and rehabilitation, but also in relation to private actors. This work is carried out in close collaboration with Region Stockholm and municipalities in the continued expansion of University Health Services and health care. The Department works actively to create joint appointments between KI and the Region to strengthen collaboration around research and education. NVS has representation in the following Regional Programme Areas (RPO): Lifestyle Habits, Lung and Allergy Diseases, Rehabilitation, Habilitation and Medico-Actuarial Medicine, the Health of the Elderly and Primary Care.

Identified risks

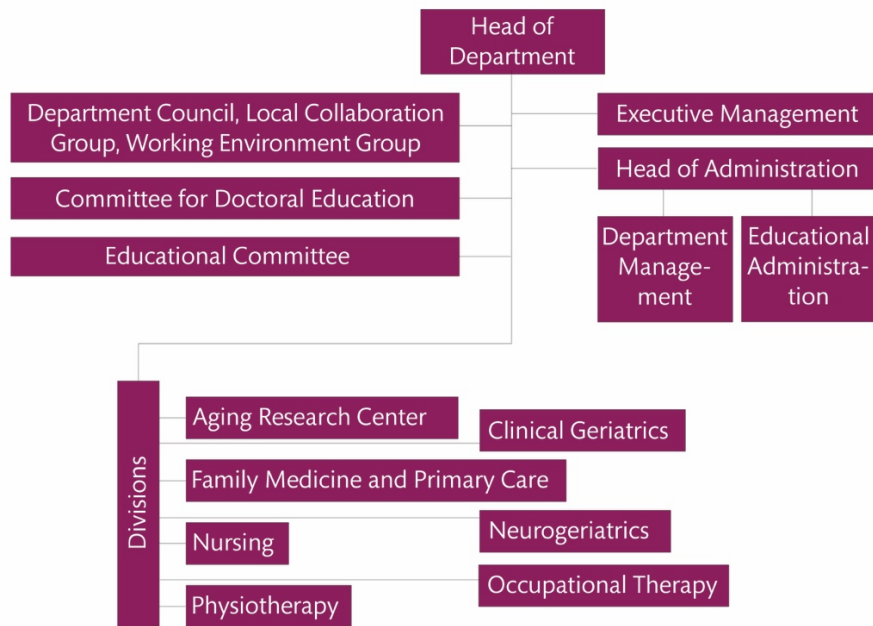
- The risk that high quality research and education cannot be maintained when government grants and external research grants must increasingly be used to finance rent and joint university ventures.
- The risk of the lack of large external programme support.
- Due to challenges in recruiting and retaining senior teachers, there is a risk that we will not be able to maintain good research ties in education programmes.
- The risk that teachers with large teaching or pedagogical assignments will not receive their continuing professional development and research time, which can lead to burnt-out teachers and a reduction in produced research.
- The risk that a lack of research support will jeopardise the management of EU projects etc. thereby hampering international cooperation.
- The risk of not being able to recruit and retain the necessary skills when researchers and teachers move to other universities, other activities or retire.

- The risk that successful research environments are fragmented due to research groups moving to other departments.
- The risk that current strategies for digital education infrastructures at all levels and research will not be sufficient in the longer term.

1.3 Management structure

The Executive Management Team consists of the Head of Department, two deputy heads of department, the Head of Administration (AC), the Controller, the Director of First and Second Cycle Education (GUA), the Director of Doctoral Studies and the Coordinator for the heads of departments and meets every two weeks. The Management Team functions as an advisory body to the Head of Department and serves as an information channel between the different activities. The main tasks of the management team are to develop an operational plan and initiate the drawing up of activity plans. It is also one of the forums where discussions are held with respect to future visions and strategies pertaining to the different parts of operations. It also deals with cross-cutting policy issues, finances and staffing. The department-wide administration is led by the Head of Administration in close cooperation with the division managers. The department's management team consisting of the executive management team, division heads, representative for KI in Theme Aging, representative for KI in Function Health Professions meets once a month, and at a seminary retreat for department heads once each term. At NVS there is a Department Council that deals with issues of fundamental importance or of an inter-institutional nature. The function of the Department Council is to provide a forum for dialogue where the Head of Department can be advised and can anchor his/her decisions. The Department Council also plays a central role in the process of appointing a new Head of Department. The Department Council meets two to three times per term. During the spring of 2020, the Department Council has been newly formed and all personnel categories are represented. The different categories appoint their own representatives. The NVS Working Environment Group works with the local health and safety issues. The Working Environment Group is a resource for the Head of Department and is made up of representatives from the different areas of activity, including both employees and employers, and safety officers/student safety representatives and equal terms representatives and environmental and sustainability representatives. Among other things, the tasks of the work environment group are to initiate and monitor safety inspections, serve as a link between the Department and the Work Environment Board, between the Department and the Occupational Health Service and between the Department and the Student Health Centre. The Local Collaboration Group at NVS deals with issues that affect several groups/units/divisions. The Group consists of representatives of the employer, trade unions and safety representatives and also serves as support for managers and employees. Each Party appoints its own representatives.

Organisation of NVS



2. Overall objectives

- NVS conducts the highest quality research, doctoral education and education at undergraduate and graduate level.
- NVS has created an attractive, creative and equal opportunities working environment where competence is recognised and utilised.

3. Strategic areas

3.1 Value base and working environment

NVS endeavours to create a good and stimulating working environment for all employees. It is important that all employees take responsibility for and feel involved in issues related not only to the physical but also the psychosocial work environment. The Department is actively working to *live according to the value base* where, among other things, by signing the Code of Conduct, all employees (employees and affiliates) promise to treat each other equally and with respect. The Department has a well-structured delegation of authority where division heads and research group leaders are responsible for finances, personnel and working environment at different levels. NVS wants to provide the conditions for developing leadership at all managerial levels, through courses, leadership coaching and open discussions within management groups etc. The Department is also working to develop employeeship and to promote health factors with the aim of reducing sick leave. The Department has two representatives for equal opportunities, one focusing on education and one on research. The equal opportunities representatives are members of the Department Council, the Work Environment Group and attend the collaboration meetings that take place with the trade unions. During the autumn term in 2020, the Department filled the appointments of representatives for the environment and sustainability. These representatives will be members of the Department Council.

Areas of activity:

1) Develop leadership at NVS at all levels

Leaders at NVS apply KI's leadership strategy and KI's Code of Conduct governs how we act and respond to each other. This means that as a leader you should work to create trust, participation and job satisfaction. In order to be well-equipped for a leadership role at NVS, all new managers with personnel responsibility must complete leadership training sometime during the first six months of the assignment. In this way, we will strengthen the level of leadership throughout the department.

NVS works to ensure that there are equal opportunities, a fundamental issue that executives and employer representatives have an overall responsibility for prioritising. Leadership must have an explicit content, where equality and equal opportunities are included as knowledge and conscious action.

As an element in creating clarity about the leadership role at NVS, uniform and common processes for leadership recruitment and clear leadership profiles for different assignments will be developed. Reconciliation with the immediate superior of the recruiting manager must always be carried out when filling leadership roles. Our goal is that all new managers shall have completed leadership training arranged by KI within 6 months of appointment.

2) Developing employeeship

Working at NVS should promote development and be stimulating no matter what role we hold. All employees should feel appreciated and involved in operations. This means having a great deal of freedom within the framework of your duties, but also a responsibility to follow laws and guidelines and to contribute to the achievement of goals where the content of the Code of Conduct is the starting point for everyone's actions. As a step in developing employeeship, NVS will work to ensure that employees feel safe in their professional roles. NVS wants to create pride and a sense of "we" (inwardly and outwardly). We can achieve this through joint operational planning, networking and increased collaboration and inspiration through an exchange of experiences.

3) Working on the story of NVS

We need, for example, to be more visible in the press, ads and on social media and thereby spread the story about NVS and why working, researching and studying at the department is such a good and exciting thing.

4) Stimulating health factors

NVS endeavours to counteract negative stress and promote balance in life. This is made possible by good leadership and employeeship as well as clear roles, responsibilities and expectations; as well as zero tolerance when it comes to bullying, suppressive behaviour and abusive discrimination. The Department supports activities that contribute to both physical and mental well-being, and reduces sick leave among employees. The Department encourages the use of the wellness hour and participating in fitness events such as Blodomloppet (Exercise Race).

The extraordinary situation during the corona pandemic imposes special demands on physical and psychosocial work environment efforts, as well as on support for leaders. Therefore, in this strategic area, there should be a particular focus on activities in these areas during the 2021-2023 financial years.

5) *Living according to the value base - it should permeate everything we do*

KI's value base consists of three parts:

- Magna Charta Universitatum <http://www.magna-charta.org/magna-charta-universitatum>
- The state value base <http://www.statskontoret.se/forvaltningskultur/rollen-som-statsanstald/den-statliga-vardegrunden/>
- Karolinska Institutet's core values (**Creativity** - Through innovative thought, tenacity, collaboration and room for originality, we create groundbreaking results, **Passion** - We are passionate about science, the transfer of knowledge and its ability to change the world, **Responsibility** - Our activities are characterised by high quality and an ethical approach as well as respect, consideration and critical reflection)

In Strategy 2030 and our common value base, there is the foundation for creating the KI of the future together. In 2020/2021, KI and NVS will start the dialogue within the different areas of activity with respect to what the value base means to us and what we want to make of it together.

The work with this will be in the form of a dialogue to meet the needs of different perspectives and professions and can, when based on trust and developed in cooperation, very well result in increased learning and better results. Hence, various kinds of collaboration constitute an important factor of success and a central theme in the development of the organisational culture at KI and NVS.

3.2 The Groundbreaking Institution

The Magna Charta Universitatum document states that: "Teaching and research in universities must not be separated if education is to meet changing needs, societal demands and scientific progress." Here, with our extensive educational assignment and front-line research, NVS has great responsibility and many opportunities to strengthen collaboration between research and education. We will also work to increase inter-professional collaboration in research and education. In addition, NVS will work to ensure that teaching and research are made visible in the Department's internal and external communication.

In recent years, NVS has seen significant changes in the physical working environment. Many of the teaching facilities we use have been rebuilt to enable alternative forms of teaching and pedagogical approaches. A large number of research groups have moved to new, and often newly built, research facilities. We must take advantage of these changes in order to develop our operations in accordance with KI's Strategy 2030. Together with departments and research groups around us, we will create innovative research environments to facilitate the curiosity-driven attitude that will characterise our research. Using the new learning environments, we will develop our teaching and learning in all areas and at all levels. Concurrently with the corona pandemic reaching Sweden, we have increasingly begun to exploit and see the benefits of various digital tools for teaching, research and administration. There is now a need to further develop pedagogy for the digital teaching environment.

Employees are our most important factor in our ambition to continue developing operations in the best way possible. Clearer career paths, improved skills development, developed operational support

are required in order for us to raise our quality and achieve our goals. Thus, in this operational plan, NVS chooses to focus on activities aimed at: Recruiting, retaining and developing employee skills in research, education and operational support. These three areas are closely linked; e.g. often the same employees are active as both researchers and teacher. Nevertheless, because of the different needs and prerequisites that exist in the three areas, for the sake of clarity, we choose to describe them individually.

3.2.1 Recruiting, retaining and developing the skills of employees in research

The Department's research spans large areas, both in terms of subject matter and methodology. With the focus on research about elderly patients, geriatrics, gerontology and care of the elderly, there are excellent opportunities for utilising the Department's infrastructure, methods and technologies. Also in the other areas (rehabilitation, prevention, nursing) in which the Department's researchers are active, there are great opportunities for groundbreaking research by utilising the Department's collaborative resources in the best way possible.

Our employees must be provided with the best conditions for conducting research. The Department needs to continuously recruit the most competent and motivated employees we can find, while striving to retain those who are currently responsible for our successful activities.. By stimulating the our students' interest in research, we facilitate future recruitment. Through skills development, we will ensure that we have the knowledge required to develop our research so that new, more effective methods and technologies are used in our research projects. This also requires increased financial resources.

Areas of activity:

1) Increase the Department's resources through increased external research funding

The financial basis for our research activities is external funding. Long-term research grants are necessary to finance new recruitment. They are also crucial for the stability of the operations and for how attractive when it comes to new recruitment. They make retaining our ambitious employees possible and provide them with the necessary skills development. Monitoring changes in our allocated appropriations, analysing possible causes of changes and developing strategies for applications on based on these are important tasks at a departmental and sectional level. Consequently, we will be establishing procedures for this.

The Department's financial resources can also be strengthened through increased interaction between our sections, as well as with other universities and institutions, in order to increase our competitiveness in grant applications. In line with KI's focus on increased globalisation, interaction with foreign universities and research institutions should be strengthened.

2) Improve reported research activity to KI for increased internal funding

We have important funding from the faculty, also from Region Stockholm for some activities. This is governed by the reporting of scientific activities (number of degrees, number of postdocs, bibliometrics, total external appropriations). Consequently, the Department should strive to improve these key performance indicators. All our employees need to understand the importance of reported key performance indicators. Thus, an estimate of the consistency of changes in reporting for the Department's government funding will be carried out.

It is unclear to what extent the Department's researchers take into account the bibliometric key performance indicators (JCF, JIF) in journals when publishing their own research results. Our impression is that the Department's researchers all too often choose journals with lower key performance indicators for various reasons, and this has consequences not only for the Department's government funding, but also for the merits of the individual researcher and opportunities for obtaining external grants. Various activities are planned to increase awareness of this significance.

3) Developed recruitment of doctoral students

The Department should continuously increase the quality of recruited doctoral students. In order to attract talented and committed doctoral students, it is important to know, among other things, how previous doctoral students have experienced their doctoral education at the Department. KI's so-called exit-poll is used continuously to investigate this. The Department's overall goal is to increase satisfaction among graduated doctoral students, as expressed in the exit-poll, and to make this information visible when advertising vacant doctoral positions.

In several of our fields of activity, the number of graduated doctoral students is of great significance for the scientific competence maintenance among university teachers and clinical personnel. We must make sure that a sufficient proportion of our teachers have the requisite doctoral education. Health care personnel, especially in the university health service, must have scientific competence to a greater extent.. Doctoral degrees are often necessary for various management positions in health care. At KI, as a clinical institution we are responsible for contributing with this doctoral education. This is the way NVS should be working to ensure that a doctoral degree is clearly meritorious not only for doctors, but also for nurses, occupational therapists and physiotherapists.

The Graduate School of Health Sciences is a very important part in the recruitment of doctoral students in health sciences, and the Clinical Graduate Schools in General Medicine and Molecular Medicine play an important role in strengthening the third-cycle education of clinical doctoral students. The Clinical Graduate Schools within KI have been highlighted by the Swedish Research Council as examples of successful measures to increase the quality of clinical doctoral students (i.e. doctoral students with employment with healthcare providers within Region Stockholm). The Department should strive to promote increased awareness among research group leaders about the possibility of strengthening the doctoral education of clinical doctoral students in this way.

The Department will work to develop forms of co-financing from health care organisations as part of the quest for an expanded doctoral education. However, the need for more doctoral students must not lead us to compromise the scientific quality of doctoral education.

4) Increase possibilities of retaining promising younger researchers

For a long-term successful operation, the department should improve the possibilities of retaining younger researchers displaying special talent, interest and commitment, with clear potential for becoming future research group leaders. However, under current employment rules, the step from postdoc to permanent employee is very large, with a significant risk of these promising individuals being lost. Therefore, the Department will investigate the prerequisites for departmental funding of a number of young promising researchers through part-financing of the position of Assistant Professor. The objective with this is to make it easier for them to subsequently establish themselves as independent, self-funded researchers at the Department. The posts should be applied for on a competitive basis and the selection should be based on scientific merits, evaluated via an expert

review procedure. It should also be possible for the Head of Department and Department Management to take strategic considerations into account in this process.

3.2.2 Recruiting, retaining and developing employees in education

As described in the introduction, the Department has one of the largest assignments in KI's training programme. Recruiting, retaining and developing employee skills with large educational assignments is crucial to maintaining a high level of quality. One of the major risks identified for KI is recruiting and retaining teachers from lecturers to professors.

Areas of activity:

1) Clarify career paths and opportunities for skills development for employees and new recruitment

In the employment procedure at KI (see Appointment procedure for teachers at KI <https://staff.ki.se/media/658/download>) a lecturer is described as "a teaching position with the primary task of taking care of education". To be eligible for employment as a lecturer "that person must demonstrate teaching expertise, have completed a doctoral degree or have equivalent subject area competence for the position." Usually, after a period as a lecturer (alternatively postdoc) with documented expertise in teaching and pedagogical assignments in higher education as well as own active research, there is the opportunity to apply for an assistant professor post and then associate professor and professor. This is a way of highlighting skills development that enables employees to grow into KI's career paths.

The role of a teacher also includes opportunities for skills development within the position through different teaching and pedagogical assignments. For example, on the basis of having experience of individual elements of course development and course management, assignments such as course coordinator, examiner, teacher team coordinator/thematic studies coordinator/specialisation coordinator, programme director, section manager with educational responsibility, and GUA may be considered.

Potential employees who are looking for employment with their main focus on teaching need to have a clear picture in advertisements and job interviews about the possibility of making a career at NVS by working as a teacher and education leader and how this can be realised. In advertisements and during interviews one should take up the possibility of development within the department; primarily for lecturers, assistant professors and postdocs.

2) Pay attention to employees admitted to the Pedagogical Academy

KI's Pedagogical Academy consists of teachers who have demonstrated extraordinary skills in teaching and learning at the university. Their pedagogical efforts have been considered especially important in promoting good quality education. Each year, approximately two to three members are adopted and the assessment requirements for pedagogical excellence are high. Of today's 26 members, as many as 16 come from NVS. Becoming a member of the Pedagogical Academy is an honour and should be acknowledged by the Department.

3) Retaining and clarifying opportunities for skills development

Employees with large pedagogical assignments should be made aware of the opportunities for skills development within NVS and KI. The Department should endeavour to clarify possibilities and

develop the skills of employees through systematic follow-up and activities such as mentoring programmes, a dialogue about career paths in conjunction with employee interviews, and the possibility of involvement in research. Mentoring should be offered within the academic career ladder, and a regular follow-up of the dialogue about career paths and various professional competencies should take place in conjunction with employee interviews.

It is also important to clarify how the different professional competencies are utilised and valued within the teaching team and how the teaching team is put together. For example, someone may be responsible for the basis of the research, someone for educational models and someone for regulations and administration. This allows the competences of all employees in a teaching team to be valued and recognised.

Pedagogical projects can be included within the teaching assignment and there could be inter-professional collaboration across section boundaries. For example, the creation of departmental teaching materials and learning about pedagogical methods and the creation of multidisciplinary educational research project groups. For example, this could include the work that is currently underway on the creation of digital materials used in teaching. Pedagogical development projects and research projects provide support for employees on their path to getting to the Pedagogical Academy.

3.2.3 Recruiting, retaining and developing employees in operational support

The Department has a major management assignment in education and research, with employees who possess a high level of competence in their fields of work. Two strategies have been drawn up to encourage our employees to continue to develop and evolve in their areas of expertise and continue to flourish at NVS.

The first strategy is to work for cohesive operational support at the Department where increased cooperation and networking are of the utmost importance. NVS is represented at several geographical locations in Stockholm, which means that our the workplace of our employees differ and the Department needs to work for and create activities to stimulate increased cooperation and an exchange of competence across section boundaries.

The Department also recognises the importance of working to attract and secure the right employees (“employer branding”) as an important strategy for creating but also strengthening our position in the labour market. A part of this is to pay attention to employeeship, to offer employees career and development opportunities in their area of expertise and develop the skills of our employees.

Areas of activity:

1) Stimulate specialist/generalist competence in specific areas

Our aim at NVS is to build the kind of professional operational support where we nurture the right skills, common working methods and quality, and that there are opportunities to grow, develop and be able to take new steps without having to change employers. It should be possible to develop not only in greater breadth (generalist) but also in greater depth (specialist). We will develop a skills and career ladder to describe what skills are required for different roles and levels. Supervision and mentoring should be offered within the career ladder, and regular a follow-up of the dialogue about careerpaths and different professional skills should take place in conjunction with employee interviews.

2) Clarify areas of responsibility within the role

We will contribute to a better understanding of our own professional role by working to clarify the areas of responsibility of the administrative roles and their interfaces to other professions. It will encourage creativity and development and stimulates the individual's own skills.

3) *Encourage closer cooperation between section and central operational support*

We will achieve this by building community and maintaining the meeting structure for all operational support at NVS.

3.3 The cooperative institution

The Department conducts teaching and research in a very large number of areas, from molecular level to cell, human-patient and public health level. Each section specialises in specific problem complexes, diseases, methods of treatment, patient groups, etc. Collaboration is required in order to be able to achieve a high level of excellence in our academic activities with the requisite breadth and depth. There are many examples of how researchers and teachers at the individual level collaborate with colleagues in other institutions and other universities, but collaboration between our sections is much less common. Cooperation with other institutions is too dependent on the individuals with whom you happen to come into contact. A better structure for inter-departmental collaboration is desirable. For administrative activities, much can be gained with regard to efficiency and skills through increased interaction between sections and departments.

Collaboration with health care is a core issue for our department, as it is for KI as a whole. Our clinical research is extensive and successful, but it can be developed and improved significantly through closer collaboration with different healthcare providers within Region Stockholm. Our teaching stands and falls with close and effective cooperation with the health care providers, where we must make sure that there is a mutual understanding of the conditions for the education programme placed in health care. If we are to improve these areas jointly with health care, greater cooperation at the administrative level will also be needed.

Research

As research tends to require increasingly sophisticated methods and complex analyses in order to make an international impact, collaboration between research groups with different skills is becoming more and more important. In most cases, extensive collaboration is needed to develop the groundbreaking research required for major national and international research grants. The aim of the Department is to increase collaboration through joint research projects. In order to monitor these developments as far as possible, the number of research projects where funding is formally shared between sections, departments and universities will constitute key performance indicators for the Department's activities.

An important factor for collaboration in research and third-cycle education is simply speaking knowledge about other researchers and their activities. The major challenge is to find forms for disseminating any information that is perceived to be meaningful and interesting. In the coming years, a working group within the Department will have the task of identifying and developing such activities.

As an expression of the importance of strengthened collaboration between sections and departments at KI, and with other universities, one of the goals of the Department for the next period of activity will be that a larger proportion of newly registered doctoral students will have

supervisors from several sections and/or universities. At the time of admission to the forthcoming Graduate School of Health Sciences, the Department should work to ensure that such collaboration between sections/universities will be regarded as a merit when assessing applications.

Cooperation with Region Stockholm will be strengthened by the Department actively working to establish more joint appointments at different USV [University Health Care]- units. This is important for developing and strengthening both education and research in clinics. In this way, the fact that the Department is working together with USV-units in Region Stockholm to build creative and innovative research environments may ultimately also lead to research results being implemented in health care thereby improving human health.

Training

Cooperation in education needs to be strengthened at several levels, between sections, department, higher education institutions and public sector institutions. There are several working groups under the Board of Education [UN] that are interdisciplinary; these focus on ethics, VIL (Activity Integrated Learning), pedagogy and international teaching and collaborate by developing strategies in these areas. Ongoing work pertaining to the departmental development of teaching should be developed. UN (see above) also includes collaboration with other departments about education, and courses are available in several of our programs in other departments, but collaboration can be further developed. This applies to collaboration with other higher education institutions; opportunities for providing educational programmes together with other higher education institutions to fill the positions within the programmes should be explored. In relation to Good Quality, Local Health Care (2020:19), courses and programmes should be developed for the new care roadmap described in the study. Collaboration with actors who provide health care outside hospitals should be strengthened as this is where students will have their learning in the future when the care of patients will take place more in outpatient care and at home.

Through new USV -units, opportunities for joint appointments will be created, which could increase collaboration. When it comes to education, it will be important to build on good experiences and create new forms to ensure good and effective communication on common issues. This can be about quality in Activity Integrated Learning, new forms of examination, or the use of digital tools in collaboration between KI and Region Stockholm. Through individuals tasked with promoting clear links between academia and care activities, strategic goals can, for example, be to strengthen supervisor competence and focus areas in health care activities where learning situations exist and to engage several clinical practitioners to apply for master's and third-cycle programmes.

Operational support

Good cooperation not only within KI but also within the Department requires effective, needs-based and professional operational support with the task of ensuring quality, efficiency and internal control. We achieve this by knowing each other, having a strong community, having common working methods and working continuously to develop our processes and skills.

Areas of activity:

- 1) It is of great importance for both translational clinical research and education to increase the number of joint appointment in order to stimulate collaboration with Karolinska University Hospital, other parts of Region Stockholm and private healthcare providers.
- 2) To stimulate interaction between sections (NVS), departments (Ki) and other universities to increase the number of joint projects and grants in research and education. This through known

channels such as strategic research domains and competence centres. This shall be monitored and measured annually (key performance indicators from bibliometrics and VIS).

3.4 The Global Department

Within the Department's Research and Education units, there is already extensive global collaboration through research collaborations, the exchange of students and teachers, courses and course programs that attract foreign students, visiting professors and "foreign adjunct professors". KI and NVS conduct high-quality research and since 2017, KI has risen from 44th to 38th place in the world and is now in the top 10 in Europe in the "Shanghai Ranking", Academic Ranking of World Universities (ARWU). In the ARWU's subject ranking for nursing, clinical medicine and global health, KI is among the highest ranked in the world and NVS contributes to this with world-class research and education. The Shanghai ranking measures the quality of research according to indicators such as the number of alumni and employed researchers who have won the Nobel Prize or other prestigious prizes, the number of articles published in the journals Nature and Science, and the number of published and quoted articles per employee. The Shanghai ranking is made at the Shanghai Jiao Tong University and is often listed as one of the three most prestigious university rankings in the world. Within our research activities, we will continue to strive to reach a global audience and make sure that KI's voice is heard. We should initiate collaborations with research groups in other countries, collaborations where we take leading roles and that can lead to joint international funding, if possible with exchanges of doctoral students and/or postdocs between countries.

In 2020, Karolinska Institutet will launch a mobility project aimed at investigating and highlighting various kinds of international collaboration, and in particular developing methods for taking advantage of the experience that students and teachers gain through various international exchanges. We will engage NVS's International Committee, researcher-teachers, and students to contribute to this project with the experience available at the Department. In 2015, NVS conducted a broad survey of our international commitments, collaborations and exchanges (data from 2013-2014). In 2020, a corresponding survey will be repeated to find out how our international activities have developed, and to identify relevant measures based on these findings. The survey analyses teacher and student mobility, researcher mobility, and international co-publications. The concept of internationalisation at home should also be highlighted and analysed in terms of how we work with that which concerns education, research, and sustainability goals at NVS.

Areas of activity:

- 1) Stimulate and encourage NVS to increase the number of visiting professors and foreign adjunct professors, as well as monitor and evaluate the benefits of new and existing ones (activity level, collaborations, participation in NVS activities and attendance).
- 2) Increase the affiliation of foreign partners to strengthen cooperation and improve the results of bibliometric evaluation.

3) Stimulate and increase the number of international exchanges of students and doctoral students to initiate new forms of collaboration, increase knowledge about new methods, gain access new cohorts, etc.

4) Identify and support returning postdocs to stimulate regrowth.

4. Risks related to the department management's continuity plan in response to the corona pandemic

- Risk of increased safety and health problems due to high workload for teachers in distance teaching, examinations and poorer ergonomics, social isolation and reduced involvement during long-term teleworking.
- Risk of long-term difficulties in implementing Activity-Based Training that may lead to deficiencies in quality in training programmes and delayed examination.
- Risk of prolonged cessation of clinical research due to difficulties in collecting data and samples in health care and among the elderly.
- Risk of displacement effects in research projects due to prioritisation of COVID-19-related projects.
- Future difficulties with funding due to lower returns on financiers' capital.