FACULTY OF MEDICINE
Lund University

STRATEGIC PLAN FOR THE FACULTY OF MEDICINE, LUND UNIVERSITY, FOR THE PERIOD 2001—2005

Aims

- With respect to quality, to become the leading faculty in Sweden in medical research and one of the leading ones in Europe
- With respect to quality, to become the leading faculty in nursing research in Sweden, particularly concerning the care of chronically ill and old people, and one of the leading ones in Europe
- To be ranked first among higher education institutions in Sweden in the evaluations of the quality of undergraduate programmes in medicine and nursing performed by the Swedish National Agency for Higher Education and other organizations
- To become a leading provider of programmes for professional development and continuing education in the fields corresponding to the undergraduate programmes offered by the Faculty
- To give structure to postgraduate training and to mark out the postdoctoral career clearly
- To boost the flagging recruitment of medical students and medical doctors to postgraduate training
- To vitalize the interplay of clinical research with medical care and to join forces with the health service authorities in the Region of Scania in developing a common set of objectives for research and development
- To double the number of women professors
- To create opportunities for expansion by stimulating the influx of external research funds and to strengthen the financial base of the Faculty by establishing a programme for the purpose of identifying potential donors and keeping them informed and by looking after the Faculty's economic interests in innovations emanating from within the Faculty
- To build efficient structures for scientific information service, internal communication and the dissemination of information.

Background

The chief task of the Faculty of Medicine is to devote itself to undergraduate education, research and postgraduate training in the fields of biomedicine, health and nursing. Recent years have been marked by great progress in fields of fundamental importance to medicine, e g gene therapy and biotechnology, which has created opportunities for breakthroughs in our understanding of basic pathological

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mechanisms and for the development of new methods in diagnosis and therapy. Many universities around the world make great efforts to take advantage of the new situation. In order to reach an internationally prominent position among those competing institutions, the Faculty will have to satisfy heavy demands for flexibility and innovative power and to utilize and develop the competence and creativity of all its members.

In an era when new knowledge is generated more and more rapidly and new information techniques allow us to disseminate this knowledge widely and instantaneously, we face demands for new aims and objectives and new modes of work in undergraduate education. The student's ability to take independent responsibility for her/his learning, to be active in the learning process and to focus on problems is of central importance. The new rules and conditions governing postgraduate training can be utilized to give a more discernible structure to the training programme, to adapt it to international standards and to make it more appealing to students with a medical background.

The Faculty faces a number of other challenges in the years to come. In the years 2005—2010 we will see a veritable change of generations when many of our best researchers leave the Faculty. In the intervening years we must therefore create job opportunities and resources in order to safeguard a fresh growth of young talent which can maintain and strengthen our position internationally as a leading medical research centre.

The activities of the Faculty are increasingly dependent on external funds, and an increase in real terms of public funds for research can hardly be expected in the next few years. Under such circumstances, the quality of the research performed by the Faculty will determine the financial development.

With this background in mind, the Faculty Board has appointed a number of committees to study, in a strategic perspective, various questions concerning research, postgraduate training, undergraduate education, the public health service and its role in research and education, and the organization and structure of the Faculty. The strategy presented in this document is founded on material produced by these committees.

Research

Aim

With respect to quality, to become the leading faculty in Sweden in medical research and one of the leading ones in Europe

Strategy

Create a faculty organization which is better adapted to developments within modern biomedical research and stimulates the development of creative research environments.

Stimulate research cooperation across discipline and faculty boundaries.

Initiate recruitment of staff well in advance of the wave of retirements expected in 2005—2010

Go in for competence and leadership development. All the teachers of the Faculty should have had leadership training three years from now.

Establish an inter-faculty programme for external evaluation.

Organization and Environment

Stimulate the development of creative research environments

The present organization of the Faculty is based on an historical division into disciplines which is largely irrelevant to current biomedical research and education and which makes us ill prepared to seize the opportunities the future will bring. The Faculty must build environments where teachers and research groups can interact more flexibly in joint projects and programmes. In Lund, the creation of the BMC has brought good physical conditions for such interaction, whereas a great deal more needs to be done at the Malmö University Hospital. The construction of a new Clinical Research Centre is one important step in the right direction.

It is particularly important that mosaics of research groups working on related problems in basic and clinical sciences are created. It is also important to stimulate the integration of nursing research and clinical medical research.

A new organizational structure should be aimed primarily at creating conditions and opportunities for innovative research and top-quality education. The administrative organization should have two clearly defined objectives, namely administrative support to Faculty activities and support to central management.

The organization of work should be changed so that researchers can devote more time to research and teaching and less to administrative duties. To establish these creative research environments, the Faculty must work continuously on improving its organization, always making sure it has the full support of the staff.

Innovative research requires risk-taking, time for reflection and contacts across conventional faculty boundaries. Established researchers can themselves create these conditions for their work. Experience tells us, however, that truly creative discoveries are often made by not yet established researchers early in their careers. Those researchers often lack the security with regard to position and funds that is necessary for innovative ventures with considerable risk. It is necessary that the Faculty as well as large, established research groups take it upon them to remedy that situation. On the part of the Faculty, this should be done by continuing and developing the so-called “research career position programme”, financed from Faculty as well as hospital funds.

Inter-faculty Research Cooperation

Interdisciplinary research is often characterized by cooperation between different research groups from widely different scientific disciplines but may sometimes be organized so that different disciplines are represented in the same research group. An example of the first type of organization might involve biomedical researchers from the Faculty of Medicine and technologists from the Lund Institute of Technology. The second type of organization may be found e g in public health research and in nursing research, where theories and methods from the social and behavioural

sciences are applied on medical problems and vice versa. Researchers in this type of organization, in other words, utilize combinations of scientific theory and method from different disciplines in order to understand and solve complex problems.

So, interdisciplinary research crosses boundaries and tends to challenge prevailing notions about what is true. Consequently, it often produces fresh ideas. It may also raise productivity when front-rank scientists in different fields can be enlisted directly to solve specific problems. The Faculty of Medicine ought to facilitate such pioneering activities by actively breaking down any formal obstacles for interdisciplinary research and contributing to the establishment of interdisciplinary research environments.

Thus, in cooperation with other faculties at Lund University, the Faculty of Medicine should prepare clear and simple guidelines for the management of common research grants, research supervision, doctoral students belonging to more than one faculty, and also top posts shared by two or more faculties. It should be possible, e g, to obtain a licentiate degree at one faculty and then go on to the doctorate at another, without being deregistered in between.

Interdisciplinary research also presents other difficulties with regard to the design of the dissertation, the role of the opponent, and the work of the examining committee. In these respects, too, the Faculty should actively encourage understanding and flexibility concerning the competencies and working modes of other faculties.

Recruitment

In the years 2005—2010 a large number of teachers at the Faculty will reach retirement age. Among these are many of the leading scientists of the Faculty. One of the most important aims for the coming five-year period must therefore be to create job opportunities and resources in order to safeguard a fresh growth of young talent which can maintain and strengthen the position of the Faculty internationally as a leading medical research centre. A continued expansion of the so-called ”research career position programme for recruitment purposes” is an important instrument for the recruitment of researchers and teachers.

After several years of recruitment efforts at the research assistant level, on the part of the Medical Research Council as well as the Faculty, the next few years will see a growing need for higher posts. The Faculty should therefore create at least 20 posts at the associate professor and researcher level over the next five years. This concentrated effort should also be viewed as a way of preparing for the recruitment situation after 2005, meaning in effect that the Faculty fills some retirement vacancies ahead of time.

The situation is similar at most other faculties of medicine and the natural sciences. There is an obvious risk that candidates for permanent positions will be quite scarce in the years 2005—2010 and that competition between faculties will be extremely keen. In cases where recruitment from outside the Faculty to a retirement vacancy is desirable, the Faculty should consider carrying out the recruitment process 3-4 years in advance.

Career and Professional Development

The academic career today is considered ill defined and insecure. The early part of the career, particularly, is diffuse and unstructured, which is why many promising young researchers decide to leave the academic path. This is a serious threat to the future development of the Faculty and to the quality of its research. At the same time, it is obvious that all young researchers neither can nor wish to have their whole careers within the Faculty.

It is necessary for the Faculty to create clear-cut, competitive career tracks with well defined employment structures. The requirements and qualifications for various kinds of positions must be quite plain. The Faculty must also inform young researchers about alternative careers and assist them actively in establishing good contacts with potential employers e g in industry.

Personal development plans should be prepared for junior scientists, i e structured plans for their professional development, creating optimal conditions for their continued careers. The aim of the Faculty is that all its teachers should be actively engaged in research as well as teaching at undergraduate level. The time allotted to the various duties may vary between individuals and from one stage of the academic career to another. The mentor programme should be further developed and strengthened. The international contacts of the Faculty should be utilized to encourage international postdoctoral training.

Only if the Faculty can thus present a clear-cut academic career and specify its market value and conditions, will we be able to recruit and keep the most talented researchers and teachers.

Leadership

To build creative research and training environments, we need good academic leaders. Leadership training has been neglected by the Faculty and needs to be strengthened. Chairmanship is often considered a burden these days. The Faculty must breed a culture where good leadership is held in high esteem and properly rewarded, with ready money or promotion. The Faculty must recognize that the job of a chairman is important and time-consuming. At the same time, the Faculty must give more creative leeway to those who are in a highly productive phase of their research and make sure they are not overburdened with administrative duties.

The most important position of leadership in our organization, is that of the research group leader. Her or his ability to guide the work of the group, instil motivation and enthusiasm into the staff, foster a creative working climate, be a paragon of academic virtues, safeguard the financial base for the work, take responsibility for plans and budgets – these abilities are all decisive of the development and productivity of the group. The support given to group leaders for their handling of these tasks must be greatly developed and strengthened.

Within the next three years, all the researchers and teachers of the Faculty should undergo leadership training.

External and Internal Evaluation

To evaluate, control and develop research in the right direction, it is necessary to measure the productivity and quality of the work done in various ways. Bibliometric data, variations in the influx of external funds, patents registered etc can be valuable instruments here. These strictly quantitative methods, however, have important limitations when it comes to measuring scientific quality and identifying structural weaknesses in research projects. The Faculty should therefore launch a programme of external, peer-review-based evaluation of larger fields of research or possibly of departments. A proposal for such a programme will be presented to the Faculty Board in spring, 2001.

Care Research

Aim

With respect to quality, to become the leading faculty in care research in Sweden, particularly concerning the care and nursing processes of disabled, chronically ill and old people, and one of the leading ones in Europe

Strategy

Go in for the recruitment of younger postgraduate students and create opportunities for particularly promising researchers to continue improving their qualifications after having taken the doctor's degree.

Recruit more researchers with qualifications for full professorships, particularly to fields where full professors are lacking, but also more full professors to major research fields with one full professor.

Support the establishment of new research groups, particularly in the fields mentioned above

Strengthen research cooperation throughout the entire chain of care: local health service, primary care and emergency care

Strengthen research cooperation between clinically oriented patient research groups and nursing researchers

The care research disciplines (biomedical laboratory science, nursing, occupational therapy and physical therapy) were all, except physical therapy, recently established within the Faculty of Medicine. Although, in a Faculty perspective, the volume of research in these disciplines is modest, their position is strong in a national perspective, particularly in the fields of geriatric care, activity, accessibility, health and biomedical laboratory science. Consistent and systematic efforts may well result in a position of national leadership for the Faculty.

In care research as in the Faculty at large, a change of generations is imminent. To bridge that transitional stage and at the same time reinforce a current positive development, the Faculty needs to recruit and support young postgraduate students and create opportunities for post-doctoral researchers to improve their qualifications. Many fields of research already suffer from a shortage of senior supervisors. Only nursing and physical therapy have full professorships. Special support should be given to young care researchers with recent doctoral degrees in order for them to qualify

quickly for docentships[1]/associate professorships and then continue towards full professorships. These young researchers must be given the support they need to start their own research groups.

Several of the caring sciences have no professorships or other senior research posts. It is very important, strategically and symbolically, that such posts be created through external recruitment or through the advancement of local employees. The highest priority should be given to professorships in occupational therapy and biomedical laboratory science. Additional professorships in nursing and physical therapy, the largest care research disciplines, should also be created.

By tradition, most medical research has been done at or in close cooperation with university hospitals. With the so-called Ädel Reform, a large share of the public health service has been transferred to local authorities. Consequently, those involved in health care have become more numerous, and responsibility for the care of the elderly, the disabled and the chronically ill is shared between these authorities (emergency care, primary care and local health services, including services under the Social Services Act, SOL). The arena for care research is therefore being widened to include primary care and local health services. This makes it necessary for the Faculty to extend its cooperation with local authorities and primary care outside the university hospitals.

Care research, like clinical research, is often done in comparative isolation to one or two closely related disciplines (physical therapy – medicine, nursing – medicine etc). The development of science would gain from wider cooperation between the caring sciences among themselves and between the caring and the clinical sciences. Closer relations between the caring and the clinical sciences could also bring important innovations. Over the next five years, the Faculty will stimulate and give high priority to research designed to integrate these different research orientations, particularly in fields of great social importance for the future, namely the care of the elderly, the chronically ill and the disabled.

Undergraduate Education and continuing professional development

Aims

To be ranked first among higher education institutions in Sweden in the evaluations of the quality of undergraduate programmes in medicine and nursing performed by the Swedish National Agency for Higher Education and other organizations

To become a leading provider of programmes for professional development and continuing education in the fields corresponding to the undergraduate programmes offered by the Faculty

[1] A docent is a member of the Faculty with certain qualifications with respect to scientific skill, subject competence, teaching skill and association with the Lund Faculty of Medicine. A docent may or may not hold a salaried position (e g as assistant professor, assocoiate professor or full professor) at the Faculty.

Strategy

Pay attention to descriptions of aims and to cutting-edge research and make the most of student motivation and participation in the planning and implementation of undergraduate education and in examination and evaluation.

Draw attention to pedagogical work and assign real value to pedagogical qualifications.

Expand the contributions of senior teachers to undergraduate education.

Focus on general goals for undergraduate education and on practical training.

Establish continuous quality control with particular emphasis on assessment of student achievement.

Intensify cooperation between the different undergraduate programmes and with representatives of continued professional training and postgraduate training.

Create a structure and means of support for pedagogical research and development work.

Establish cooperation with regional and local authorities, LOFI and other organizations to provide continuous professional development based on the requirements of the employers.

Enhance the competence and experience of the Faculty in education, ICT and distance education, thus bringing new ideas to bear on the design of the undergraduate programmes and on the planning and implementation of the training.

The organization of learning in student-centred education is one of the great challenges for a university. Education of this kind emphasizes not only knowledge and skills but also deep insight and contextual understanding. Students must be able to apply scientific methods, demonstrate independence and flexibility and make informed decisions. The teachers must be in touch with cutting-edge research in their respective fields, be free to engage in research and development work and at the same time have a pedagogical background and competence which is in keeping with modern standards for the organization and implementation of studies.

It is not so much a question of the students being able to reproduce large masses of knowledge as of their improving their ability to take in and analyze the task at hand and to develop their sense of empathy and their social competence. Analytical skills, a critical attitude, problem-solving techniques and cooperation are some of the general proficiencies the students are to acquire. By planning, implementing and developing the programme in cooperation with representatives of continued professional training and postgraduate training, the Faculty stresses the crucial connection between education, professional practice and research.

Studies are to be task-based and outcome-based. The aims of the programmes are to include descriptions of the kinds of tasks the students must be able to handle on completion of the programme. As far as possible, the programmes are to be designed

on the basis of what will be expected of the students in their professional roles and to prepare them for change and life-long learning. The connection between research and education must be clearly identifiable. Teachers and students in different programmes must cooperate on common courses or units.

The role of the teacher is chiefly one of support and supervision. Evaluation is largely a matter of analyzing student outcomes. Assessment will therefore grow in importance. Assessment tools should be designed in such a way as to stimulate integrative thinking and focus on the student's ability to solve tasks and problems rather than to reproduce knowledge.

A core curriculum, i e the core of tasks which all students must be able to handle at the end of the programme, is to be defined for each programme. Such competencies develop continuously throughout the programme, and insights into the physical, mental and social functions of human beings grow successively deeper. Over and above the common core, each student is to take a number of optional study modules for added breadth and/or depth. This curriculum structure is supported by a performance-based budgeting system, where financial compensation for various teaching contributions is determined by the time spent on those contributions and their outcome with reference to the aims of the programme and the course in question.

Student participation in the implementation of teaching, assessment and evaluation is to be regularized. There are to be channels for continuous contacts between programme managements, teachers in charge at different levels, directors of practical training and students. Continued contacts with students after graduation (alumnae/i) are important, because the Faculty needs to learn about their experiences and to enlist them as ambassadors for the Faculty in their communities and organizations.

Over the next five years, the general aims of the various programmes will be given more attention than before. This will involve more emphasis on practical training, professional development, ICT, leadership, communicative skills, theory of science, research methodology and international exchange. Finally, pedagogical research and development work needs to be strengthened.

In future there will be more and more interaction and subject integration within and between the different undergraduate programmes. For that purpose, the Faculty must have a core of teachers with faculty-level duties and responsibilities. Recruitment to and qualifications for such an alternative career path should be studied and defined.

The health service sector, like the biomedical field, belongs to the most knowledge intensive sectors of society. Continuous professional development is therefore necessary and natural to all those professionals who receive their basic training at the Faculty of Medicine. Modern continuing training is based on individual plans specifying the requirements of the individual and her/his organization. The continuous professional development programme of the Faculty should therefore include methods for diagnosis and treatment, other professional competencies, the theory of science and research methodology.

Postgraduate Training

Aims

To give structure to postgraduate training and to mark out the postdoctoral career clearly

To boost the flagging recruitment of medical students and medical doctors to postgraduate training

Strategy

Increase the admission of postgraduate students with a medical background by at least 50%

Encourage health service authorities to increase the number of positions for combined specialist and postgraduate training by at least 50%

Support proposals for better conditions for combined specialist and postgraduate training programmes and for added weight to be attached to research qualifications in the health service

Expand postgraduate training in the caring sciences so that the share of teachers with doctor's degrees in those sciences reaches 50%

Encourage interdisciplinary and inter-faculty postgraduate training

Specify clearly the role and responsibilities of departments in postgraduate training

Create clear and simple procedures for the planning and continuous follow-up of the work of doctoral students, e g by improving and evaluating the general parts of the curricula

Support improvements in State financing of postgraduate training and develop new financing schemes in cooperation with the health service and industry

Postgraduate training is a natural and indispensable part of of the work of the research groups, and the contributions of doctoral students to their projects is an important part of the total research activities of the Faculty. This important incentive for supervisors and departments to engage in postgraduate training must be safeguarded and harmonized with stronger demands that postgraduate training should be given a firmer structure and adapted to the requirements of professional life. One important consideration in this context is to keep up the quality of the dissertations presented at the Faculty. The aim of the dissertation work is that findings should be published in recognized international journals.

Employers and labour market

The demand for staff with doctoral degrees continues to grow in education, health service and industry. Within the Faculty of Medicine, there is a shortage of teachers with doctoral degrees in the caring sciences.

Modern medical care must rest on a solid academic base. Evidence-based medicine, continuous quality control and improvement of clinical procedures requires research

experience and familiarity with research methods. At university clinics, particularly, these are important factors in the clinical work and essential for the possibilities of doing clinical research of high quality. The postgraduate training of (prospective) doctors and other health service staff must therefore expand.

Recruitment
The transition from undergraduate to postgraduate education should be facilitated, e g by a review of qualification regulations. An optional course designed to prepare students for research work has recently been made available to medical students. It could also be included in a master's degree. Special postgraduate schools, like the biomedical one, should be set up in other fields.

Above all, it is the responsibility of the Faculty to satisfy the demand of society for research competence in the caring sciences and in medical science. The most important task for the next few years is consequently to increase the recruitment of postgraduate students with a medical background. A broad campaign, based on the findings of the Postgraduate Training Committee, should therefore be planned and launched in the coming year.

Clinical Postgraduate Training
To render postgraduate training in clinical subjects more attractive and more effective, more positions for combined research and specialist training should be created. Specialist training at the university hospitals in Lund and Malmö should be combined with research training as a rule. Benefits associated with such combined positions should be improved and at the very least not be less favourable than those associated with regular specialist training positions. Supervisors and training resources in the basic medical sciences could be used for clinical postgraduate training to a greater extent.

The Faculty must insist that research qualifications are rated more highly than at present in connection with appointments in the health service, and that a doctoral degree is taken manifestly into account when the salary is determined.

Postgraduate Training in the Caring Sciences
Postgraduate training in the caring sciences has a satisfactory basis for recruitment, but its capacity is limited by a marked shortage of supervisors with docent/assocoate professor qualifications. Raising the general level of research competence of the teaching staff should therefore be given top priority. Efforts to this end should include the creation of combined research/teaching positions and adjunct lectureships which might help in a natural manner to close the gap between care research and clinical work. Postgraduate training in the caring sciences should be allowed to expand so that the demand of the Faculty as well as the health service for staff with research qualifications can be satisfied.

Structure of Postgraduate Training
The Faculty should give a firmer structure to postgraduate training by assigning specific duties to the departments. A director of postgraduate studies should be appointed at each department. The departments could then assume responsibility for the planning and continuous monitoring of the work of the doctoral students. The division of responsibility and authority (assessment of qualifications for admission,

preliminary examination of dissertations) between the Faculty and the department should be reviewed with a view to render administrative routines more efficient.

The general curricula for postgraduate training in the various disciplines or groups of disciplines should be reviewed and clarified. The long-term aim should be to adapt postgraduate training to international standards. At the same time, the opportunities for eligible candidates to go on to postdoctoral research positions must be improved.

Financing
Postgraduate training is largely financed with external grants and so-called ALF funds[2] (months of leave for clinical research). Government study grants (calculated to finance ca 25 full-time doctoral students per year) are insufficient for the Faculty to fulfil its examination obligations of ca 110 degrees per year. The present system for distribution of Faculty funds for postgraduate training is to be evaluated.

The Faculty should try to procure more Government funds for postgraduate training. New sources (health service and industry) for external funding of postgraduate training should also be sought. It is important that external funding be accepted on conditions consistent with the aims of postgraduate training.

Clinical research and the relations of the Faculty to health service authorities

Aims
To vitalize the interplay of clinical research with medical care and to join forces with the health service authorities in the Region of Scania in developing a common set of objectives for research and development

Strategy
Work assiduously on informing and influencing politicians and other centrally placed decision-makers in the Region of Scania and the municipalities in the region on R&D issues with implications for the health service

Propose that a joint programme for R&D activities in the health service is prepared by the Faculty and the Region

Propose that research qualifications are assigned more weight in the filling of positions of leadership in the health service and that they be allowed to have a positive influence on salary trends

Evaluate the support programme for young clinical researchers financed from the ALF grant and let the evaluation form the basis for a continued development of the programme

Clinical research should be defined as experimental, patient-directed or population-based research which is focused on disease or on factors or measures leading to health and which is performed in cooperation with the health service authorities.

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[2] *Translator's note*: ALF funds are the compensation given by the Government to health service institutions for time and resources spent on research and clinical training.

Conditions for patient-directed research have deteriorated greatly in recent years. Economic cut-backs in the health service have largely eliminated any opportunity to do research within the framework of the health service. This in its turn has had several serious consequences. As the scope for research work in the health service has dwindled, the value of research qualifications in the appointment of heads of clinics has dropped. The diminishing value of research qualifications has led to difficulties in recruiting medical students to research. This is already apparent in general recruitment difficulties at the university hospitals. Another serious consequence is reduced R&D activity in the health service itself, followed by a deterioration of quality control. This will eventually result in a serious crisis, not only for clinical research but for medical care.

In view of the close relationship between patient-directed research and practical medical care, these problems can only be solved in cooperation with the Region of Scania. The Faculty and the Region also share an interest in stimulating patient-directed clinical research and making sure that the results of this work are converted into improved quality of care.

The Faculty must work steadily on informing local and regional politicians about the importance of research and development to quality in health care. The Faculty must also take more determined responsibility for the development of health care by creating favourable conditions for clinical research and help convert research findings into improvements in health care. Cooperation with the health service in research and development, including continuous professional development, should be strengthened and eventually bring about a set of joint objectives and a joint strategy for clinical research in the region.

ALF Issues

Swedish clinical research used to belong to the international front-line. In recent years, however, it has lost some of its impetus. This is particularly true about clinical patient-directed research. There are many reasons for that. Modern clinical research must have access to large groups of patients, and the combination of modern epidemiological methods and advanced techniques reduces the opportunities for clinical doctors to do research. Recruitment of new clinical researchers is alarmingly slow. Only a purposeful strategy can turn this development the other way around. Government ALF funds are an important instrument to achieve it.

Since 1999 these funds have been detached from the rest of the health service budget and subjected to prioritization according to quality norms. It is an important job over the next few years to improve on this prioritization and the use of the funds to support the development of clinical research. It is also important to make sure that the health service takes financial responsibility for research and development.

The Faculty's overall objective for the prioritization of ALF funds for research and postgraduate training is to improve productivity and quality in clinical research. For this prioritization to be successful, the overall objectives of clinical research must be specified. The Faculty uses ALF funds to finance an extensive programme of half-time research slots for young clinical researchers, including slots for combined specialist and research training. The purpose of this programme is to recruit and support promising young clinical researchers and thus to create a strong base for

recruitment to teaching positions in the Faculty and positions of leadership in the health service. The design of this support must now be evaluated with a view to continued development of the programme. The infrastructural support for clinical research, i e the clinical research centres, should be strengthened.

The Faculty should monitor and take part in the current debate between the Government and health service representatives on the design of a new ALF agreement.

Equality of opportunity

Aims

To double the number of women professors

Strategy

A special support programme for researchers who have been on maternity leave is to be designed, introduced and evaluated.

When vacant positions as research assistants, senior lecturers and professors are announced, an active analysis of the situation with respect to potential women applicants and active recruitment efforts directed at women, is always to be performed.

Investigate and analyze possibilities of directing special support outside working hours to parents of small children who are in the early stages of their research careers.

The Faculty must continue its work for equality of opportunity. The fact that there are so few women in top teaching positions goes to show that the Faculty has not been able to take advantage of the competencies of women researchers. This is a problem not only in an equality perspective but also for research and education generally. The promotion reform has contributed to some extent to an increasing imbalance between men and women in top positions. That imbalance, however, must not result in an overload of board and committee work for the members of the underrepresented sex.

The share of women professors at the end of the year 2000 was 7%, the share of women associate professors 36% and the share of women assistant professors 38%. An in-depth analysis of the reasons why women's research careers tend to flag after completion of the doctor's degree may yield new ideas for how to increase the share of women in top academic positions. The share of women postgraduate students is 53%. That seems to suggest that it is indeed possible to achieve a balance between men and women. The comparatively large share of women assistant professors also indicates that there is hope for the future. Women drop out somewhere between doctor's degree and full professorship, so that is where the weak spots are to be found. This is also reflected in the share of women applicants for ALF research funds. There is nothing to suggest that women do worse than men in the competition for research grants. It is often in the period between postgraduate studies and a postdoctoral career that women researchers become mothers. That is a great change in their lives, beginning already when they become pregnant and start adapting themselves to the new role. Research takes second place in importance, and the career break may prove difficult to bridge later on.

One way of helping women resume their careers would be to launch a programme of special support to researchers returning after maternity leave. The Faculty should design and introduce such a programme and then evaluate it with respect to its effects on the postdoctoral careers of women. It is also necessary, in the appraisal of scientific and teaching qualifications, to consider the effects of maternity leave.

It might be possible to devise other kinds of support to facilitate combining parenthood with a career. A research career often requires efforts outside normal working hours, and the Faculty will study different ways of helping young parents and researchers to cope.

Another important way of creating a balance between men and women in top positions is to go in for systematic recruitment of women to such positions. Beginning in the first preparatory stages of announcing vacant positions, the Faculty will analyze the general recruitment situation with special regard to women candidates and actively try to recruit women to these positions.

Financing research

Aims

To create opportunities for expansion by stimulating the influx of external research funds and to strengthen the financial base of the Faculty by establishing a programme for the purpose of identifying potential donors and keeping them informed and by looking after the Faculty's economic interests in innovations emanating from within the Faculty

Strategy

Improve information about research at the Faculty

Influence politicians and other decision-makers with a view to increasing public support to medical research

Reinforce the financial base of the Faculty by at least SEK 100 million by establishing a programme for the purpose of identifying potential donors and keeping them informed and by looking after the Faculty's economic interests in innovations emanating from within the Faculty

Over the last 20 years, Government grants to research have been kept constant or even been slightly reduced if inflation is taken into account. At the same time, investment in medical research has increased greatly in most other western countries, and progress in molecular research has created new opportunities for breakthroughs in our understanding of disease mechanisms and in the design of new therapies. The Faculty should work assiduously to disseminate knowledge and understanding of the prospects and needs of medical research among the general public as well as politicians and other decision-makers.

In recent years, private foundations and donations have become increasingly important as financiers of medical research at the Faculty. This has not been the result of a deliberate strategy on the part of the Faculty. At the same time, the general public and industry expect the Faculty to be a champion of independent, unbiassed

medical research. To come up to these expectations, the Faculty should establish a programme designed to identify potential donors interested in supporting such research and keep them informed about ongoing activities. Models for such fund-raising work are to be found in the US primarily, but the Faculty, in harmony with the University, should design a model adapted to Swedish conditions.

Information and communication

Aims

To build efficient structures for scientific information service, internal communication and the dissemination of information

Strategy

Establish Faculty libraries at the university hospitals in Lund and Malmö

Invest in internet-based information and construction of learning resource centres for students

Create the Faculty's own organization for internal and external communication

As the University Library is being reorganized, new faculty libraries are to be built up at the university hospitals in Lund and Malmö. These libraries may well be housed together with existing specialized medical libraries at the two hospitals. The prime task for the medical libraries should be to design and introduce electronic information services in accordance with proposals from the Faculty's library committee. It should be a long-term aim for the Faculty eventually to create an integrated medical information service for the Öresund region.

Extensive and well organized external contacts for the dissemination of information about current medical research are of great strategic importance to the Faculty. Rapid communication and effective exchange of information with the health service and industry are essential for the future of the Faculty and its recruitment, financing and research development. By disseminating information to the general public, schools, politicians and other decision-makers, the Faculty should also help arouse interest in medical research and education. For this to be done efficiently, the Faculty must be able to give its researchers professional support on issues related to information.

Good internal communication is of vital importance when it comes to preparing, seeking support for and implementing different issues and decisions. The internal information structure should be reviewed so that modern techniques for information and communication can be utilized in an optimal way. The aim is to create practical and suitable channels of information which provide a sense of participation and openness but also reduces the risk of drowning important activities in an unstructured flood of information.