

Disciplinary Barriers between the Social Sciences and Humanities

National Report on Sweden

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INTRODUCTION

By way of introduction, this national report begins with a description of some historical and contextual circumstances within the system of higher education in Sweden. Further on, the report enters into details concerning the relationship between the state and education within the system of higher education in Sweden. The following section, 'Infrastructural definitions of social sciences and humanities' is divided into two parts, with a focus on a) education and b) research funding. Further, the report focuses on 'Change in Disciplinization', divided into two sections with a focus on: a) Gender Studies at the University of Göteborg and b) Human Ecology and the Faculty of Thematic Studies at the University of Göteborg. The report then discusses professional identities within the system of higher education in Sweden, where the qualification for under- and postgraduate education, recruitment within disciplines and the relationship between education/research/research institutes is brought up. Next comes a section on current debates on the construction of knowledge, followed by a section on interdisciplinarity. The section on Bologna, finally, focuses on the changes that have already begun within the system of higher education in Sweden, as well as on forthcoming reforms. Although we have taken responsibility for the actual writing of different parts, we are both responsible for the text and share the conclusions in the report.

History

Historically, two different university traditions have exerted influence on the system of higher education in Sweden: the German and the American tradition. For the Swedish universities in the 19th century, the German so-called Humboldt university served as an early model for higher education. The university was understood as an aristocracy of knowledge, not as a democracy where everyone had the same rights.¹ The turning point came in 1967, when academic oligarchical power was finally broken. By then, research- and educational policy stressed the importance of establishing connections between the universities and public welfare, as well as with trade and industry. And as early as 1963, discussions about a new kind of PhD training were held. This was a PhD training closely resembling the American model: education on the basis of a program of courses, and a focus on method and theory along with an emphasis on supervision.²

Educational reforms

During the latter part of the 20th century, higher education in Sweden was extended. Many new university colleges were established and the number of students multiplied. Regional university colleges were founded in order to fulfil the political aim that everybody should have the possibility to study at university or at a university college.

Historically, universities and university colleges in Sweden have been governed by the State. Professors were employed by the state and until the 1960s, the Government decided on every single department's number of porters and secretaries. Higher education was reshaped by the two comprehensive reforms of 1977 and 1993.³ The reform in 1993 reduced the detailed influence of central Government, and a decentralization of the decision-making process was implemented. Today, the internal organisation of institutions of higher education is decided by the institutions themselves on the basis of central guidelines.

One objective of the 1993 reform was to give students a greater opportunity to choose courses and to combine them into degrees. Nowadays, a general objective is to increase social and ethnic diversity in higher education. The Government opts for what has been defined as a universal higher education, i.e. 50 per cent of a year group of young people attending institutions of higher education – today only approximately 40 per cent of a year group participate.⁴ Through the Higher Education Ordinance these objectives are combined with the "Third Priority": contacts and collaboration with business and

¹ Degerblad, Jan-Eric & Sam Hagglund, 2001, 14ff Akademisk frihet – en rent akademisk fråga? Högskoleverkets rapportserie 2001:21 R: Stockholm: National Agency for Higher Education.

² SOU, 1966, 11, 43f, 82, 270ff, Forskarutbildning och forskarkarriär Betänkande angivet av 1963 års forskarutredning, SOU 1966: 67, Stockholm: Ministry of Education.

³ The reform in 1977: Regeringens proposition 1975:9, Stockholm: Ministry of Education. The reform in 1993: Swedish Higher Education Ordinance 1993. SFS No. 1993: 100. Reprint: SFS 1998:1003. Stockholm: Ministry of Education. Swedish Higher Education Act, 1992. SFS No. 1992:1434, Stockholm: Ministry of Education.

⁴ Sörilin, Sverker, 2002, 253. "Några forskningspolitiska reflektioner". In *Det nya forskningslandskapet*, ed. Ulf Sandström, Göteborg: Nya Doxa.

industry. Public sector activities, culture and adult education have to become a natural part of higher education activities.⁵

Funding policy

Education, research and PhD training are funded through governmental grants. External grants are seen as complementary to government grants, although external grants surpassed public grants by 1999.

Sweden spends 6,7% of the GNP on education (NB this includes the whole of the educational system, from preschool, to compulsory school and university). This makes Sweden one of the countries with the largest investments in education. Further, Sweden spends nearly 4% of the GNP for research and development (R & D). Similarly, this implies that Sweden is one of the countries in the world that spends most public resources on R & D.⁶

The structure of research funding is divided into a) a public funding agency with three research councils, nine research foundations and 10 public authorities, b) local authorities and county councils, c) EU-grants, d) private financiers such as Swedish and foreign organisations and enterprises.

The population in Sweden amounts to 9 million. There are 50 state-run and private educational institutions in the system of higher education. During the autumn semester of 2003, the number of students totalled 340,000. The number of PhD students totalled 19,333.⁷ Higher education in Sweden is free of charge. Undergraduate studies are funded by governmental grants based on results; partly on the number of students, partly on their achievements.

THE RELATIONSHIP BETWEEN STATE AND EDUCATION

The educational reform of 1977 was the most thorough reform within the system of higher education during the 20th century. By 1977 a common detailed system for every institution of higher education was introduced. Nevertheless, in order to free resources from administration to research and education, discussions concerning innovations of the administrative structure of higher education were put forward at the beginning of the 1990s. Equally important in this was the desire to increase competitiveness and economic growth. By 1993 major changes were introduced in the structure of higher education, with deregulation and delegation of the decision-making process to the universities and university colleges.⁸ The most significant differences between the two systems of higher education are presented in following table⁹:

The educational reform of 1977:	The educational reform of 1993:
Control by regulation	Deregulation and accentuation of applicability
Detailed Governmental control	Decentralization
Resources to vocational education and to separated faculties.	Resources directed towards the universities and university colleges.
A system of uniform design with public institutions of higher education and a few private educational organizers.	Competition between different institutions of higher education.

Directness of ministerial involvement in education/research

In Sweden, state authority is constituted by the Swedish Parliament and the Government. Their comprehensive responsibility for the control of higher education and research involves:

- Formulation of the policy instruments, that is to say, the rules and principles framing the activity of institutions of higher education.
- The maintenance of this control system.

⁵ www.hsv.se

⁶ Utbildning och universitetsforskning, 2002, 16, 46. Prop. 2002/03:1, Stockholm: Ministry of Education.

⁷ http://nu-prod.hsv.se/NUController?event=NYCKELTAL_URVAL

⁸ Fritzell, Ann, 1998, 13ff, 34. Hur styrs den svenska högskolan? Högskoleverkets skriftserie 1998: 4 S, Stockholm: National Agency for Higher Education.

⁹ Fritzell 1998, 33.

In order to run under- and postgraduate education, every institution of higher education is allocated a general grant. The faculty grant is divided into one bill for each and every academic sector, and one bill for rents, cleaning, etc. From 1999, the grants for research and postgraduate education were divided into four academic sectors: the humanities and social sciences, medicine, the natural sciences and technology.

By 2004, the Government was in charge of the following:

- The law of higher education
- The establishment of new university colleges
- The framing of principles for the assignment of resources
- The distribution of annual subventions to universities, university colleges, public authorities and research council
- The planning conditions for the next two years
- The election of a chairman and members of the board
- The election of a vice-chancellor
- The decision on whether a university college has the right to be called a university, or not.

The universities and university colleges themselves are responsible for:

- Their institutional organisation
- The apportioning of resources
- Quality assurance
- The arrangement of educational programs and content within first-cycle education
- Postgraduate research education – subjects, admission, organisation
- The establishment and appointment of professorships
- Research methods and control of the research
- The salary of all employees except the vice-chancellor's

Ministerial input in curricula, research programmes and academic appointments

Until 1989 the curriculum was planned by the National Board of Universities and Colleges (Universitets- och Högskole Ämbetet, UHÄ). Then the responsibility for curriculum planning was decentralised to the higher education institutions themselves. In the 1993 reform, higher education institutions were given increased autonomy in the organisation of courses, admissions, the use of resources and the general organisation. The degree system introduced in 1993 provided greater freedom for the students to plan their own courses. Diversity and competition between higher education institutions were introduced along with incentives for improved quality. Thus, after 1993, the institutions of higher education had to decide which programmes and courses to offer and how to organise these, as long as the degree requirements were met.

The board of each and every institution of higher education has a strong position. They make decisions about the organisational structure, the internal allocation of resources, along with the establishment of a comprehensive policy. The Government elects the chairperson and the members of the board, while the staff and students elect their own representatives.¹⁰ The board cannot decide about the content and control of research. It is the faculty board consisting of scientifically qualified teachers, which is responsible for the control of research, PhD training and undergraduate education. The public grants for education and research are distributed to the faculty, which divides the money between the different departments within the faculty.¹¹

The National Agency for Higher Education (Högskoleverket, HSV) has the task of deciding on the accreditation of academic degrees at state institutions. On behalf of the Government, it assesses an institution's right to establish so-called research areas and, where applicable, the right to university status. It is the Government that recognizes independent universities and university colleges, and it is the Government that recognizes that the universities and the university colleges may obtain the right to award degrees and/or receive state subsidies. Diplomas from every kind of higher education institutions that are recognized by the Government have an equal official value. The National Agency for Higher Education has been commissioned by the Government to evaluate all university programmes and major subjects every sixth year.

¹⁰ Östros, Thomas 2004, 4. Högskolans ledning – en skrift till ordförande och ledamöter i univeristets- och högskolestyrelser, Stockholm: Ministry of Education.

¹¹ Östros 2004, 8ff.

The diversity of educational institutions and their organisation

There are at present 50 institutions of higher education in Sweden.¹² Of these, 13 state universities have the right to award doctoral degrees. Further, these universities have permanent allocations of funds for research and postgraduate education. The following university colleges have the same rights but are restricted to one research area only: the Blekinge Institute of Technology (technology), The University College of Malmö (medical science), The University College of Kalmar (natural science), the University College of Mid-Sweden (natural science), and the University College of Mälardalen (technology). In addition to the state-run institutions of higher education, there are the private Stockholm School of Economics, Chalmers University of Technology and the University College of Jönköping, which have the right to award doctoral degrees.

There are at present 16 state university colleges and six private university colleges. Furthermore, there is one state university college for health science and two private university colleges for health science. Finally, there are seven university colleges of art and two private art schools. All university colleges have research links with the universities, via special Government grants. All higher education is conducted within these universities and university colleges. Thus, there is no distinction between university level and non-university level higher education in Sweden.

Framing of disciplinary boundaries by ministries

The planning of courses and programmes does not require supervision from the Government. One condition for this, though, is that programmes and courses should be organised within one of the four academic sectors recognized by the Government. In the 1977 reform, programmes were organised in five academic sectors: a) technical b) administrative, economic and social sciences c) health d) teaching and training e) information, communication and fine arts. At the same time postgraduate education was organised in scientific disciplines in accordance with the traditional faculties, which were also the basis for the 1993 re-structuring: pharmacy, philosophy, humanities, law, mathematics-natural sciences, medicine, dentistry, social sciences, engineering, technical-natural sciences, theology, agriculture, forestry and veterinary medicine. From 1999, public grants for research and PhD training were allocated within one of four academic sectors: humanities-social sciences, medicine, natural sciences and technology.¹³ The earlier division into faculty areas was considered antiquated and too arbitrary. Besides, the division was considered as having a restrictive influence on interdisciplinarity.¹⁴ However, this does not mean that the faculties accepted ministerial policy.

Policies on interdisciplinarity

The Governmental attitude towards interdisciplinarity is positive. Among other things, interdisciplinarity is seen as a way to achieve successful research results, and the need to face the complexity of present-day society.¹⁵ Since the end of the 1990s, the Government has discussed the development of interdisciplinary research environments in various Governmental bills.¹⁶ However, only 1% of the public grants, administered for research development, has been allocated to the development of interdisciplinarity.¹⁷

Funding council

In order to create an environment where researchers were able to produce interdisciplinary research and for the Government to avoid investments in non-lucrative research projects, the Government suggested a new research funding policy for Sweden in January 2001. The Government established a more flexible research structure, and approximately ten smaller research councils were brought together into three larger ones. The earlier division was considered too discipline-oriented and thus counterproductive to interdisciplinarity. Further, research support was considered too scattered. Consequently, the wish to establish structures that would promote interdisciplinarity was made explicit.¹⁸

The present-day structure of research is constituted by three larger funding councils and a number of smaller research foundations. The most important funding council of Sweden today, the Swedish Research Council, promotes among other things good conditions for multi- or interdisciplinary

¹² Appendix 1 provides a list of names and affiliation of all the universities and university colleges.

¹³ Högskolans ledning, lärare och organisation, 1996, 53. Prop.1996/07:141, Stockholm: Ministry of Education.

¹⁴ Vissa forskningsfrågor, 1998, 22. Prop. 1998/99: 94, Stockholm: Ministry of Education.

¹⁵ Vissa forskningsfrågor, 1998, 23.

¹⁶ Forskning och förnyelse, 2000, 275. Prop 2000/2001:3, Stockholm: Ministry of Education.

¹⁷ Forskning och förnyelse, 2000, 21.

¹⁸ Vissa forskningsfrågor, 1998, 25, 44.

research.¹⁹ According to their latest publication on research strategies, they focus on interdisciplinary research, and especially on areas such as natural science and technology. In addition, they are planning to increase resources towards interdisciplinary research in general.²⁰

The research foundations are positively disposed towards interdisciplinarity as well. The rationing of resources from research foundations is allocated both to universities and university colleges. It focuses on applicability within areas of strategic importance for sustainable development.²¹

Universities and university colleges

In Sweden research is conducted to a large extent by the researchers themselves, by way of application to external resources. As a direct consequence of this, the broadening of research, its distinctive image and its specialization, are influenced by individual researchers priorities.

When it comes to universities and university colleges, old and new institutions of higher education differ in attitude towards interdisciplinarity. The five largest institutions of higher education in Sweden today, are our five oldest institutions of higher education as well.²² They promote strategic concentration within broad and deep disciplinary research. The University of Lund prefers broad research as a possible point of departure for the development of multidisciplinary, while the University of Göteborg regards the possibilities of and success in applications for external resources as the most important tool for the control of research.²³

The new universities and university colleges, such as the University of Umeå, the Technical University of Luleå, the University College of Södertörn, and the Blekinge Institute of Technology, are expected to promote and co-operate with regional trade and industry. Consequently, this is taken into consideration when the Government designs the research structure within these institutions of higher education.²⁴

Summing-up

The deregulation and delegation of the decision-making process resulting from the university reform of 1993 supported the development of interdisciplinarity in some ways. This, in particular, is the case for institutions of higher education that had a positive attitude towards interdisciplinarity. The promotion/suppression of interdisciplinarity is now determined by the board of every institution of higher education, which takes decisions about the organisational structure, the distinctive image and the distribution of resources. At the same time, the faculty board, which distributes resources to every department and is responsible for the adjusting and content of research, PhD training and undergraduate education, is given an important position, improving or preventing interdisciplinarity.

The planning of courses and programmes is possible without supervision from the Government. In spite of this, the fact that the resources for research and PhD training are distributed within one of the four academic sectors, may involve barriers to interdisciplinarity across the academic sectors, especially at institutions of higher education that have traditional faculties.

Deliberately and for many years, the Government has promoted changes that should facilitate the establishment of interdisciplinarity such as the changed structure of research funding, along with the decentralisation of the policy-making process, etc. Nevertheless, when it comes to the actual possibilities for interdisciplinarity, the re-organisation has had different results: the Swedish Research Council's promotion of interdisciplinarity is conducted within the regular scientific councils, which may involve barriers to interdisciplinarity. Further, the old and new institutions of higher education take different standpoints regarding the question of interdisciplinarity. This, in turn, may be due to governmental vagueness in the distinction between multi- and interdisciplinarity. This lack of precision may produce problems at different levels in higher education. The University of Lund's statement of research as broad and disciplinary, may be a manifestation of that governmental lack of precision. Thus, there is a variation in policies towards interdisciplinarity within the system of higher education: old institutions of higher education prefer broad and deep disciplinary research, and new institutions of higher education recognize the possibilities of an interdisciplinary perspective. The universities and university colleges have a responsibility regarding establishment and maintenance of educational and research-connected activities. Beyond the initial distribution of funds to one of the four

¹⁹ Utbildning och universitetsforskning, 2003, 248f. Prop. 2002/03:1, Stockholm: Ministry of Education

²⁰ En stark grundforskning i Sverige. Vetenskapsrådets forskningsstrategi 2005-2008, 2004, s. 24, www.vr.se.

²¹ Forskning och förnyelse, 2000, 135.

²² University of Uppsala, University of Lund, University of Göteborg, University of Stockholms and Karolinska Institute, Forskning och förnyelse, 2000, 141.

²³ Forskning och förnyelse, 2000, 142.

²⁴ Forskarskolor – ett regeringsuppdrag, 2000, 25, Högskoleverkets rapportserie 2000:2 R, Stockholm: National Agency of Higher Education.

academic sectors, it is up to the institutions of higher education to further distribute the money. The structure of the universities' and university colleges' administrative organisation may then involve a barrier to interdisciplinarity.

INFRASTRUCTURAL DEFINITIONS OF SOCIAL SCIENCES AND HUMANITIES

A) EDUCATION

Disciplines included

Although interdisciplinarity has been discussed for many years, disciplines are still conceptually and habitually divided in a conservative manner. On the basis of the main structural organisation of subjects within Swedish universities and university colleges today, the National Agency for Higher Education has made a national register of subjects included in the humanities and social sciences (see list below).²⁵ Moreover, this register is used by the Swedish Research Council for their on-line application.²⁶

In this register, the borders between the disciplines appear sharper than they are in reality. In fact, the register only corresponds to the situation within the established universities, such as the Universities of Lund, Göteborg, Uppsala, etc. With respect to the claim of an allocated academic sector, most new universities and university colleges have a structural organisation of disciplines differing from the established universities. It is rare that a university college has more than one or two different academic sectors. Finally, there are a number of interdisciplinary subjects (such as gender studies) that are not listed in the register. The register is thus of great interest as it exposes the Swedish Research Council's, the National Agency for Higher Education's and the National Statistics Office of Sweden's perception of disciplines included within academic sectors.

The Humanities

Historical-philosophical subjects: Aesthetics, archaeology, ancient culture and society, anthropology, history and theory of cinema, cultural studies, drama, ethnology, history, history of arts, history of ideas, literature, logic, musicology, osteology, philosophy, history and theory of theatre, theory of science

Journalism and communication: Librarian science, journalism, science of communication, science of the press

Philology and linguistics: Philology, linguistics, courses in 60 different languages, translation studies, area studies

Theology: Islamology, judaeology, history and theory of religion

The Social Sciences

ADP-subjects: Computer sciences, informatics, IT, bioinformatics, human-computer interaction, medical informatics, system science, applied information technology, economical informatics

Behavioural sciences: Child and youth sciences, criminology, disablement science, educational science, pedagogics, psychology, recreational science, social anthropology, sociology

Economy/administration: Various kinds of business economics and management, administration of health and nursing, history of economics, home economics, various kinds of labour market and staff administration, logistics, political economy, public administration, regional development

²⁵ Klassificering av kurser – ett regeringsuppdrag, 2003, 5., Stockholm: National Agency for Higher Education. The National Agency for Higher Education is a public authority, among other things responsible for statistics concerning universities and university colleges in Sweden. They have one specific data base with information concerning this, the so-called NU-databasen: <http://nu.hsv.se/nu>.

²⁶ <http://vrdirect.vr.se/klassificering.htm>

Law: Business law, commercial law, law, legal science

Practical pedagogics: Various specializations of didactics

Other subjects within the social sciences: Economic geography/ ethno-geography, European studies, peace and conflict research, international business administration, dietetics, sports science, social studies, political science, statistics, tourism, developing country studies.

University structures

Within the frame of regulations and laws decreed by the Government, universities and university colleges have quite an extended independence. Let's use the universities and the university colleges for example, with their possibility to decide on the organisation and the distribution of resources. Nevertheless, there are limitations. It is compulsory for universities and university colleges to have a board and a vice-chancellor. The Government elects the chairperson and most of the members of the board. The vice-chancellor is elected by the Government and employed for six years. The vice-chancellor has a deputy called pro-vice-chancellor and is elected by the board for six years.

SIX INSTITUTIONS OF HIGHER EDUCATION IN SWEDEN

Seeing that the structure of higher education in Sweden is quite diversified, we have chosen to conduct our investigation on both old and new universities. The old universities we have chosen to scrutinize are Lund and Göteborg. The University of Lund is Sweden's second oldest university. The University of Göteborg is the largest university in terms of student numbers. Both have conservative divisions of subject fields. The new universities are The University of Linköping and Örebro University. The interdisciplinary Tema Departments of the University of Linköping are important in the Swedish university context. Örebro University has an interesting organisational structure, which establishes a new approach, that possibly stimulates interdisciplinarity. The two university colleges are the University College of Södertörn and the Blekinge Institute of Technology. Södertörn has an interdisciplinary approach in its organisational structure of subjects. The Blekinge Institute of Technology is explicitly interdisciplinary and may illustrate the situation in Sweden, where interdisciplinarity between technology/natural sciences and humanities/social sciences is very much supported by the Government.

The University of Lund

The University of Lund was established in the 17th century. Today, there are eight areas of education and research at the University of Lund: the Lund Institute of Technology, the Faculty of Social Sciences, the faculty of Medicine, the Lund Institute of Economy, the University College of Art, the Faculty of Law, the Faculty of Natural Sciences and Humanities and Theology. There are two interdisciplinary educational programs: the library science-program and the program for journalism. Moreover, they offer interdisciplinary courses within the area of human rights. There are 24 research centres at the University of Lund.²⁷ The centres are multi- or interdisciplinary co-operational agencies crossing the borders of one academic sector or subject.

Organisation

The vice-chancellor of the university, placed under the university board, is responsible for the direction of the university. The head of administration, placed under the vice-chancellor, is responsible for the administration, finances and organisational structure of the university. The management group is constituted by the management and two students, elected by the students' union of the University of Lund. The management prepares and executes decisions made by the university board, along with the vice-chancellor, admissions and examinations committees. Furthermore, management offers administrative services toward departments and students.

²⁷ Centres are multi- or interdisciplinary organisations, preferably for research and PhD training. They promote co-operation between researchers from different areas of research and are important for the development of interdisciplinarity within a university or university college, because they are located at the borders of different disciplinary fields.

Academic sectors and disciplines included:

Academic sectors	Departments	Disciplines
The Social Sciences	The Centre for Gender Studies	Gender Studies
	The Department of Sociology	Sociology
		Studies in Media- and Communication
	The Department of Political Sciences	Sociology of Law
		Social Anthropology
		International Politics
The Department of Social and Economic Geography	Theory of Politics	
	Human Geography	
The Department of Pedagogics	Geography	
	Development Studies	
The Department of Psychology	The Department of Psychology	Child Training and Development
		The Learning of Adults
		Questions of Interculturality
		Learning for the Working Life
The School of Social studies	The Department of Psychology	Cognition and Neuro-Psychology
		Personality and Social Psychology
		Clinical Psychology
The School of Social studies	The Department of Psychology	Psychology of Development
		Social Studies

Academic sectors	Divided into sections	Departments	Disciplines
The Humanities and Theology	The Faculty of Theology	The Department of History of Religion	History of Religion
			Islamology
		The Department of Religion-Behavioural Science	Judaology
			Migration Studies
		The Department of Bible Science	Psychology of Religion
			Sociology of Religion
		The Department of History of Christianity	Exegetics of the Old Testament
	Exegetics of the New Testament		
	Church History		
	The Department of Faith- and Philosophy of Life	Church Science	
		Mission Science	
	The Section of Historical-Philosophical Subjects	The Department of Ethnology	Systematic Theology
			Ethics
		The Department of Archaeology and Ancient History	Philosophy of Religion
Ethnology			
The Department of Philosophy		Human Ecology	
		Archaeology	
The Department of History		Archaeology of the Middle Ages	
	Ancient Culture and Society		
The program of Journalism	Historical Osteology		
	Theoretical Philosophy		
The Department of Art- and Musicology	Practical Philosophy		
	Scientific Basic Course		
The Department of Cultural Studies	The Department of Art- and Musicology	Cognitive Science	
		History	
The Department of Cultural Studies	The Department of Art- and Musicology	Journalism	
		Creative Writing	
The Department of Cultural Studies	The Department of Art- and Musicology	Editing	
		Science of Art	
The Department of Cultural Studies	The Department of Art- and Musicology	Musicology	
		Semiotics	
The Department of Cultural Studies	The Department of Art- and Musicology	Library Science and Information Science	
		History of Books	

The Section of Linguistics and Literature	Language Studies	History of Ideas Cultural Studies Studies in more than 25 different languages
	Linguistics	Linguistics Phonetics
	The Department of Literature	Literature Drama-Theatre-Film Science of Press
	Studies of Eastern- and Central Europe	Five languages Eastern and Central European studies
	Languages of Eastern Asia	Three Asian languages Eastern and South East Asia Studies

The University of Göteborg

The University of Göteborg was established as a university college in 1891. In 1954 it made a university. In 2004 the University of Göteborg has 49 000 students, 2 500 PhD students and 5 400 employees. There are eight academic sectors: the School of Economics, the Faculty of Humanities, the University of Information Technology, the Faculty of Arts, the Faculty of Natural Sciences, the Academy of Sahlgrenska (health), the Faculty of Social Sciences and, finally, the Faculty of Educational Science. Until 2001, there was an interdisciplinary board of themes at the University of Göteborg, which had existed for about 20 years and had hosted many interdisciplinary areas such as gender studies and Human Ecology. By 2000, a one-man investigator was appointed to examine the conditions for interdisciplinarity at the university.²⁸ He suggested that the university as a whole should improve on the crossing of boundaries, especially those between the soft and hard sciences. The result of the investigation was a dissolving of the board of themes and a transportation of the interdisciplinary subject fields into the well-established university faculties. Considering the interdisciplinary subject fields, this transportation involved a total transfer of their organisational and the administrative structure.

In 2004 there are three interdisciplinary educational programs at the University of Göteborg: Educational Science, Data-Linguistics, and Integrated Business Administration. There are a number of faculty-crossing PhD courses, which only involve PhD students within the faculties, though. The students are, in other words, not allowed to cross the faculty border. There are about 35 interdisciplinary units.

Organisation

The vice-chancellor is placed directly under the university board. The faculty council is closely connected to the vice-chancellor, and is constituted by the pro-vice-chancellor, the faculty-deans and the principal of administration management. The common administrative management is governed by the principal of administration management and is constituted by different departments, responsible for finance and planning, questions of internationalisation etc. There are eight faculty boards, responsible for undergraduate education, research and PhD training.

Academic sectors and disciplines included

Academic sectors	Departments	Disciplines/Centres
The Social Sciences	The Department of Peace- and Development Research	International Relations Development and International Work Global Politics
	The School of Public Administration	Public administration Administration of health and care
	The Department of Journalism and Mass-Communication	Program of Journalism Television Science Science of Mass-Communication

²⁸ <http://www.gu.se/aktuellt/Gu-journalen/8-00/sid.3.html>

		The Department of Psychology	Program of Psychology Psychotherapy Program of Labour-related questions Social Anthropology
		The Department of Social Anthropology The Department of Social Work	Social Care and Social Pedagogics Social Work
		The Department of Sociology	Sociology Criminology Social Psychology Science of Organisation and Leadership Sex, Sexuality and Family Technique and Society Political Science Administrative Technique Social Science Program of Europe
		The Department of Political Science	Department of Human Ecology Centre for African Studies Centre for Global Gender Studies Centre for Middle-East Studies Centre for Study of Human Rights
		The Department of Environmental and Regional Studies of the Human Condition	
Academic sector The Humanities	Sections Area of Linguistics	Departments 7 departments of languages Linguistics	Disciplines 20 different languages Human Languages Communication Data Linguistics Ancient Culture and Society Classical Languages and Modern Greek History History of Gender West of Swedish Regional History Theoretical Philosophy Practical Philosophy Logic Archaeology
	Area of historical-philosophical subjects	The Department of Classical Science The Department of History The Department of Philosophy The Department of Archaeology The Department of Ethnology Film Studies and Musicology	Ethnology Musicology Film Different audio-visual mass-communication and forms of art Gender Studies Men's Studies Gay/Lesbian studies History of Ideas Theory of Science Pictorial Art Creations of Architecture-, Design- and Environment Cultural Studies Children- and Youth Culture Drama Literature Teacher Training History of Religion History of Christianity Religion-Behavioural Science Bible Science Faith- and Philosophy of Life
		The Department of Gender Studies The Department of History of Ideas Science of Art	
		The Centre for Cultural Studies The Department of Literature	
		The Science of Religion	

The University of Örebro

The University of Örebro was established as a university college in 1967. In 1999, Örebro became a university. In 2004, there are 14 500 students and 1 300 employees at the University of Örebro. Instead of having faculties, they organise their courses and programs within 12 departments: Behavioural, social and legal sciences, Economics, statistics and informatics, Humanities, Athletics and Health, Clinical Medicine, Academy of Music, Natural Science, Pedagogics, Catering, Social Sciences, Technology and, finally, Health Sciences. In terms of research, they have several multidisciplinary formations.²⁹ Furthermore, there are great expectations of the University of Örebro of being a prominent force in the development of regional trade and industry.³⁰

Organisation

The university's main policy authority is vested in the university board. The department prefect is automatically a member of the board. Other representatives, including the chairperson, are elected through the casting of votes. The prefect is head of the administrative management of the department, and responsible for the activity of the departments. The prefect is placed directly under the vice-chancellor. The council of local co-operation handles questions about the relationship between employer and employee. The director of studies is elected by and placed under the prefect. The director of studies focuses on undergraduate education and has direct contacts with the students. Subjects within PhD training programmes are directed by a head of subjects. This person is elected by the faculty board, for a period of three-years.

Academic sectors and disciplines included

Academic sector	Departments	Disciplines	Subjects
The Humanities/ The Social Sciences	The Social Sciences	Cultural Geography	Cultural Geography
		Women's Studies	Feminist Theory and Methodology
		Social Sciences	Social Sciences
		Sociology	Sociology
			Social-psychology
			Sociology of religion
		Political Sciences	Political Theory
			International and Comparative Politics
	The Humanities	Archaeology	Archaeology
		Film Studies	History of Film
			Theory of Film
			Aesthetics of Film
		Philosophy	Philosophy
		History	History
		Literature	History of Literature
			Theory and Methodology of Literature
		Mass Communications	International Communication
			Journalism
			Public relations
		Rhetorics	Rhetorics and Democracy
			Rhetorics of War
			Women's Rhetorical Strategies
			Body Language
		Seven linguistic subject-areas	English
			French
			Latin
			Spanish
			Swedish
			Swedish as a foreign language
			German

²⁹ www.oru.se

³⁰ Forskning och förnyelse, 2000, 142.

The University of Linköping

The University of Linköping was established in 1975. Today, there are 26 500 students and 3 500 employees at the University of Linköping. The university has an explicit ambition to work with multi- and interdisciplinary perspectives. It has four academic sectors: the Faculty of Philosophy, the Faculty of Educational Science, the Institute of Technology and the Health university. Furthermore, it has six interdisciplinary areas of research and undergraduate education at the Tema Departments, as well as 17 interdisciplinary research centres.

Organisation

The foremost representative of the university is the vice-chancellor. The pro-vice-chancellor is elected by the university board which the pro-vice-chancellor's responsibilities. There is a general administration unit, with 9 departments and one group of administrative management. The faculties are responsible for education and research. Each faculty has a board. The chairperson of the faculty board, the dean, is chosen by the staff within each respective faculty. In addition, the faculties have committees of education and research, composed of a mixture of staff, PhD students, students and representatives of the general interest. The committees of education and research are supported by a secretariat, responsible for the education's Questions about information, internationalization, finance, etc. are handled by the secretariat.

Academic sectors and disciplines included

Academic sector	Departments	Disciplines
The Faculty of Philosophy	The Department of Economy	Law of Affairs Business Economics, Political Economics Political Science
	The Department of Aesthetics	Pictorial Science Drama Athletics Musicology Handicraft Outdoor Pedagogics Behavioural Science
	The Department of Behavioural Science	
	The Department of Data Science	Cognitive Science System Science Informatics Health Science
	The Department of Health and Society	
	The Department of Religion and Culture	Science of Religion Philosophy Social Anthropology Applied Ethics
	The Department of Language and Culture	A variety of courses within Swedish and foreign languages
	The Department of Development and Culture	History Local History Local Government Tema Culture and Society (Tema Q) Advanced Cultural Studies Institute of Sweden
	The Department of Tema	Children Gender Health and Society Communication Food Culture Medicine Technology and Social Change Water in Nature and Society
	The Department of Thematic Education and Research	Teacher Training, Environmental Program, Formation of Culture, Society and Media Analysis of Society and Culture

The Tema Department at the University of Linköping

At the University of Linköping, there is a unique form of PhD training structured into broad, interdisciplinary thematic areas. The organisation of such PhDs started in 1980. It was the prospect that such research could frame complex questions about society, not taken care of within any other discipline, that nurtured the birth of the Tema Department of the University of Linköping. The PhD students at the Tema Department are financed by both Governmental and external grants.³¹ Examination is not executed in any particular subject, but within respective themes. By now, there are six themes at the department: Children, Gender, Health and Society, Communication, Technology and Social Change, Water in Nature and Society. The themes were established for research purposes, but offer courses and programmes at undergraduate level as well; Cultural Studies and the School of Social Studies Furthermore, 40 different interdisciplinary and disciplinary courses and 7 master's programmes are offered within the themes of the department.³²

The University College at Södertörn

In the autumn of 2004, the University College of Södertörn had 10 000 registered students and around 700 employees of which two thirds were researchers/teachers. The University College of Södertörn seeks to put forward questions on multiculturalism and multidisciplinary. There are three academic sectors: 1) the Humanities, Social Sciences and Technology, 2) Natural Science and 3) Educational Science. The University College has nine departments. There are two interdisciplinary study-programmes: Teacher Training and Journalism. There are six interdisciplinary research centre-formations. They collaborate with other institutions of higher education, such as the Royal Institute of Technology.

Organisation

The University College of Södertörn has had an administrative organisation differing from other institutions of higher education. A decision was made in 2003 to establish a traditional administrative organisation, with a university board, a vice-chancellor, a faculty board and departments. The reason for this was the University College's poor financial situation. In the new board, the vice-chancellor conducts the activity by the university college and is responsible that the goals are reached.

Academic sectors and disciplines included

Academic sector	Departments	Disciplines
The Humanities, the Social Sciences and the Technology	The Department of Sociology, Modern History, History of Ideas and Archaeology	Archaeology History of Ideas Sociology Modern History
	The Department of Gender, History, Literature and Religion	Gender Studies History Literature Science of Religion
	The Department of Media, Art and Philosophy	Philosophy Science of Art Media and Communication Studies Pedagogics
	The Department of Lanuguage and Culture	Ethnology Modern Languages English French Spanish German

³¹ Forskarskolor – ett regeringsuppdrag, 2000, 25.

³² <http://www.tema.liu.se/grund.htm#fri>

The Department of Economy and Business	Russian Business Economics
The Department of Swedish, Rhetorics and Journalism	Journalism Swedish Rhetorics
The Department of Political Science, Political Economy and Law	Law Political Economy Political Science
The Department of Communication, Technology and Design	Technology of Medias Science of Tourism

The Blekinge Institute of Technology

The Blekinge Institute of Technology has 5000 students and 480 employees. The university college is trying to create a distinctive image within applied information technology and sustainable development of trade and economy.³³ It has one technological faculty and four sections: the School of Engineering, the School of Management, the School of Health Science, the School of Technoculture, Humanities and Planning. The organisation of the Blekinge Institute of Technology is a good example of the Government's initiative to establish collaboration between soft and hard sciences.

Organisation

The university college board and the vice-chancellor are responsible for conducting the activity at the university college. The pro-vice-chancellor assists the vice-chancellor. The working units for education, research and development are called sections. Their task is to pursue education, research, and development of regional trade and industry. The board of the university college decides the working responsibilities of the sections. Each section is led by a director.

Academic sectors and disciplines included

Academic sector	Department	Subject-area	Disciplines
Technology	The School of Technoculture, Humanities and Planning	The Humanities	English
			History Literature Culture Digital Media Swedish
		E-Government	Information- and Communication Technologies
		Physical planning Technologies of Media	Planning Technology of Media Digital Games Formations of Digital Media
		Technoscience Studies	Technology of Media Digital Games Gender Research within Technoscience

Prizes

Few prizes are multi- or interdisciplinary. See Appendix 3

Research evaluations

Research evaluations are carried out by the Swedish higher education system on different occasions, levels and with different methods by different experts/authorities. Where, how and by whom research evaluations are performed depends on the aims and objectives of the evaluation or assessment, whether these be the evaluation of articles, projects, persons applying for positions, departments, disciplines, programs, faculties or institutions. There are evaluations (for the appointment to academic

³³ www.bth.se.

positions) regulated in the Higher Education Ordinance, and others regulated by the government in interaction with parliament ("the riksdag") and research funding bodies such as research council evaluations of research projects, positions etc or assessments of research and research education in disciplines, programs, faculties or institutions under the supervision of the National Agency for Higher Education. Journals perform reader, editorial or peer reviews according to more or less traditional, national or international scholarly customs.

Research council evaluations³⁴

The Swedish Research Council (Vetenskapsrådet, VR) with a total budget of SEK 2.2 billion per year is the single largest state funding body of Swedish basic research in institutions of higher education — besides the faculty grants issued directly from the government to the institutions of higher education with the right to provide research education (including PhD training and different percentages of research in academic positions). Since FAS (Forskningsrådet för arbetsliv och socialvetenskap, Swedish council for working life and social research) and FORMAS (Forskningsrådet för miljö, areella näringar och samhällsbyggande, the Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning) have evaluation procedures that resemble VR, we concentrate on the latter.

VR receives more than 4,000 project applications a year from researchers at Swedish universities and colleges. In addition, there are grant applications for research appointments in special areas (council researchers, research assistants), scholarships (post docs, EUI PhDs), sabbaticals, programs, expensive equipment, travel grants, grants for publications and journals. In the last two years the VR has also issued grants for outstanding senior researchers and from 2004 for strong research environments (Centres of Excellence).

Research at the VR is divided into four fields. For each of these, there is a Scientific Council. These Councils promote and support basic research in their respective fields by distributing the grants for projects and research appointments. The members of the councils are appointed by delegates elected by the research community. The distribution is effected through a peer review system for quality assessment and ranking. "Altogether, some 500 Swedish and foreign researchers are engaged in the extensive scrutiny of applications. To avoid suspicion of legal disqualification, the Council has adopted comprehensive rules to guarantee objective and impartial handling. These rules are based on the provisions concerning legal disqualification that are contained in the Administrative Procedure Act." ³⁵ There are about 50 review groups with about 10 members each, where renowned researchers in their respective area evaluate other researchers' applications.

The VR Scientific Council for the humanities and social sciences has ten review groups dealing with research in the humanities, social sciences, law and theology. For 2005 this council received 921 applications of which 107 were granted, i.e. less than 12 % of those who applied. ³⁶

Projects, programs and position evaluations

The evaluation system used in the review groups is based on four corner stones: openness in the process, scientific evaluation, strict rules of challenge and a five-graded scale of marks. The VR's review procedure must be as open and objective as possible. The applications are not secret but must be treated confidentially by the members in the review group. All members have access to all applications within their area of expertise. The VR uses a web-based tool for the evaluation of project proposals: VR-Review, i.e. a database available on the Internet, containing proposals submitted to the Swedish Research Council. The proposals and the complete application can be printed. VR-Review presents the proposals and proposers within each Evaluation Panel. Members of an Evaluation Panel can see a list of all reviewers in the Panel as well as all proposals within all other Evaluation Panels. External reviewers have access only to proposals they are invited to review. Summaries, evaluations and other material used for the reviews are working material and cannot be published under this process. But if the material has an impact on the decision it is saved and becomes a public document when the decision is taken. ³⁷

A new tool to enhance follow-up of scientific quality is the five-graded scale of marks, used by all subject areas: ³⁸

³⁴ This section is based on This is the Swedish Research Council, 2002. Stockholm: Vetenskapsrådet <http://www.vr.se/english/index.asp>, retrieved 04-12-12 and on web information of VR retrieved 04-12-12 at: <http://www.vr.se/projekt/index.asp> including the links that are listed under this article.

³⁵ This is the Swedish Research Council, 2002p. 13.

³⁶ According to a press release from 2004-11-05, 45 % of these are women compared to 32 % last year and 35 % this year. http://www.vr.se/press/index.asp?id=184&dok_id=6736 retrieved 04-12-12

³⁷ http://www.vr.se/forska/index.asp?id=669&dok_id=5632 retrieved 04-12-12

³⁸ http://www.vr.se/forska/index.asp?id=669&dok_id=5645 retrieved 04-12-12

5 = outstanding: The project or the researcher must conduct world-leading research of highest quality. Only available in a limited number of areas where Sweden's research is at the forefront.

4 = excellent: The project or the researcher must conduct (or be expected to conduct in the case of young researchers) excellent research that has attracted international attention. The project or the researcher can be compared to those who are nationally leading in the area of research.

3 = very good: Projects or researchers conducting very good, internationally competitive research, that should if possible be supported by the VR.

2 = good: Projects or researchers conducting good research, well worth support from the VR if there were enough resources.

1 = insufficient: for projects or researchers receiving this mark the total evaluation of the scientific quality is insufficient for funding from the VR.

"The applications are classified by subject area, and the various review groups composed of researchers assess them and put them in order of priority. For every application, one or more experts are appointed to examine it and write a statement of opinion. The principal assessment criteria are the scientific quality of the project and the applicant's skills. Having assigned priority, the review groups submit their proposals to the Scientific Councils concerned with the decision."³⁹ These councils led by their secretary-general decide on the funding.

The VR Scientific Council for the humanities and social sciences works in two steps with a first scrutiny in the review groups or in program groups in late spring, before the council decides. In June the council accepts one third of the application to go to the next step of scrutiny and the other two thirds are rejected. In step a decision is taken in the council on which applications to fund based on the scientific evaluations and ranking. Decisions are published in November.

Strong Research Environments

The process in all the VR councils of scrutinizing this year's new applications for Strong Research Environments, has in a first step, resulted in a nomination of 27 applications out of 261. Ten of these will be singled out, in a second step, for funding with 3-5 SEK million/year for five years. Decisions will be taken in February 2005. Seven out of 40 of the applications have been nominated by the VR Council for Humanities and Social sciences:

"Social change and inequality: comparative studies on labour markets, welfare states, families and gender", Stockholms University

"Center for the study of language technology", Göteborg University

"Score – a strong research environment", School of management, Stockholm

"Centre for population studies. A strong and innovative research centre at Umeå University", Umeå University

"Betula: Memory, genetics, brain imaging and early diagnostics", Stockholms University

"Quality of government: Causes – effects- research methods", Göteborgs University

"Health inequalities – the interconnectedness of social, psychological and biological causal processes acting short or long term", Stockholms University

The applications have been dealt with within each VR council, in the Humanities and Social sciences in the following manner: the first evaluation of the 40 applications was done in the nine regular review groups. Since several of these groups could be challenged the procedure had to be changed in these cases. For certain groups the evaluations were done exclusively by external peers. In other groups certain applications were evaluated in the group and other applications by external evaluators. Then the review groups had to rank the applications in relation to external opinions and internal scrutiny. There are meticulous, specific instructions for the external reviewers in the first step to be submitted via an electronic form found in VR-reviews. A meeting with the chairs of the review groups discussed the suggestions of the groups. The task was to nominate not more than ten applications to the VR Council for the Humanities and Social Sciences. The council decided to nominate seven applications for further preparation for the International Panel.

Evaluations of individuals applying for academic positions

Section 4 on "Teachers" in the Higher Education Ordinance regulates how research should be assessed when an individual applies for an academic position or for promotion. Some of the sections are quoted in abridged form below.

³⁹ This is the Swedish Research Council, 2002p. 12

S. 21 The faculty board or corresponding body shall procure opinions from at least two persons who are particularly familiar with the subject area for the position when appointing professors and senior lecturers. When appointing research assistants, the opinion of one person shall suffice.⁴⁰

Where the appointment of professors and senior lecturers is concerned, only one of the persons referred to in the first paragraph may be employed in the area of responsibility of the faculty board or equivalent body to which the position belongs. If the opinion of only one person is procured when appointing a research assistant, this person must not be employed within the area of responsibility of the faculty board or equivalent body to which the position belongs. The faculty board or equivalent body must not procure the opinion of a person as referred to in the first paragraph who is active within the area of responsibility of the faculty board or equivalent body and who mainly has duties within the subject area for the position, unless there are special reasons for doing so.

When the opinions of two or more persons are procured, both men and women should be represented, unless there are strong reasons to the contrary. ...

S. 22 Each of the persons referred to in section 21 individually shall deliver a written opinion to the faculty board or equivalent body. In this opinion they shall describe the skills of the applicants who should be considered in the first instance for the position, state their relative ranking and give reasons for their choice. If the circumstances in the case so justify, the board or equivalent body may, however, decide that such opinion may consist solely of a proposal of the applicant to be considered in the first instance. In case of applications for promotion ... the opinion shall relate to the question of whether the applicant should be promoted or not and whether the applicant is qualified or not. The faculty board or equivalent body may issue further regulations concerning the format of the opinion.

S. 24 A The provisions of sections 20-22 concerning appointment procedures for senior lecturers shall also be applied when appointing associate senior lecturers. The provisions shall furthermore be applied when considering applications for promotion to senior lecturer ...

S. 26 The faculty board or equivalent body shall propose the applicant who should be considered in the first instance for appointment. If there are special reasons, the proposal may refer to a further applicant or applicants who should be considered and state the order of priority between them.

In its proposal, the faculty board or equivalent body shall include an account of its assessment of the skills of every proposed applicant in relation to the assessment grounds that apply to the position. The account shall cover skills both in respect of each assessment ground separately and in a joint consideration of all the grounds for assessment. If there is only one applicant and it is proposed that he or she should be employed, the account referred to in this paragraph need not be submitted.

It should be clear from the proposal how the recruitment objectives of the institution of higher education have been taken into account. If both women and men have applied for the position, it should be stated how the gender dimension has been taken into account.

In connection with applications for promotion ... the faculty board or equivalent body shall propose whether the applicant should be promoted or not and state whether the applicant meets the qualification requirements or not.

S. 27 Proposals as specified in section 26 shall be submitted to the vice-chancellor....

S. 28 Teachers are appointed by decision of the vice-chancellor. This shall also apply to decisions relating to promotion ...

If the vice-chancellor finds that a lecturer, senior lecturer or associate senior lecturer does not meet the promotion requirements the application for promotion shall be refused by special decision.

If the vice-chancellor finds that a person offered an appointment ... does not meet the requirements for appointment as professor, the request for appointment as professor shall be refused by special decision. Appointment as senior lecturer shall then be effected.

Decisions referred to in this section must not be delegated if they relate to appointments of professors or refusal of an application or a request for appointment as professor. ...

The regulations of employment at the different institutions of higher education show a great consensus and concur closely to the regulations in The Higher Education Ordinance, Ch. 4. It is foremost in relation to routines at announcement of vacancies, and regarding pedagogical experts that differences may occur.⁴¹

Evaluation assessments of research in disciplines, programs, department faculties or institutions.

The National Agency for Higher Education performs national quality assessments related to entire

⁴⁰ To be employed as a forskarassistent (research assistant) at least a PhD is required. Research assistants are teachers who also do research as part of their employment. Mostly younger researchers are employed as research assistants.

⁴¹ Rovio-Johansson, Airi & Gunnar Tingbjörn, 2001, *Pedagogisk skicklighet och pedagogiska meriter – historik och praktik* Producerad av Högskoleverket i augusti 2001. Stockholm: Högskoleverkets rapportserie 2001:18 R

programmes of education and subjects. Started in 2001 the Agency performs recurrent and comprehensive subject and programme evaluations. All programmes of higher education, including postgraduate training are evaluated once every six years and the result is made available to students. The Agency also assesses an institution's right to establish areas of research.⁴²

The quality assessments are performed according to a model containing several steps. At first the institution in question is contacted and informed about the principles of the assessment /quality audit. The preconditions for the local self-assessment are made clear as well as the composition of the external group of evaluators. Thereafter those responsible for the discipline/program perform a self assessment, which the group of evaluators study before their visit. Finally the evaluator group presents a report to those concerned with suggestions for measures to take. This model has been used in the quality assessment program of the Agency of Higher Education since 1996. In connection with the initiation of the six year plan the Agency appointed an external meta-assessment with researchers at Uppsala University and Mälardalens University College in order to assess the model of assessment itself.⁴³

One explicit problem according to respondents in this meta-assessment is the question of what is to be assessed — discipline and/or program? Some respondents expressed a wish for better adjustment of the model to subjects with interdisciplinary/cross-departmental character.⁴⁴

Reviews of journal articles

See scientific journals.

Summing up on research evaluations

Peer review is generally the traditional method of the Academy for internal evaluations. It is based on the principle that only those who are expert judge the quality in a scientific work within the same area as the researcher evaluated. The research or the project is presented to a panel consisting of the researchers' peers who evaluate it. This system has been used for a long time within the Swedish councils of basic research and there is high confidence in this form of academic self-evaluation. In order to broaden the selection of evaluators the research councils also now turn to international evaluators from the same disciplines, in an attempt to counteract the obvious risk of bias.⁴⁵

This system is however problematic in regard to interdisciplinary projects even if one broadens the selection of evaluators to international peers. On the one hand, disciplines are not national, they cross national borders.⁴⁶ On the other hand, and more importantly, interdisciplinary projects are seldom reviewed by interdisciplinary peers. A report from an expert group for interdisciplinarity consisting of members from the previous research councils detailed the basic features for a review procedure meant to handle this problem. The suggested procedure consists of two steps. Interdisciplinary research projects are supposed to consist of components, which are of disciplinary character. In a first step there is therefore suggested a quality assessment of each part in the project according to the accepted praxis of the discipline in question. Those projects the components of which are considered to be of acceptable quality are then examined in the next step in regard to how well the different components are integrated.⁴⁷

But as Hans Glimell points out this model may function well if the methods and tools used in each component lie near the mainstream from which the referees are recruited. New areas often develop from issues that are marginal to the discipline of origin. And the more integrated the components in an interdisciplinary project are, the more peripheral one may expect the components to be from the perspective of the established disciplines. To counteract this risk the expert group mentioned above suggested that this was one of the reasons to mix national and international referees. We agree here with Glimell that "disciplinary borders cross national borders; and that measures to cross the latter does not solve the problems with the former."⁴⁸

⁴² www.hsv.se retrieved 04-12-03

⁴³ Karlsson, Ove, Inger M. Andersson and Anna Lundin. 2002, *Metautvärdering av Högskoleverkets modell för kvalitetsbedömning av högre utbildning : hur har lärosäten och bedömare uppfattat modellen?* Stockholm: Högskoleverket. Högskoleverkets rapportserie, 2002:20 R. p. 13.

⁴⁴ Karlsson, Ove, Inger M. Andersson and Anna Lundin. 2002, p. 40.

⁴⁵ www.hsv.se

⁴⁶ Glimell 2001, p. 18.

⁴⁷ Svedin, Uno: *Tvårvetenskap - hur, av vem och varför*. Rapport från Expertgruppen för tvårvetenskap, under Samverkansgruppen för Tvårvetenskap, Genusforskning och Jämställdhet. Stockholm 1999, pp. 10-11, quoted in Glimell 2001, pp. 17-18.

⁴⁸ Glimell 2001, p. 17.

Scientific journals

There are different types of scientific journals edited or published in Sweden. Some of them are Nordic or international but edited permanently or for a certain period of time in Sweden. It is sometimes difficult to decide whether a journal should be classified as 'scholarly', 'substantive' or 'popular'. We disregard journals called 'sensational' in Distinguishing Scholarly Journals from Other Periodicals.⁴⁹ The criteria (here somewhat shortened) given by Cornell University Library in this web-text are often cited on websites of Swedish university libraries:

Scholarly journals have serious look, contain graphs and charts but few exciting pictures. They always cite their sources. Articles are written by a scholar in the field. The language is that of the discipline covered. It assumes some scholarly background on the part of the reader. Many scholarly journals are published by a specific professional organization. (Rather clear examples in the list in Appendixes no 4, e.g. 4, 5, 6, 7, 24, 26, 27, 28, 29, 30).

Journals with substantive news or of general interest may be attractive in appearance. Articles are often illustrated. News and general interest periodicals sometimes cite sources. Articles may be written by a member of the editorial staff, a scholar or a freelance writer. The language is geared to any educated audience. There is no specialty assumed, only interest and a certain level of intelligence. Generally published by commercial enterprises or individuals, although some emanate from specific professional organizations.

Popular periodicals are often attractive in appearance. Lots of graphics (photographs, drawings, etc.). They rarely, if ever, cite sources. Information published is often second or third hand. Articles are usually very short, written in simple language and designed to meet a minimal education level.

Some of the journals listed in Appendix no 4 fall into categories in between scholarly, substantive and popular. Sweden is a small country and historians and philosophers want to reach not only specialists. Not all are reviewed by anonymous peers, but by an editorial staff with high academic positions. The clearly scholarly journals are more often disciplinary, while other types may be more interdisciplinary in scope. All types may be published by professional organizations. The following journals in Appendix No 4 announce a multi- or interdisciplinary interest: 3, 4, (5), 11, 12, 13, 14, 15, 32.

Summing-up: infrastructural definitions of the social sciences and the humanities

a) education

Although interdisciplinarity is promoted by the Government, there are still sharp divisions between the academic sectors. Through the Swedish Research Council and in some of our largest institutions of higher education, the division into academic sectors shapes a discipline-organisational principle. This principle causes a number of difficulties within the system of higher education, with respect to the possibilities of establishing interdisciplinarity. This is the case when a researcher, for example, applies for research funding, or in the administration connected with the establishment of an interdisciplinary education/research project.

All the examined institutions of higher education, but for one, have a hierarchical organisational structure. In this context, the University of Örebro is different from the rest, due to its flat organisational structure.

This survey shows that interdisciplinarity exists in every kind of institution of higher education in Sweden, even though there are differences between the different institutions of higher education. Both the University of Lund and the University of Göteborg have a conservative and sharp division of academic sectors and subjects. Only four subjects are differently positioned by the University of Lund vis-à-vis Göteborg: Human Ecology, Middle Eastern Studies, East and Central European Studies, and Gender Studies. These subjects are all interdisciplinary, which illustrates that the fragmentation of subjects is well-developed within the old universities. Seeing that both the structure of subjects and the administrative organisation makes collaboration between the academic sectors difficult, it seems as if barriers to interdisciplinarity are established in several ways within the old universities. Moreover, the discontinuation of the board of themes by the University of Göteborg is a barrier to interdisciplinarity, seeing that it resulted in considerable administrative and organisational difficulties for interdisciplinary subjects.

It is clear that the younger institutions of higher education are endorsing interdisciplinarity. The looser structure of subjects displayed within the younger institutions of higher education is probably a result of the request for interdisciplinarity from the Government, pursued during the last 20 years. Consequently, the young institutions of higher education have established possibilities for

⁴⁹ <http://www.library.cornell.edu/olinuris/ref/research/skill20.html#scholarly>

interdisciplinarity. They have a flat administrative organisation that may unlock barriers. In spite of this, it seems as if the structural organisation of subjects at the University of Örebro establishes a barrier to interdisciplinarity. The structural organisation of subjects at the University of Örebro is similar to the structural organisation of subjects at the Universities of Lund and Göteborg. In spite of the joint academic sector for the humanities and the social sciences, the organisation of subjects appears to be oriented to traditional patterns.

The structural organisation of subjects at the University of Linköping is different. Through a consolidation of many academic sectors into a few larger ones, it has established an open structure which facilitates interdisciplinarity. In addition, there is an interdisciplinary environment at the Tema department.

The structural organisation of subjects at the University College of Södertörn is constituted by an openness, which facilitates the possibilities for interdisciplinarity. Its structure of subjects differs from, for example, the old universities. This openness eliminates borders between subject fields, which facilitates interdisciplinarity.

At the Blekinge Institute of Technology, there is only one academic sector. Consequently, there are no existing barriers between the different academic sectors. Moreover, the structural organisation of subjects facilitates interdisciplinary co-operation. Technoscience Studies, for example, is popular among researchers with very different disciplinary backgrounds, such as civil engineers, and researchers from technology, the social science and the humanities.⁵⁰

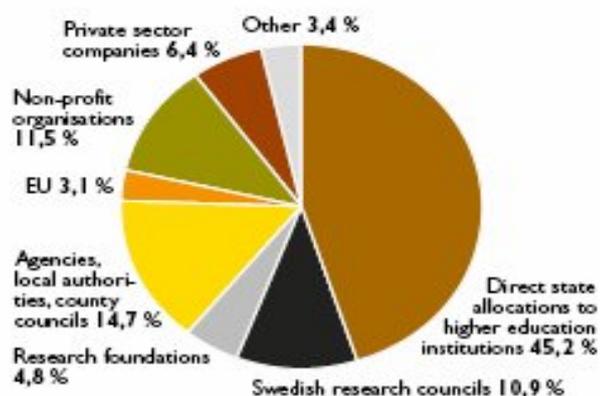
INFRASTRUCTURAL DEFINITIONS OF THE SOCIAL SCIENCES AND THE HUMANITIES

B) RESEARCH FUNDING

Apart from national funding for postgraduate training, the remaining research funding on comprises external resources for research and contract work, mostly provided by research councils and sectoral agencies, together with local authorities, county councils and companies in the private sector. The base for long-term planning is the Government grant, which also makes strategic stakings possible. External grants are perceived as complementary: they are received in competition and are regarded as a quality criterion.

By 1994, seven research foundations were established. The explicit purpose of these research foundations was to make research more pertinent to society and to facilitate co-operation with trade and industry. This step involved a fundamental change in Swedish research policy. During the years after 1994, the division between Governmental and external grants changed, so that the share of external grants increased from 49% in 1997, to 55% in 2002.

⁵⁰ Trojer, Lena, 2003, 13. Genusforskning inom teknikvetenskapen – en drivbänk för forsingförändring, Stockholm: National Agency for Higher Education.



Allocation of resources for R & D at institutions of higher education 2003. Direct state allocations to higher education institutions dominates, but external funding has increased to about 55 per cent.

Source: National Agency for Higher Education (2004), Swedish Universities and University Colleges, p. 21.

Public funding⁵¹

The research councils

The Swedish Research Council supports every scientific area and forms the core of the new organisational structure for research funding. It is responsible for the funding of independent basic research in all areas of science. An important commission for the Swedish Research Council are the multi- and interdisciplinary initiatives.⁵² The Scientific Council for the Humanities and the Social Sciences support research within four academic sectors: the humanities, the social sciences, law and theology.

The Swedish Council for Working Life and Social Research (FAS) is organized in themes of labour market, labour organisation, labour and health, public health, welfare, care and social relationships. It seeks to cover a wide range of approaches from basic research to more applied efforts, and to stimulate activities aiming at interdisciplinary approaches within its area of responsibility.⁵³

The Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning (FORMAS) is organized in themes of environment, agriculture, social culture, garden-, fishing, and reindeer industry, forest and forest works, settlements and social planning. FORMAS encourages and supports scientifically significant research related to sustainable development. It covers a wide range of approaches from basic research to more applied efforts and stimulates activities aimed at cross-sectoral and interdisciplinary approaches within its area of responsibility. The council works for an impact of gender studies on research in general.⁵⁴

The research foundations

The research foundations seek to establishing research environments of the highest international standard, with an emphasis on the development of Sweden's future competitiveness. The activity of the research foundations is supplementary to the research councils. They concentrate on large-scale research initiatives, and focus on interdisciplinarity within the frame of applied science. Research that is supported by these research foundations often involves co-operation from trade and industry.⁵⁵

⁵¹ The following list of Swedish funding agencies contains a description only of the most important funding agencies regarding research within the humanities and social sciences. The pie chart above gives a picture of the total situation regarding Swedish funding agencies and their relative significance.

⁵² Forskning och förnyelse, 2000, 3, 99ff.

⁵³ Forskning och förnyelse, 2000, 113.

⁵⁴ Forskning och förnyelse, 2000, 117f.

⁵⁵ Forskning och förnyelse, 2000, 133.

Private funding agencies

Speaking of the humanities and the social sciences, there is one private funding board that has to be mentioned; the Bank of Sweden Tercentenary Foundation (Riksbankens Jubileumsfond). The Foundation is the largest funding agency of research outside the universities and university colleges in the fields of the humanities and the social sciences.⁵⁶ One of their funds is reserved for research projects within the humanities and social sciences, while another fund is specifically aimed towards interdisciplinary projects. The Bank of Sweden Tercentenary Foundation's grants support long-term research, as well as interdisciplinary research.⁵⁷

Summing-up: Infrastructural definitions of the social sciences and the humanities

b) research funding

The three research councils, The Swedish Research Council, FAS and FORMAS, have different missions. The Swedish Research Council supports every scientific area, as well as taking initiatives to, and promoting, interdisciplinarity. The support of interdisciplinarity within the Swedish Research Council is mainly carried out in conjunction with the ordinary support of research projects.⁵⁸ Yet, the composition of the preparatory committee creates a barrier to interdisciplinarity, by means of its competence that is limited by disciplinary qualifications.⁵⁹ Moreover, the application form is designed for a disciplinary structure. The applying researcher has to designate which academic sector and which discipline the research is being carried out from. Researchers with interdisciplinary research projects, hereby suffers from a problem of belonging. This obstructive procedure is illustrated by the fact that some of the major interdisciplinary subject fields, such as gender studies, are not even mentioned in the register of the Swedish Research Council.

The other two research councils, FAS and FORMAS, are thematically organized and encourage interdisciplinarity within their respective area of responsibility. Similarly, by means of the limited competence that the individuals in the preparatory committee have, the preparatory committees within FAS and FORMAS create barriers toward interdisciplinarity. FORMAS has an interdisciplinary preparatory committee, but seeing that this committee is constituted by only two persons, this cannot be seen as a serious interdisciplinary committee.

The research foundations focus on interdisciplinarity within applied research. Frequently, this funding demands co-operation with trade and industry, which means that the interdisciplinarity that is established through the research foundations is strategically or completely or partly controlled by the collaborators.

The Bank of Sweden Tercentenary Foundation promotes interdisciplinarity between the humanities and the social sciences by way of their interdisciplinary fund and their interdisciplinary preparatory committee, constituted by one area of competence from every other preparatory committee (the foundation has six preparatory committees, all in all).

CHANGE IN DISCIPLINIZATION

Gender Studies

Today, gender studies are pursued at an increasing number of Swedish universities and university colleges. Research and education with a gender perspective is pursued at approximately 13 universities and university colleges in Sweden.

As a subject field, gender studies has existed in Sweden for 40 years. In the 1960s, the field departed from 'sex roles' research within sociology, literature and history. From the beginning of the 1970's, under- and postgraduate students initiated Women's Studies as a subject in its own right. The Government responded to this initiative in 1975, by funding some courses in undergraduate Women's Studies. By this time, the Swedish Government insisted on denominating the subject 'equal opportunities research', 'jämsställthetsforskning', while researchers and students preferred to call the subject Women's Studies. Thus there were two denominations of the subject from the middle of 1970s. Women's Studies was explicitly liberatory and involved a critical perspective on structures of power

⁵⁶ www.rj.se.

⁵⁷ Forskning och förnyelse, 2000, 139.

⁵⁸ Utbildning och universitetsforskning, 2002, 248f.

⁵⁹ For a register with information over the composition of the preparatory committees of the most important funding agencies regarding the Humanities/Social Sciences (the Swedish Research Council, FAS, FORMAS and the Bank of Sweden Tercentenary Foundation), see Appendix no. 2.

and on society as a whole. In 1978, an organisation in collaboration with Women's Studies within the academy, began to develop, firstly in Lund and soon afterwards in Umeå, Stockholm, Uppsala, Göteborg, Örebro and Linköping. Associations for Female Researchers and Women's Studies were founded at these universities with two interrelated goals: to further equality between women and men at the universities, and to initiate multi- and interdisciplinary Women's Studies education and research. The associations applied for and were granted funding from the National Board of Universities and Colleges. In this way, it became possible to organize Fora/Centres for Female Researchers and Women's Studies at the universities. The state-funded Fora/Centres became a significant feature of the Swedish Gender Studies organisation, and one of the major thrusting forces in the institutionalization of the subject.⁶⁰

From the middle of 1980s, the term 'genus', 'gender', was introduced. At national policy level they were quick to adopt this term, just like most of the Women's Studies departments/centres, which changed their name to 'gender studies'. This involved a change of conceptual content within the subject-field: gender studies focuses not only on women and their conditions, but also on relationships between the genders.

In the mid-1990s, the institutionalization process of Gender Studies received an important boost from the so-called "Tham Initiative".⁶¹ A primary aim of the initiative was to promote female researchers in academia. In order to attain this goal, state funding was given to 31 professorships, earmarked for women. Besides its equal opportunities dimension, the initiative also aimed at the promotion and institutionalization of Gender Studies. So in addition to the 31 professorships, earmarked for women, nine additional professorships were earmarked for discipline-oriented Gender Studies. This gave the designation 'gender studies' an institutional anchorage.⁶²

At a growing number of Swedish universities, it was thus becoming possible to take a PhD degree with a focus on gender or within the framework of a Gender Studies unit. The University of Linköping has offered a degree in Gender Studies since 1999. Such degrees can now also be taken at the universities of Göteborg, Örebro and Lund. Luleå and Blekinge have PhD programmes in gender and technoscience. There are three main models which may involve the PhD student's engagement in Gender Studies: a) Disciplinary PhDs: The student is enrolled exclusively within the framework of a traditional discipline, b) Double affiliation PhDs: The PhD student is enrolled within the framework of a Gender Studies program, but with an exam within a traditional discipline. c) Interdisciplinary Gender Studies: The PhD student is enrolled exclusively within the framework of a Gender Studies programme. In 2004, there is one national research school of gender studies in Sweden (model b): the National Graduate School of Gender Studies, hosted by the University of Umeå.

Gender Studies at Nordic level

In the Nordic countries, collaboration within Gender Studies has been significant since the beginning of the 1970s. This collaboration brought to life a Nordic study circle in the 1970s, a Nordic network in the 1980s and The Nordic Journal of Women's Studies (NORA) in the 1990s, to mention but three of an array of Nordic collaborations in gender studies. In 2004, a Nordic Research School of Interdisciplinary Gender Studies was established, where PhD students from the Nordic countries can take part in separate PhD courses. The Nordic Research School is a collaboration of 37 Women's and Gender Studies departments, centres and units in nine countries in the Nordic regions of Europe (Denmark, Finland, Iceland, Norway, Estonia, Latvia, Lithuania and North West Russia).

The Nordic initiatives have been sustained by the possibility of applying for grants from a number of trans-Nordic research funding agencies. The Nordic Academy for Advanced Study (NorFa) is one such agency. Moreover, Research Councils in the Nordic countries have included collaborative bodies which have funded trans-Nordic research projects. Finally, the Nordic Council of Ministers has played an important role as a funding agency.⁶³

⁶⁰ Women's/Gender/Feminist Studies: PhD Training in the Nordic Regions of Europe, 2004, 83, ed. Lykke, Nina, Linköping: Nordic Research School in Interdisciplinary Gender Studies Publications No. 1, Tema Genus Rapport No. 3: 2004.

⁶¹ Named after Carl Tham, as he was then the Minister of Education.

⁶² Gothlin, Eva, 1999a, 4, 14. Kön eller genus? Göteborg: Nationella sekretariatet för genusforskning. Gothlin, Eva, 1999b, 1ff. Centra för kvinno- och genusforskning i Sverige, Göteborg: Nationella sekretariatet för genusforskning.

⁶³ Women's/Gender/Feminist Studies: PhD Training in the Nordic Regions of Europe, 2004, 18f.

Gender Studies at the University of Göteborg⁶⁴

The institutionalization process of the Department of Gender Studies at the University of Göteborg started in the mid-1970s. In 1975, there was a seminar in women's history at the Department of History. Simultaneously, PhD students, active in the women's liberation movement, established courses in 'sex roles' research at the Department of Sociology. These courses paved the ground for a Forum of Female Researchers and Women's Studies, supported by a Governmental grant in 1978. In 1984, the courses in sex roles research were moved from the Department of Sociology to the Forum and an increased amount of undergraduate courses at a basic level were established.

Since 1978, both the Government and the University of Göteborg have continuously allocated grants to the centre, in order for the centre to proceed in giving undergraduate education in Women's Studies. By 1984, the Forum was appointed as a working unit under the vice-chancellor, which resulted in, among other things, a higher level of independence. An advanced level course was introduced and the Forum renamed itself Interdisciplinary Women's Studies. A few years later, by the turn of the year 1987/88, the unit was allocated one position from the University of Göteborg, which changed into two half-time positions. A few years later, the centre began to offer a number of courses for students from other disciplines in Feminist Theory at undergraduate advanced level and PhD level.

The courses offered at the unit by the beginning of 1990s were multidisciplinary within subject fields such as literature, history, sociology, politics, etc. By 1993, the centre was transformed into the first Department of Women's Studies in the country. At the same time, a professorship within the field of women's history was established. Unfortunately, the Department lost this professorship to the Department of History in 1998. Nevertheless, the Department had three full-time posts by the end of the 1990s; one senior lectureship, one junior lecturer and one junior research fellow.

In 1999, a five-year visiting professorship was established. At the same time, the centre was renamed the Department of Gender Studies. From then on, the Department could offer a complete undergraduate education, through courses at both basic and advanced level.

Until 2001, the Department was situated under an interdisciplinary Board of Themes. When this board discontinued in 2001, the department was transferred organisationally and administratively to the Faculty of Humanities. Meanwhile, the students pushed for the establishment of a PhD training, and due to the promotion of the senior lecturer to professor in 2003, the Department applied twice for and was granted the right to provide PhD training by 2004. When the visiting professorship ceases in 2005, a permanent professorship within 'Gender Studies' is going to be appointed.

By the year 2005, then, the Department will have two professors, four lectureships and four researchers, of which three have taken a doctoral degree. One of these has the docent title (associate professor). The subject, further, is manifold and contains different interdisciplinary fields of study, such as Women's Studies, Men's Studies, Feminist Studies, Queer Studies, and Gay and Lesbian Studies. The amount of applications for courses at basic level is very high, although admission is restricted. By the autumn term of 2004, the number of applicants to one course at basic level in the first admission amounted to 525. At the second admission the number of applicants settled at 190, of which 68 students were finally admitted.

Human Ecology and the Faculty of Thematic Studies

At first we wanted to give an account of a problematic change in disciplination of Human Ecology at Göteborg University (GU), since a renewal of its professorship was threatened during the last decade for different putative reasons. We see these faculty structures causing a recent change at administrative level during the vice-chancellorship period 1997-2003 as problematic. These structures and change have affected Human Ecology, Gender Studies and several other interdisciplinary centres/departments. In June 2002 *Temanämnden* (The Faculty of Thematic Studies. Hereafter we use the Swedish name) at GU, established in 1994-95, was discontinued. Its units were transferred to the recognized faculties: Humanities, Social Sciences, Medicine or Education. But before describing the discontinuation of *Temanämnden*, which never had the same status, power or finances as the other faculties, we want to provide a glimpse of the interdisciplinary tradition, initiated by active researchers more than thirty years ago, here represented by Human Ecology, which was one of the first bold interdisciplinary initiatives at GU.

In 1972 a Centre for Interdisciplinary Studies of the Human Condition was established at GU. Key persons running seminars and courses in Human Ecology were a sociologist, a Latin specialist and a theoretical physicist. Already in 1971-72 the theoretical physicist had administered a PhD course on

⁶⁴ In acknowledgement of a conversation on the topic with Ingrid Holmquist, professor at the Department of Gender Studies at the University of Göteborg and Ulla M Holm, visiting professor at the Department of Gender Studies at the University of Göteborg.

the natural scientific conception of the world from a human perspective with about 130 PhD students.⁶⁵ The centre also ran a seminar on Peace and Development Research. In 1978 two emerging interdisciplines were organizationally brought together within the Department for Peace Research and Human Ecology. Britta Jungen, the former sociologist, and one of the pioneers to develop Human Ecology at undergraduate as well as postgraduate level reflected on this new subject in 1983: "During the ten years since the Centre was established, these two milieus have given me experiences of interdisciplinary research, organised as occasional projects, and the development of the interdisciplinary subject Human Ecology. Both the activity within The Centre for Interdisciplinary Studies and the development of Human Ecology are characterised by being represented by several disciplines and that many of these otherwise have few points of contact. The broad span between the participating sciences made the activities varying and intellectually stimulating."⁶⁶ Jungen also discussed intellectual problems in interdisciplinary knowledge development, and credited Karl-Erik Eriksson for stressing the importance of an open attitude to other sciences and an unbiased testing of the knowledge brought from different directions to interdisciplinary work. And she credited the linguist (Latin) Emin Tengström for observing early the need for different scientific languages to meet, for the participants to become aware of differences of conceptual use in the different disciplines, and for emphasizing the importance of the creation of a social milieu within which a continuing exchange of thoughts can take place.⁶⁷

In 1981 Emin Tengström was installed as the jubilee professor in Human Ecology at Chalmers University of Technology in Göteborg. In his inaugural lecture he presented the development of Human Ecology as a special area of knowledge and the establishment of it as a discipline at GU. He also compared the area to ecology, physical resource theory and economics.⁶⁸

The first courses in interdisciplinary Human Ecology at GU brought together "Pieces of knowledge ... by lecturers from different natural sciences, the humanities and the social sciences. ... Teachers and students had to integrate these elements of knowledge into a more or less coherent Human Ecology. This knowledge was not drawn from books where it had already been integrated. It was brought together by people and supplied orally, and the relevant set of literature was built up little by little."⁶⁹ Doctoral training in Human Ecology began gradually, during 1979/80.⁷⁰ In June 1991 the department hosted an international conference on Human Ecology: "Human Responsibility and Global Change" in Göteborg with 275 delegates from 39 countries discussing the relation between global and local changes in nature and human activity.⁷¹

The three key persons and pioneers of The Centre for Interdisciplinary Studies and those who developed Human Ecology into a PhD-awarding interdiscipline, supported by the faculties of humanities, social and natural sciences, are now retired. The Department of Human Ecology and Peace Research has gone through several changes. The Peace and Development section expanded during the 1980s and received in 1985 "its own professor chair, thereby also initiating the PhD training. The Department of Peace and Development Research was formally constituted as an independent university department in 1991. In the 1990s, the Department expanded quickly from approximately 10 employees and some 100 students at undergraduate level (International Relations and International Development Studies) to the current figures of over 40 employees and 650 students at undergraduate level (annually)".⁷² Since the two sections parted, Peace Research has belonged to the Social Sciences Faculty, while Human Ecology came to be administered by Temanämnden.

The fact that Human Ecology was broadly interdisciplinary from its start made it more vulnerable than those interdisciplinary activities that build on cooperation within a faculty, be it technology,

⁶⁵ Contribution by Karl-Erik Eriksson 01-02-28 in the internet debate at GU on interdisciplinary co-operation <http://www.gu.se/rapporter/Glimell/kommentar/eriksson.html> retrieved on 04-11-02

⁶⁶ Jungen, Britta 1983, Om tvärvetenskap: Tillvägagångssätt och intellektuella svårigheter. Göteborg: Institutionen för fredsforskning och humanekologi. Humanekologiska skrifter 1, p. 1. Translation by UMH

⁶⁷ Jungen, 1983, p. 2.

⁶⁸ Tengström, Emin. 1981. Humanekologi - ett nytt universitetsämne. Installationsföreläsning 1981-01-30 vid Chalmers Tekniska Högskola. Göteborg: Institutionen för humanekologi och fredsforskning. Humanekologiska rapporter: 1.

⁶⁹ Jungen, Britta, Charlotta Frändberg, Richard Langlais, Carl Henrik Lyttkens. 1991. What is Human Ecology? Göteborg: Institutionen för fredsforskning och humanekologi. Humanekologiska skrifter 10. Preface. <http://www.he.gu.se/bibliotek/abstracts10.html> retrieved 04-12-02

⁷⁰ Jungen, Britta, 1991. Preface

⁷¹ Hansson, Lars O., Jungen, Britta. 1992. Human Responsibility and Global Change. Göteborg: Institutionen för fredsforskning och humanekologi. Humanekologiska skrifter 12. Editor's preface. <http://www.he.gu.se/bibliotek/abstracts12.html> retrieved 04-11-15

⁷² From the homepage of Peace and development research at GU <http://www.padrigu.gu.se/english/default.html> retrieved 04-11-15

natural sciences, medicine⁷³ or social sciences. And newer interdisciplinary initiatives that stick to such intra-faculty interdisciplinarity seem to win over the broad form of interdisciplinarity initiated by the human ecologists. There are today faculty-based competing environmental programs at Chalmers and the social sciences within GU.

In 1997 a professorship was installed in Human technology, sponsored by Telia. The homepage of the new unit, Science and Technology Studies, claims that its activities can be traced to the The Centre for Inter-Disciplinary Studies of the Human Conditions. "The centre was part of the current attempts in society generally as well as in academia to become more reflective and responsible on long-term environmental, technological and ethical issues. As one of several subsequent 'spin-offs' from this, a unit labeled 'Human Technology' was formed. Taking off from the approaches associated with technological assessment and future studies, the unit gradually developed its theoretical understanding on the nature of science and technology in line with the constructivist footing that today constitutes STS internationally. This process was catalyzed by the merger in 1996 with a network for science studies, then a meeting place for people engaged in the social study of scientific knowledge and expertise." STS

runs a full educational programme at undergraduate level, and since 1999 also a Ph D programme. ... The core curriculum mixes courses primarily addressing the theoretical foundations of the sociology and history of science&technology with courses which through case studies (controversy studies, STS-ethnographies, etc) are oriented towards certain application areas (in particular information technology, medical science&technology, environmental issues). In terms of research funding, the group is heavily dependent on external grants; Vinnova (the Swedish Agency for Innovation Studies), Telia, MISTRA (Swedish Foundation for Strategic Environmental Research) and the National Road Administration are the most important funding agencies. The current empirical focus of the research programme is on information technology, environmental policy and transportation technology. Internationally, the section is a member of NECSTS, the Network of European Centres of Science and Technology Studies, for student exchange and research collaboration. It also hosts and organizes the Swedish participation in the European Commission research programme STAGE – Science, Technology and Governance in Europe (2001-2004).⁷⁴

Temanämnden - The Faculty of Thematic Studies

Temanämnden was established in the mid 1990s: as a complement to the ordinary faculties, and as a common resource for all faculties, a platform from which to work actively for new forms of cooperation between disciplines, faculties, other universities, regional and national authorities in interdisciplinary research and development. It had a section board where all the faculties of the university and students were represented and a small secretariat with two employees. It had a budget of its own based on so-called strategical resources and contributions from the faculties that previously had been used for interdisciplinary activities in a forerunner to Temanämnden, i.e. The Council for Intersectorial Education, Research and Research Information (rådet för tvärsektoriell utbildning, forskning och forskningsinformation, TUFF).⁷⁵

Temanämnden was not authorized to deal with professors of its own, except for the new one in Human Technology and an unsalaried UNESCO-professorship in Human Response to Environmental Stress, also installed in 1997.⁷⁶ Other professorships belonged to other faculties. The visiting professorship in Gender Studies from 2000 was financed by funds at the vice-chancellor's disposal. No faculty wanted to reinstall the professorship in Human Ecology after the retirement of the jubilee professor. The remaining PhD-students were however supported in turn by the social sciences, natural sciences and humanities faculties until the end of 2001.⁷⁷ Their training was and has until this day been supported by a visiting professor.

In December 1999 the Vice Chancellor initiated a one-man investigation of "Interdisciplinary cooperation at Göteborg University – Measures in order to stimulate interdisciplinary research and education". The investigator, the new professor in Human Technology, presented a draft for the

⁷³ Cf. Glimell 2001, part one.

⁷⁴ <http://www.sts.gu.se/info.html> retrieved 04-11-15

⁷⁵ www.gu.se/GUN/pdf/10-96.pdf retrieved 04-11-15

⁷⁶ Årsredovisning 1997, Göteborgs universitet, www.gu.se/aktuell/AR/AR-97.pdf retrieved 04-11-29

⁷⁷ Minutes from the Social Sciences Faculty board at GU, nr 6, date of session 1997-12-01; nr 4, date of session 1998-12-14 and nr 3 date of session 2001-03-20, all three retrieved on 2004-11-19 <http://www.samfak.gu.se/>;

Minutes from the Natural Sciences Faculty board at GU, nr 2, date of session 2000-10-25.

www.science.gu.se/organisation/protokoll/001025.pdf and nr 6, date of session 2001-04-04

www.science.gu.se/organisation/protokoll/010404.pdf both retrieved on 04-11-19;

Minutes from the Humanities faculty board, nr 6 date of session 2001-06-07

<http://www.hum.gu.se/humfak/fakulteten/namnd/prot/prot010607.pdf> retrieved on 04-11-19.

possible organizational form for interdisciplinary research at GU. The report was published in November 2000,⁷⁸ downloadable and debated on-line⁷⁹, at seminars in the administration building, in University newsletters and public newspapers during the spring of 2001. A preliminary response from the university board was circulated for consideration by the faculty boards and Temanämnden. A final response was discussed by deans and the vice-chancellor's group of pro- and vice-vice-chancellors. At a meeting in December 2001 the board of GU decided to entrust the vice-chancellor to let investigate the regulations for border-crossing, matrix organized activities until 2002-05-31; to establish a scientific council for GU on 2002-01-01 with seven members and directives formulated by the vice-chancellor; to establish a "Unit for temporary thematical interfaculty-projects" on 2002-07-01 as a special unit under the university board with eleven members and with the task to be the responsible authority for fixed-term, interdisciplinary education and research in need of a temporary home without a specific connection to a faculty and comprising several faculty areas. Such activity should normally be self-financed, i. e. not use the university's common funds and be evaluated when its time limit is reached, whereafter transfer to a faculty or liquidation are the main alternatives; to entrust the vice-chancellor to investigate the activities at Temanämnden until 2002-05-31 and to suggest organizational change; the goal was that the majority of the activities were placed within existing faculties; in exceptional cases activities might be transferred to the new unit for temporary thematical interfaculty-projects for a limited time; that Temanämnden be liquidated at the end of June 2002 and that the vice-chancellor was entrusted to make decisions regarding the liquidation of Temanämnden.⁸⁰

At a vice-chancellor meeting on 2002-06-04 the vice-chancellor decided: that the department for Gender Studies be transferred to the HFN [Faculty of the Humanities] 2002-07-01 and that its departmental board be increased by three representatives: one elected by HFN, one by SFN [Social Sciences Faculty] and one in common by NFN [natural sciences faculty] and The Sahlgrenska Academy; that from 2003 HFN's assignment for basic education be increased by 50 full-time equivalents and that HFN's faculty grant be increased in relation to premises and investments; HFN was assigned another 50.000 SEK for 2003 and thereafter 500.000 SEK yearly for a chair in Gender Studies, in order to build PhD training; thereafter HFN takes over the financing policy; that the Department for Working Science be transferred to the Faculty of Education (UFN) 2002-07-01....; that the section of Human Ecology, the Centre for Asian Studies, the Centre for Middle East Studies and the Centre for Africa Studies be transferred to SFN [Social Sciences Faculty] on 2002-07-01, and that they form a common Department for Global Studies of the Human Condition; the departmental board should include the director and a representative of the students from each centre and the director, one teacher and a representative of the students from the section of Human Ecology; from 2003 SFN's assignment for basic education be increased by 175,5 full-time equivalents and that SFN's faculty grant be increased in relation to premises and investments; SFN was assigned 500.000 SEK yearly for the period 2003-2006 for a chair in Human Ecology; thereafter SFN to take over its financing.⁸¹

Other smaller centres or activities were transferred to HFN, SFN or the Sahlgrenska Academy⁸², one, a centre for smell and taste to SFN, the department for psychology, as an immaterial centre i.e. without a "dowry". Two rather new activities under Temanämnden were, however, not transferred in July 2002.⁸³ But at a vice chancellor's meeting in April 2003, the soon-to-leave vice-chancellor finally liquidated Temanämnden and decided that the section for Science and Technology Studies from 2003-01-01 belong to the the Social Sciences Faculty; that the Social Sciences Faculty for the period 2003-2006 should receive 1.300.000 SEK yearly for this commitment; that the balance from the respective unit within the former Temanämnden should be retained by the unit, with the present organizational placing, and that balance of Temanämnden be distributed to receiving faculty boards as follows:

- the faculty board of humanities: 1.138. 000 SEK
- the Sahlgrenska Academy 544.000 SEK

⁷⁸ Glimell 2000, p. 1.

⁷⁹ <http://www.gu.se/rapporter/Glimell/> retrieved 04-11-15

⁸⁰ Minutes from the board of Göteborg University, nr 9 Styrelsen, date of session 2001-12-14 www.gu.se/protokoll/Styrelsebeslut/Protokoll/2001/S9-011214.pdf retrieved 04-11-15

⁸¹ Minutes from the Vice-Chancellor meeting at Göteborg University, 4 Date of session 2002-06-04. www.gu.se/protokoll/Rektorsbeslut/2002/RS19-2002-06-04.pdf retrieved 04-11-15

⁸² The Sahlgrenska Academy is a new unit established on 1 July 2001 by the same vice-chancellor who is a researcher in medicine. The Academy brought together medicine, nursing science and other and research and education activities in health care.

⁸³ One of them is the interdisciplinary teaching and research initiative Museion connected to the new National Museum of World Cultures (see: <http://www.museion.gu.se/English/default.html>) which would require a case of its own. It stayed under the vice chancellor until HFN and SFN took joint responsibility for this contested initiative.

- the faculty board of social sciences 2.737.000 SEK
- the faculty board of education 2.277.000 SEK ⁸⁴

According to the minutes from SFN, it had plans for the units transferred from Temanämnden, i.e. a new department according to the vice-chancellor's suggestion and new housing to be shared with the departments of Social Anthropology and of Peace and Development Research. These plans were submitted for consideration by the units concerned.⁸⁵ The visiting professor at Human Ecology, was elected a director and examiner for research courses in Human Ecology 020701–021231⁸⁶ and later for the academic year 2002/2003 in accordance with a suggestion from the section.⁸⁷ After the consultation round and the planned reorganisation of the whole area in connection to moving into a new Campus, the units concerned agreed to call the new department: The Department of Environmental and Regional Studies of the Human Condition. The Director of the Human Ecology section was elected to be the department chair.⁸⁸ In January 2003 SFN decided to establish Human Ecology as a post-graduate subject. The new department chair applied and received a small sum of money for starting up the department⁸⁹ and in May 2003 he as Visiting professor of Human Ecology applied and received financial support for two PhD students, four months each, in order to finish their doctoral dissertations.⁹⁰

In June 2003 SFN decided to transfer 1 300 000 SEK from Temanämnden to the section of Technology and Science Studies, now under SFN, the Department of Sociology.⁹¹ In August SFN decided to transfer to the SFN a total of 2 737 000 SEK from Temanämnden according to the vice-chancellor's decision in April. Parts of this sum had already been at the disposal of Human Ecology for doctoral training. SFN decided now on further distribution of the rest of this sum to The Department of Environmental and Regional Studies of the Human Condition (316 000 SEK for basic education in 2003 and 350 000 SEK to the section for Human Ecology for PhD training in 2003) and to the Section for Science and Technology Studies (250 000 SEK for PhD training in 2003).⁹²

In September 2003 and after an investigation on the principles and organisation for interdisciplinary centres under SFN, two new virtual (but with small start-up contributions) centres were established at The Department of Environmental and Regional Studies of the Human Condition., i.e. The Centre for the Study of Human Rights (CSHR) and the Centre for Global Gender Studies.⁹³

Finally in June 2004 SFN decided to (re)establish a full-time professorship in Human Ecology. SFN also decided to appoint a special recruitment group in order to make an inventory of possible female applicants. At the same session SFN decided to elect Björn Hettne, Ulla Holm and Sari Kuovo as members of a scientific council at the Centre for Global Gender Studies.⁹⁴ In September the department chair of The Department of Environmental and Regional Studies of the Human Condition asked for permission to leave his mission as chair, since the new organisation was difficult to organize and he wanted to reserve his time for the section of Human Ecology. SFN decided to recruit a new chair for 041001–050630 with a mission to investigate the liquidation of The Department of Environmental and Regional Studies of the Human Condition with the aim to figure out how the different units could be integrated within the framework of a planned School of Global Studies.⁹⁵ This School of Global studies, which has still not moved to its new campus, was established in 2003 in cooperation between the departments of Peace and Development Research, Environmental and Regional Studies of the Human Condition and Social Anthropology. The cooperation concerns both basic education, research and postgraduate education. A common theme is "Culture, conflict and sustainable development".⁹⁶ The School of Global Studies, shall in accordance with the suggestion of an executive committee be established at the latest on 060630.⁹⁷

⁸⁴ Minutes from Göteborg University 2 Vice-chancellor meeting, date of session 2003-04-22.

www.gu.se/protokoll/Rektorsbeslut/2003/RS15-2003-04-22.pdf retrieved 04-11-15

⁸⁵ Minutes from the Social sciences faculty board, nr 4, date of session 2002-04-23; nr 6, date of session 2002-06-11; nr 7, date of session 2002-08-27 retrieved on 2004-11-19 from <http://www.samfak.gu.se/>

⁸⁶ Measures of the dean, Attachment 5 § the Social sciences faculty board 2002-09-24

⁸⁷ Measures of the dean, Attachment 4 § the Social sciences faculty board 2002-10-23

⁸⁸ Minutes from the Social sciences faculty board nr 11, date of session 2002-12-17

⁸⁹ Minutes from the Social sciences faculty board nr 1, date of session 2003-01-28

⁹⁰ Minutes nr 5 the Social sciences faculty board, date of session 2003-05-27

⁹¹ Minutes nr 6 the Social sciences faculty board, date of session 2003-06-12

⁹² Minutes nr 7 the Social sciences faculty board, date of session 2003-08-22

⁹³ Minutes nr 8 the Social sciences faculty board, date of session 2003-09-25

⁹⁴ Minutes nr 6 the Social sciences faculty board, date of session 2004-06-09

⁹⁵ Minutes nr 8 the Social sciences faculty board, date of session 2004-09-27

⁹⁶ Samhällsvetenskapliga fakultetsnämndens verksamhetsberättelse 2003

⁹⁷ Some News, december 2004 www.samfak.gu.se/SomeNews/SomeNews0412.pdf retrieved on 2004-12-17

The professorship in Human Ecology was announced for application on 041122 with the deadline 041213.⁹⁸ On 040910 MSe Laura Piriz defended her doctoral thesis in Human Ecology with the title "Hauling home the co-management of coastal fisheries: A study on institutional barriers to fishermen's involvement in the management of coastal fisheries on the west coast of Sweden" and on 041217 the Licentiate Tom Böhler defended his thesis in Human Ecology with the title "Vindkraft, landskap och mening. En studie om vindkraft och människans rumsliga preferenser" (Wind Power, Landscape and meaning. A Study on Wind Power and the Man's Spatial Preferences).

We have not been able to go into the details of the painful debate around the the vice-chancellor's initiative to change the organisational home of interdisciplines by transferring them to faculties. Glimell is right in stressing that Temanämnden with small resources, i.e. 1,5% of the governmental grants to the university and no power had poor conditions for interdisciplinary activities. In Glimell's view Temanämnden protected smallscale activities that were not exposed to healthy competition, a situation that fostered closure and suspicion. But instead of discontinuing what his predecessor had initiated, the vice-chancellor could have created a Real Faculty of Thematic Studies on a par with the other faculties. But he and his investigator were interested in other and more expansive forms of interdisciplinarity than the voluntary forms that have a long tradition at GU.

Maj-Lis Follér, a new member of the GU board from 040101 received a PhD in Human Ecology. After a few positive comments about GU she articulates her criticism about "discontinuing the interdisciplinary competence built from the end of the 1970s within the Center for Interdisciplinary Studies of the Human Condition to the plurality of units built under Temanämnden. Many things did not function with Temanämnden, but I find the slow suffocation of interdisciplinarity a sad chapter in the history of GU. Interdisciplinarity takes time to develop and many good interfaculty initiatives disappeared when a natural abode for new groups of cooperation was buried."⁹⁹

Summing-up: Change in disciplinization

Gender Studies is a successfully incorporated discipline and area of research and education, existing at both under- and postgraduate levels. Besides the Tham Initiative, the fact that research funding agencies in Sweden have acknowledged and supported Gender Studies as a special area of research since the late 1970s has also been important in its institutionalization-process. In 1991, it was decided that a specific committee for research on gender equality and Women's Studies should be set up as a part of the Swedish Council for Planning and Coordination of Research (Forskningsrådsnämnden, FRN). Today, the committee is part of the Swedish Research Council. Since 2004, this committee has not funded research projects, due to the fact that its limited funds did not match the very large number of qualified Gender Studies applications which, in turn, made the committee suggest that it should transform itself into an advisory and policy shaping group.¹⁰⁰ Therefore, the funding of Gender Studies is now administered within the ordinary scientific councils. This may be a barrier to the making of interdisciplinary research projects within the area of gender studies, on account of the composition of competence within the ordinary scientific councils mentioned earlier.

It is clear that the recognition from the Government, in the annual Governmental grants, has been extremely important. Except for the considerable recognition from the Government, the subject's development during the years has been decided by individuals in certain powerful positions – irrespective if the question at stake was undergraduate education, the employment of new staff, or the right to offer PhD training.

The discontinuation of the interdisciplinary Faculty of Thematic Studies involved several difficulties for the administration and organisation of Gender Studies at the University of Göteborg. Among other things, the re-organisation resulted in difficulties regarding key decisions such as funding and further institutional developments. Comparatively, Gender Studies is a small discipline within the Faculty of Humanities, lacking a representative member within the faculty board, which is the location from wherein decisions about for example allocation of funding, undergraduate education and PhD training and are carried out. Moreover, when the Department of Gender Studies at the University of Göteborg, was granted the right to offer PhD degrees, the annual Governmental grant, a total of 875.000 SEK, allocated particularly to Gender Studies during the last 20 years, was curtailed by the faculty, with the Faculty of Humanities commenting that the department of Gender Studies was now "one of the gang". This poses certain obstacles for researchers within the subject.

However, the progress of the discipline has been steady during the years, in spite of innumerable difficulties. In addition, the explicit recognition of the discipline from several key-decision-making bodies, such as the Government, the funding councils and to some extent the university, has been

⁹⁸ www.sulf.se/upload/Bilder/Universitetslararen/2004/GU_175.pdf retrieved on 04-12-17.

⁹⁹ The new board of GU http://www.hum.gu.se/ibero/Arkiv/nya_styrelse.html retrieved 04-11-15

¹⁰⁰ Women's/Gender/Feminist Studies: PhD Training in the Nordic Regions of Europe, 2004, 86.

important for the continuous process of institutionalization of Gender Studies at the University of Göteborg.

When SFN wrote to the government in a comment on an official report on research strategies 031016 that cooperation across departmental and disciplinary borders has a strong tradition within Social sciences, we are bound to agree.⁹ Human Ecology survived within that faculty and SFN seems to be more ready to deal with interdisciplinary difficulties than Humanities if we are to trust the evaluation of the Humanities Faculty at GU in 2001, initiated by the faculty itself and performed by a Nordic group of evaluators. This group "found weak points in the research in certain disciplines, but even more so in the weak role cooperation was given in the faculty. Interdisciplinary initiatives are few and weak, the incitements for cooperation as well as for noteworthy research achievements are unclear,... The organisation of the faculty with a mainly discipline oriented department structure, contributes to this."¹⁰¹ Even if there exists interfaculty cooperation between the Humanities and Social Sciences, they are notoriously problematic and contested, due to the faculty organisation and traditions to cooperate interdisciplinarily.

When the visiting professor in Gender Studies organized a PhD course in the fall of 2002 with five teachers from Humanities, Social Sciences and one from the USA she was granted part of the funding from Humanities on the condition that five PhD students from the Humanities took the course. They were three of thirty-two, several from Social Sciences, Health Care and from other universities. Finally she got the funding from Humanities, but not from the other faculties. They had no procedures for such interfaculty initiatives. The salary for the two teachers from Social Sciences swallowed the whole grant from the Humanities. The promised change in the organisational structure according to a matrix organisation was not and has not been implemented.

HOW PROFESSIONAL IDENTITIES ARE ESTABLISHED AND LEGITIMATED

From school onwards

The qualification for studying at the university is derived from the senior high school results. The study program in senior high school is individually configured by the pupil him/herself, with a number of compulsory subjects. To qualify for any separate course or study program the student must have obtained basic competence, i.e. Swedish and English. Furthermore, the student must have one particular competence based on the core subject in the course or program the student intends to engage in.¹⁰²

Undergraduate education

There are two kinds of eligibility requirements: general and specific. The general requirements are the same for all higher education and are either/or:

- completed upper secondary school
- adult secondary school
- folk high school (liberal education)
- 25 years of age plus 4 years of working experience
- foreign secondary school giving access to higher education in the home country

The selection of students is based on secondary school results and/or a special higher education aptitude test. Some faculties are also introducing other tests. The National University Aptitude Test is a tool for selection as an alternative to school results. It is not compulsory and it is not an entrance test. The test checks the aptitude for university studies.

Undergraduate studies are organized in the form of programs of education or single-subject courses, both leading to a degree, named after the field of studies or the profession involved. Programs and courses are measured in credits. One credit corresponds to one week of full-time study and corresponds to 1.5 ECTS. An academic year normally consists of 40 credits (60 ECTS), divided into two terms.

A Degree Ordinance lays down degrees that may be awarded and their objectives. Undergraduate degrees are divided into general and professional degrees:

¹⁰¹ Sörlin, Sverker et. al. 2001. Den humanistiska cirkelns kvadratur om humanioras möjligheter och framtid : Rapport från Humanistiska fakultetens nordiska bedömargrupp. Göteborgs universitet, 2001. p. 6

¹⁰² For more information concerning this, see Swedish Higher Education. A Survey 1997-2000, 2001, 24. Stockholm: National Agency for Higher Education.

- University diploma requiring 80 credits (120 ECTS)
- Bachelor degree requiring 120 credits (180 ECTS) of which 60 (90 ECTS) must be in a major including one thesis comprising at least 10 credits (15 ECTS).
- Masters degree requiring 160 credits (240 ECTS) of which 80 (120 ECTS) must be in a major including one thesis comprising at least 20 credits (30 ECTS) or two of 10 credits (15 ECTS) each.
- Professional degrees range in scope from 40 (60 ECTS) to 220 credits (330 ECTS). Medical qualifications, teacher training and degrees in engineering and agronomy are examples of professional degrees.

Postgraduate education

First, admission presupposes a completed program of undergraduate education of at least 120 credits, (180 ECTS) with at least 60 (90 ECTS) and mostly 80 credits (120 ECTS) in the research subject. Secondly, since 1999 all admitted postgraduate students must be guaranteed financial support in the form of positions, grants or funding from other sources for the whole period of study. Postgraduate training nominally comprises 160 credits (240 ECTS) or four years of full-time study. It leads to a PhD. Each student is entitled to individual supervision and the dissertation is defended in public with an external examiner. An assessment committee with at least three members decides whether the thesis and its defence will pass scientific standards or not. A Licentiate degree may be taken after two years and comprises at least 80 credits (120 ECTS), including a smaller dissertation.

Declaration of discipline to the Ministry of Education

In the 1993 reform of higher education, higher education institutions were given increased autonomy in general organisation, among other things the organisation of courses and programmes. The organisational structure regarding planning of courses and programmes is thus possible without supervision from the Government. One condition, though, is that the programmes and courses should be organized within one of the four academic sectors, recognized by the Government. If a department is planning to change the contents of a course by more than 25%, this has to be reported to and approved by the faculty.¹⁰³

National process for recruitment within disciplines

Professors are appointed by the universities without any intervention from the Government. Although the Government has established criteria for each position, the universities bear the most important function with reference to recruitment.

The Higher Education Ordinance regulates the employment of teaching staff at institutions of higher education. The institutions of higher education decide what teaching posts they wish to have. New rules for the employment, recruitment and promotion of teaching staff came into force in 1999. A senior lecturer that satisfies the requirements for a professorship has the right to be promoted to professor. Further, the Tham Initiative to promote female researchers in academe, mentioned earlier, created 31 professorships in 1997, earmarked for women.

Professional associations

The list below contains examples of both disciplinary and union-like professional associations and confederations. Some have very strict membership rules, while others are more open. Few are explicitly multi- or interdisciplinary. (See also Appendix No 3)

Association suédoise de linguistique appliquée (Den svenska föreningen för tillämpad språkvetenskap) ASLA arranges an annual symposium in applied linguistics, such as intercultural communication in time and space, translation, interpretation and corpuses in education and research. ASLA publishes reports from the symposia and a newsletter. One becomes a member by paying the annual fee. <http://www.nordiska.su.se/asla/>

SACO - The Swedish Confederation of Professional Associations (Sveriges Akademikers Centralorganisation) is a confederation of 26 independent associations that together have over half a million members, all of whom are academics or graduate professionals with a university or college degree. The members include economists, lawyers, teachers and many others. SACO's member associations offer advice and assistance in matters relating to salaries and conditions of employment and promote the interests of the various professional groups both on the labour market and in the educational field.

¹⁰³ www.hsv.se

One becomes a member of one of SACO's associations through contacting the association directly. Students can join SACO as student members. SACO analyses, debates and proposes solutions to social problems of concern to the members of its associations. SACO is not formally tied to any political party. www.saco.se

Sweden's women's and gender historians (Sveriges kvinno- och genushistoriker SKOGH) The aim of SKOGH is to mediate knowledge on theory development and new scientific results within the gender historical field. It organizes conferences for scholars with an interest in gender historical issues. www.genushistoria.se.

The Swedish Association for Social Work Research (FORSA - Förbundet för forskning i socialt arbete), is a politically independent organisation open to practitioners and researchers who are active in the social field in Sweden as well as to other stakeholders who share its aims. The aims of the organisation are to: 1) Enhance development of research in the field of social work; 2) Promote exchange of knowledge, experiences and research results between researchers and practitioners in welfare organisations and other settings; 3) Improve conditions of research and research studies in social work; 4) Promote positive contacts to research funding organisations and authorities; 5) Promote international exchanges in the field of research and development. FORSA publishes *Socialvetenskaplig tidskrift* (The Journal of Social Research) the leading scientific review in the field of social work in Sweden. It reflects the current scientific development and discourse in social research in Sweden. FORSA holds an annual national conference with lectures, seminars and workshops. FORSA is an institutional member of the Inter-University Consortium of International Social Development (IUCISD) and the International Council for Social Welfare (ICSW). www.forsa.nu

The Swedish Association of University Teachers (SULF, Sveriges Universitets- och Högskolelärares Förbund) is a member of SACO. SULF is the association for university teachers, researchers and doctoral students who are professionals with university or college education. SULF also has members from the Swedish national research councils. SULF, like SACO, has no political affiliations. It has a total of 20.000 members divided into five sections: 1) full professors, 2) senior researchers (formerly "docents") and senior lecturers (both require a PhD); 3) lecturers without a doctorate, lecturers within teacher training and 4) postgraduate students. SULF pursues issues such as gender equality in higher education; increased resources for higher quality in undergraduate education, graduate education, and research; competitive salaries for university teachers in comparison with the rest of the labor market; employment security; academic freedom in the workplace; the right to do research and pursue continuing education on the job; scope for improving one's qualifications on the job with an eye to promotions; equal terms of employment for teachers promoted internally on their merits as for those appointed following competitive procedures; time for teachers without doctorals degrees to pursue doctorates on the job; full salaried fellowships for doctoral students upon admission to graduate programs; improved working conditions for doctoral students regarding supervision, workplace, and other resources; enhanced opportunities for international contacts and sojourns at foreign universities; follow-up and impact analysis of recent reforms in employment forms and graduate education; more post-doctoral positions and improved working environments and working conditions. Members who violate the Charter of the Association or whose actions seriously harm the interests of the Association can be expelled from SULF. Decisions regarding expulsion are taken by a two thirds majority of all regular members of the Board of the Association. Members who fail pay their dues are also expelled from the Association. www.sulf.se

The Ethnological Association in Western Sweden (Etnologiska föreningen i Västsverige) is a non-profit association with the aim to promote cultural studies and ethnological research in and about Western Sweden. The association publishes issues publications, supports research projects and stimulates scientific contacts. Memberships is open to everyone for a low fee. www.etnologiskaforeningen.se

The Swedish Archaeological Society founded in 1947 works to "unite professionally active representatives of different branches of archaeology". The Society organizes the Meeting of Swedish Archaeologists, seminars and lectures. It issues two periodicals: the members' newsletter *Gjallarhornet* and the scholarly journal *Current Swedish Archaeology*, and it awards scholarships. The society consists of honorary members (with significant contributions to archaeology), founding members (financial supporters) and members. A member must have made worthy contributions to the archaeological disciplines, based on one of the following criteria: being registered as a PhD student and having published at least one article in a recognised scientific journal (preferably refereed) or having well documented professional experience in the field of museums or heritage management. Acceptance on membership are made by approval 2/3 of the board members. If a member wishes to resign her/his membership of the society, she/he must send a written request of resignation to the board. Members pay a one-off fee when they become accepted as members. The size of the fee is proposed by the board and fixed by the AGM. www.arkeologiskasamfundet.nu

The Swedish Association of Psychologists (Sveriges Psykologförbund) was founded 1955 and is the psychologists' professional organisation. The association deals with members' salaries and terms of employment and with issues regarding the role of the psychologist in society, professional ethics, law, education and research. The association has 8000 members and belongs to SACO - The Swedish Confederation of Professional Associations (Sveriges Akademikers Centralorganisation). The association publishes the newsletter *Psykologtidningen*. Membership is open if one meets any of the following points, i.e. if one is a registered psychologist; has a psychologist exam; has a PhD in psychology or paedagogics; is a student at a Swedish university or student at a foreign university where the education is deemed to correspond to Swedish psychology education. www.psykologforbundet.se

The Swedish Historical Association (Svenska Historiska Föreningen) founded in 1881, is a non-profit association of the practitioners and friends of historical studies. Its aim is to promote historical research, studies and interest for history. It publishes *Historisk tidskrift* which contains the Swedish Historical Bibliography. The association organizes Swedish Meetings of Historians and represents Swedish historians in relation to the Nordic Meetings of Historians. Together with the Academy of Letters the association elects a committee to represent Swedish historians in CISH, *Le comité international des sciences historiques*, which organizes World Meetings of Historians. In 1999 the association had 1 159 paying members. A member of the association is each and everyone who pays a stipulated yearly (varied) fee. Each member has one vote. The annual meeting elects the board. www.historisktidskrift.nu

The Swedish Musicological Society (Svenska samfundet för musikforskning) is an interest organisation for musicology in Sweden. It arranges a national conference and coarranges a Nordic meeting of musicologists. The main aim of the society is to publish the scholarly journal *Svensk tidskrift för musikforskning*, *STM*, which also includes reviews of student essays. Individuals or institutions become members by paying varied annual dues. www.musik.uu.se

The Swedish National Committee for Psychology (Nationalkommittén för psykologi) is appointed by the Royal Swedish Academy of Sciences and the purpose of this committee is: to promote research and education in psychology also by representing Sweden in the International Union of Psychological Sciences (IUPsyS); to realize planned cooperation with related scientific fields; if necessary, to give advice to universities, and other educational institutions, and to act as an advisory committee (commission of experts) for the Royal Swedish Academy of Sciences. The Committee is represented by 15 members from different disciplines in the field of psychology. www.psychology.su.se

The Swedish Philosophy Society (Svenska Filosofisällskapet) organizes a national conference: The Philosophy Days (*Filosofidagarna*) for university teachers, researchers, postgraduate and undergraduate students and high school teachers every second year. It is also open to all those interested in philosophy. Membership is open and free of charge.

The Swedish Political Science Association (*Statsvetenskapliga förbundet*), founded in 1970, is the disciplinary organisation for political scientists in Sweden and publishes the journal *Politologen*. *Swepsa* has more than 250 members from universities and university colleges. Membership is open to everyone with an interest in political science. The purpose of *Swepsa* is to promote critical debate of the aims and means of political science and its function in society at large, to inform about research in the field, to stimulate co-operation between political scientists from different departments in Sweden, and to represent Swedish political science in international co-operation, e.g. in *NOPSA*, *ECPR* and *IPSA*, i.e. the Nordic, European and international organisations respectively. www.swepsa.org

The Swedish Sociological Association (Sveriges sociologförbund, *SSF*) was founded in 1961. The aim of *SSF* is to promote scientific progress in sociology and its areas of application, work for an increased understanding of sociology as a social science among authorities, organizations and the general public, strengthen sociologists' professional awareness and responsibility. *SSF* organizes annual meetings which are also academic conferences and publishes the academic journal *Sociologisk Forskning*. Together with the sociological associations from the other Nordic countries the *SSF* is responsible for the publication of *Acta Sociologica*. *SSF* is a member of the Nordic Sociological Association (*NSA*), the European Sociological Association and of the *ISA*. *SSF* has 500 members. Membership is open to those who pay a varied annual fee. The members can be organized in local associations or directly in *SSF*. www.sociologforbundet.org.se

Relationship education – research – research institutes

The only approved executors of research are universities and university colleges. The Higher Education Act declares that the activity of the university shall be carried out so that a close connection

between education and research can be achieved.¹⁰⁴

The resources for research are by and large concentrated in the universities. At the beginning of the 1990's, over 90% of the research was carried out in universities with established research resources. At the same time, the university colleges had only about 5% of the research, but nearly 30% of the full-time students.¹⁰⁵

In Sweden, PhD training is carried out by universities and university colleges with one or more approved academic sectors. The universities have a general right to exam PhD students, while the university colleges have the right to exam PhD students within the area of the approved academic sector. There are moreover 16 national research schools, established by the state.

Research Schools

Research schools have existed at Swedish universities/university colleges since the 1980s and have increased in number in the 1990s. In 2001, the Government established 16 schools of research, with the purpose of renewing postgraduate education in areas of importance to their research policy. Each school has a host institution and one or more partner institutions. There are research schools in all disciplines, with a slight bias towards technology and the humanities/social sciences. Research schools in the fields of the humanities and social sciences are usually set up by the universities/university colleges themselves, while in technology and the natural sciences they are established with the help of external funding agencies. The research schools are multi- or interdisciplinary.

Summing-up: How professional identities are established and legitimated

The basic and particular competence, needed to qualify for any course or program within the system of higher education in Sweden, is a function that restrains interdisciplinarity. Strictly speaking, this means that a student must decide his/her future study-direction by the age of 15. However, the eligibility requirements for the system of higher education creates a flexible system that promotes interdisciplinarity, in a way that makes it possible for individuals to change profession or subject-orientation.

In order to have a bachelor/master or a professional exam, there is a demand on a certain amount of credits. In order to do a PhD, for example, one needs to have at least 60 credits (90 ECTS credits) in the core subject. This depth is probably necessary on account of qualification claims, but creates at the same time difficulties for interdisciplinarity. Moreover, after completing the PhD training, the researcher has a doctorate within a certain discipline, which further narrows the occupational range.

The new reform to promote lecturers to professors has resulted in an increasing number of professors. This may strengthen the discipline, and will anyhow increase/decrease the possibility for interdisciplinarity, depending on which subject that the professorship is appointed in. The Tham-initiative resulted in an increased number of professorships for women, but the percentage has not increased correspondingly since then. Furthermore, discrepancies between central policies and local realities have affected the Tham-professorships negatively, seeing that they were not guaranteed resources that were tied to a chair earlier.¹⁰⁶

The resources for research are mainly concentrated in the universities. The research schools arose in order to establish co-operation between universities and university colleges. The research schools are often interdisciplinary and should therefore promote interdisciplinarity within the established universities too.

CURRENT DEBATES ON THE CONSTRUCTION OF KNOWLEDGE

A liquidation analogous to the liquidation of *Temanämnden* at Göteborg University occurred at national level when the interdisciplinary research council, *Forskningsrådsnämnden* (FRN) was discontinued in 2000. And the threat of such a liquidation since the beginning of the 1990-ies caused a public debate that in several respects resembles the more recent, local debate on interdisciplinarity at GU during 2000-2002. One of the Göteborg pioneers of interdisciplinarity wrote in January 1992 that the minister of education was trying to liquidate FRN without discussing this with the committees or researchers concerned and without any public investigation. FRN supported interdisciplinary research

¹⁰⁴ Prop. 1997/98: 1, 1997, 131. Stockholm: Ministry of Education.

¹⁰⁵ Wikhall, Maria, 2002, 219ff. "Forskningsanknytning med knappa resurser", in *Det nya forskningslandskapet*, ed. Ulf Sandström, Göteborg: Nya Doxa.

¹⁰⁶ This is scrutinized in Jordansson, Birgitta, 1999. *The Politics of Gender Equality: The Encounter between Political Intentions and the Academy in the "Tham Professorships"*, report 1/99, Göteborg: The Swedish Secretariat for Gender Research.

that did not fit into traditional, faculty-bound research, be it research on sustainable development, Europe, the effects of war, children, youth or women and the cultures created besides male dominated cultures. He claimed that the minister wanted to transfer interdisciplinary research to disciplinary and sectoral research councils. "We, who have experience of interdisciplinary research and of the way in which disciplinary research councils work doubt that this will work, because the disciplinary and sectorial councils represent with their structure and their drafting bodies other interests than broad interdisciplinarity.... There is a certain uncertainty in the research community faced with broad interdisciplinary research. The catch phrase "Back to basics!" is moved from the school to the university. Interdisciplinarity is often described as unclear or "wishy-washy".¹⁰⁷

This "back to basics" attitude was also represented among several debaters in the more recent, local discussions and seminars at GU, initiated by the vice-chancellor in his attempt to stimulate interdisciplinarity at GU through liquidating Temanämnden. (See the section Change in disciplination). One of the most outspoken debaters, orally at seminars, in written form in the on-line debate on Temanämnden as well as in newspapers on several issues concerning governmental research policy (especially the putative "political correctness" in relation to gender or ethnicity studies) is a professor in political science. In the online-debate he claimed that "interdisciplinarity demands that those who take part 'rest safely' in their respective disciplines. ... research is an identity-creating activity... to 'invent' locally new such identities is most often not possible, for the simple reason that the international research community is configured as it is and on this we cannot decide locally."¹⁰⁸

In a recent attack on the governmental commission: "A new Doctor Education", which suggested how to implement the Bolonga process in Sweden, the same professor repeated his arguments of 2001. He accused the commission of suggesting something unique, i.e. that Sweden should completely abolish disciplinary based postgraduate education. "Swedish universities shall thus no longer educate researchers in disciplines such as philosophy, economics, history, mathematics, sociology and political science. The problem with this bizarre suggestion is that the international research community in its main construction is organized in disciplines... The ambition to establish multi- and interdisciplinarity is commendable, but should not occur in the very research training, but in the research the fully trained researcher performs thereafter... For researchers to be able to cooperate with researchers from other disciplines, they must rest safely in their own disciplinary identity." Otherwise he claimed Sweden would become a B-nation in its research training¹⁰⁹

Just before the Swedish Research Council was established in 2000 its recent Secretary-General of Humanities and Social Sciences warned in the other main newspaper about too high confidence in interdisciplinarity in the governmental research proposition, especially in relation to the issue of the organisation of the research councils. "We certainly need increased scientific cooperation and cross-fertilization but the needs shift between different areas. If interdisciplinarity is exalted to a saluted concept all these differences are swept under the carpet".¹¹⁰

Another theme in a recent and heated debate on research policy, knowledge in regard to basic, applied and interdisciplinary research is expressed in the phrase: "Money or Knowledge" as in a newspaper headline.¹¹¹ Without going into the details of this debate, we give examples of some contributors to the debate: 1) the scientific leader of The Swedish Institute for Studies of Education and Research (SISTER. <http://www.sister.nu/>), 2) the presidents of LO (the central organisation for 16 affiliates which organise workers within both the private and the public sectors.), Sif (Sweden's Leading White-Collar Union) and The Swedish Association of Graduate Engineers, managing members or directors of the Industrial committee; the Swedish Industry, The Knowledge Foundation, The Swedish Foundation for Strategic Research or The Royal Swedish Academy of Engineering Sciences;¹¹² 3) the previous minister of education, the presidents of The Knowledge Foundation and IRECO;¹¹³ 4) several professors and members of The Royal Swedish Academy of Sciences (KVA).¹¹⁴

¹⁰⁷ Eriksson, Karl-Erik. 920113. "Tvärt slut för tvärvetenskap." Dagens nyheter (Debate). Stockholm

¹⁰⁸ Inlägg Bo Rothstein - Tvärvetenskaplig samverkan 2001-01-03

www.gu.se/rapporter/Glimell/kommentar/rothstein.html retrieved 041115. UMHS translation.

¹⁰⁹ Rothstein, Bo 040515 "Ny forskarutbildning blir oanvändbar". Utredning hotar att avskärma Sverige från internationella topputbildningar. Dagens nyheter, Stockholm. UMHS translation. The multidisciplinary group of eleven commissioners replied on 040525: "Rothsteins kritik bygger på rena missförstånd" Dagens Nyheter, Stockholm, arguing that he had misunderstood a lot in the commission. He replied again, repeating his main arguments: Rothstein, Bo 040528 "Forskarutredare svarar osant om sina förslag" Dagens Nyheter, Stockholm

¹¹⁰ Hansson, Bengt 1999-09-20 Övertro på tvärvetenskap kan leda till skenvetenskap. Svenska Dagbladet, Stockholm

¹¹¹ Sörlin, Sverker 040602 Pengarna eller kunskapen! Dagens Nyheter, Stockholm

¹¹² "Lät näringslivets behov styra forskningen" 040411 Dagens Nyheter, Stockholm

¹¹³ Thomas Östros 040615 "Näringslivet ska få nya forskarpengar" Dagens Nyheter, Stockholm. IRECO is a limited liability company owned by the Swedish government through the Ministry of Industry, Employment and

INTERDISCIPLINARITY

Interdisciplinarity is common in the Swedish system of higher education. At most of the university colleges and at the new universities it is possible to make border-crossing combinations of subjects at educational level. Moreover, at PhD training level and research, the occurrence of interdisciplinarity is increased, mainly on account of the research schools and the centres of research, established as a result of the initiative of individual researchers. However, this interdisciplinary structure concerns principally the university colleges and the new universities.

Governmental talk about interdisciplinarity is to be considered mostly as research policy rhetoric, among other things on account of the lack of a definition of 'interdisciplinarity'. For this reason, the Government displays a simplistic view of knowledge that naturalizes the division between not only disciplines and interdisciplinarity, but between two different kinds of knowledge-seeking strategies as well; an instrumental phenomenon versus a cognitive one. It emphasizes the importance of a crossing of disciplines, but states that its focus on interdisciplinary research is focused upon areas such as natural science and technology – within the sphere of the so-called "benefit research" – in contrast to the so-called "curiosity research", within subject fields such as the humanities and the social sciences.¹¹⁵ This 'benefit/curiosity' argument exposes a two-fold view of knowledge¹¹⁶, which on the one hand discusses an instrumental understanding of knowledge and on the other a thinking which strives for the development of new concepts.

The Swedish Research Council is putting forward demands for basic research of high quality and the establishment of Strong Research Environments. These initiatives are applauded by researchers at the established universities. In the media discipline-oriented researchers often resent governmental rhetoric about broadening resources to relatively new agents in the higher education system such as women and immigrants or to new institutions of higher education which try to find interdisciplinary niches by profiling themselves in contradistinction to the five old prestigious universities. The peer review system is, furthermore, a highly esteemed procedure in evaluating research, independent of the object of evaluation such as articles, persons or projects. The problem is that there is no good procedure for qualitative assessments of interdisciplinary articles, projects or positions. Crossing national borders in order to find non-biased evaluators does not help as long as these are selected on disciplinary merits. The peer review groups at the research councils are also more often than not selected on disciplinary merits. Consequently, when it comes to the distribution of means, the research councils focus on excellent basic disciplinary research and/or on so-called benefit research, which aims at quick trouble-solving, rather than research that deals with questions of fundamental understanding, not problematized within traditional disciplines.

Funding council

The Swedish Research Council has the aim to initiate and attend to interdisciplinary research projects, although they have little money to distribute for interdisciplinary research. There are a number of barriers to interdisciplinarity associated with the application procedure, as mentioned earlier. Concerning the two other research councils, FAS and FORMAS, their organisation within an interdisciplinary thematic structure, facilitates interdisciplinarity within these specific areas.¹¹⁷ Moreover, all of the research councils, and especially the Swedish Research Council, have a narrow spread of competence within the preparatory committees, which creates barriers toward interdisciplinarity.

The Research Foundations are explicitly interdisciplinary, but this type of interdisciplinarity is limited to applied research.

Universities and university colleges

There are many kinds of interdisciplinary undergraduate- and postgraduate courses within different departments and research schools. The following selection of twelve interdisciplinary subject fields shows the frequency of interdisciplinary courses and programmes throughout many universities and

Communications (55 %) and The Knowledge Foundation. The company is a non-profit organization in the sense that no dividends are to be paid to the owners. <http://www.ireco.se/>

¹¹⁴ "Fri forskning en hörnpelare i demokratin" 040420 Dagens Nyheter, Stockholm

¹¹⁵ En stark grundforskning i Sverige. Vetenskapsrådets forskningsstrategi 2005-2008, 2004, s. 4, www.vr.se. The distinction between benefit/curiosity is particularly upheld by the Government; Forskning och förnyelse, prop. 2000/2001:3, s. 101.

¹¹⁶ An example from the Swedish debate is an article with the title: "Interdisciplinarity - for what purpose?" written by Bengt Hansson, head secretary of the Swedish Research Council, in Policy Science 1999, no. 32, s. 339-343.

¹¹⁷ Utbildning och universitetsforskning, 2002, 25. Prop. 2002/03: 1, Stockholm: Ministry of Education.

university colleges in Sweden.¹¹⁸

Work Science – occurs at 28% of the institutions of higher education, or at 14 universities and university colleges.

Childhood Studies – occurs at 14% of the institutions of higher education, or at 7 universities and university colleges.

Children and Youth Culture – occurs at 6% of the institutions of higher education or at 3 universities and university colleges.

Ergonomic Design and Production – occurs at 4% of the institutions of higher education, or at 2 universities and university colleges.

Gender Studies – occurs at 26% of the institutions of higher education or at 13 universities and university colleges.

Human Biology – occurs at 14% of the institutions of higher education, or at 7 universities and university colleges.

Human Ecology – occurs at 15% or at 7 universities and university colleges.

Human Technology – occurs at 10%, or at 5 universities and university colleges.

International Studies of Working Life – occurs at 4% or 2 universities and university colleges.

Communication – occurs at 12%, or at 6 universities and university colleges.

Society and Cultural Analysis – occurs at 12% or 6 universities and university colleges.

Water in Nature and Society – occurs at 8% or 4 universities and university colleges.

Academic journals

The clearly scholarly journals are more often disciplinary, while other types may be more interdisciplinary in scope. All types may be published by professional organizations. The following journals in Appendix No 4 have a multi- or interdisciplinary interest: 3, 4, (5), 11, 12, 13, 14, 15, 32.

Summing-up: Interdisciplinarity

Interdisciplinarity is a frequent phenomenon within the system of higher education in Sweden. The younger institutions of higher education are more often involved in interdisciplinary research projects, and they have a more frequent occurrence of interdisciplinarity within undergraduate education. At the established universities, the administrative organisation creates a number of barriers to interdisciplinarity, as well as the structural organisation of subjects which illustrates a well-developed fragmentation between different subject fields. Simultaneously, the Government and the system of higher education display a simplistic view of knowledge that naturalizes the division between not only disciplines and interdisciplinarity, but between two different kinds of knowledge-seeking strategies: instrumental versus cognitive knowledge. Neither the Government, nor the research councils distinguish 'multidisciplinarity' from 'interdisciplinarity'. The phrase used in governmental documents is 'multi-and interdisciplinarity'. At the universities and university colleges, however, the word 'interdisciplinarity' seems to be the standardized expression; often representing both multi- and interdisciplinarity.

The Swedish Research Council is organized by discipline. This creates barriers to interdisciplinarity due to the application procedure, as well as via the preparation of applications within the preparatory committees. FAS and FORMAS are interdisciplinarily organised, and have possibilities for interdisciplinarity within the frame of their themes.

Statistics from the different universities and university colleges show that interdisciplinary subject fields occur at more than 25% of the institutions of higher education as most. Comparatively, a subject

¹¹⁸ www.studera.nu. Moreover, interdisciplinary undergraduate education and research are pursued within traditional disciplines, and these subjects are consequently difficult to distinguish from the disciplinary subject they are carried out from. This means that the percentage is to be perceived as the lowest amount of the occurrence of interdisciplinarity in Sweden.

field such as literature occurs approximately by 42% or in 21 of the institutions of higher education, and philosophy occurs approximately by 28%, or in 14 of the institutions of higher education.

What most commonly is meant by the term “interdisciplinarity” at Swedish universities and university colleges is what should be called “multidisciplinarity” i.e. an area of research and education that uses more than one disciplinary approach or perspective on a given topic. It is an additive process where different disciplines add their perspective on an issue.¹¹⁹ This is illustrated by some interdisciplinary subjects discussed earlier in this chapter, as for instance Children and Youth Culture. In contrast to this, there is another kind of interdisciplinarity, where neither of the disciplines involved are perceived as a satisfactory theoretical building in itself. This kind of interdisciplinarity can be described as a form of interdisciplinarity that moves beyond a simple collection of different disciplinary perspectives, in order to find a fusion of the disciplines into one common concern, and thus challenging the borders of disciplines. An example of this kind of interdisciplinarity is Working Science. Finally, there is a group of subjects that cross traditional disciplinary lines, but are otherwise perceived as disciplines because of their involvement in systematic training in a coherent body of knowledge, such as Gender Studies, for example. These subjects are interdisciplinary, because they cut across traditional disciplines, but deserve the name discipline where there is a core body of knowledge not belonging to any other discipline.¹²⁰ Thus, there exist several different examples of multi- and interdisciplinary collaboration within the universities and university colleges in Sweden.

BOLOGNA

The Bologna process has created a strong impetus for the reform of the Swedish system for higher education and research. Comprehensive changes are not expected before the autumn of 2007, but the implementation of the Bologna process has already started within a number of certain areas:¹²¹

Adoption of comparable degrees

A supplement should be appended to degree certificates issued after 1 January 2003 (a Diploma Supplement), describing the degree programme and its place in the educational system. The Diploma Supplement should, as far as possible, contain ECTS data. The ECTS points as a general system is used alongside the national credit point system, but the ECTS grading scale is not frequently used in Sweden at present. Universities and university colleges are themselves responsible for the recognition of foreign diplomas and study periods abroad if the student wants to continue his/her studies in Sweden. The National Agency for Higher Education evaluates study periods abroad and foreign qualifications in relation to the labour market.

Promotion of mobility

The Government works actively to broaden the recruitment to higher education using different instruments to ensure social, financial and geographical access to higher education. They emphasize the importance of the social dimension of higher education and of the mobility of students. In addition, more and more courses are offered in English for both national and international students (some are translations of existing courses, others are specially designed programmes).

Promotion of European cooperation in quality assurance

Since 2001 the National Agency for Higher Education performs national recurrent and comprehensive subject and programme evaluations every six years. Experts from Swedish as well as foreign higher education institutions take part in the evaluations along with students and labour market representatives.

Another quality assurance task of the agency is the assessment of the right to award degrees. The agency also assesses an institution's right to award doctoral degrees. Moreover, Sweden is a member of the European Network for Quality Assurance in Higher Education (ENQA). There is also a Nordic Network of Quality Assurance Agencies that is cooperating with the stakeholders, the institutions and the students, regarding quality issues.

¹¹⁹ The following definitions of multi- and interdisciplinarity are based on the distinctions made in Long, David, 2002, 9ff.14f, Interdisciplinarity and the English School of International Relations, paper presented at the International Studies Association Annual Convention, New Orleans, March 25-27.

¹²⁰ David Long's suggestion of a term for these subjects are 'neo-disciplines'.

¹²¹ National Report Sweden – Report on the Swedish follow-up of the Bologna Declaration and the Prague Communiqué, 2003, 2ff. Ministry of Education and Science, www.bologna-bergen2005.no.

Forthcoming reforms

The ministry of education has published two reports, wherein the possibilities for a reform of the system for undergraduate- and postgraduate education have been examined.¹²² The enhancement of the student mobility is an important point of departure. In short, the proposals for a reformation of the system for under- and postgraduate education are described as follows:

Undergraduate education

- The classification of examination at three levels: basic, advanced and research level.
- The introduction of two kinds of master exams: one of 40 credits (60 ECTS credits), and one of 80 credits (120 ECTS credits).
- The introduction of ECTS-credits and of the ECTS point system.
- Admission to advanced level studies demands completion of a bachelor degree. Admission to PhD training demands prior completion of at least 160 credits (220 ECTS credits).
- The promotion of mobility
- Quality assurance
- Learning for life: a flexible educational system, where earlier education is more significant.

Postgraduate education

- An incrementation of Government grants for PhD training.
- More distinct definitions of the aims of PhD training, in a way that illustrates that it prepares the students for assignments outside the academy, as well as for within the academy.
- Professionalization of the application process, co-ordination of the admission and the establishment of common instruments of selection.
- The elucidation of the structure of PhD training.
- The constitution of the supervisor-function by one main supervision and one assistant supervisor. The development of a compulsory competence for supervisors.
- A two-year master followed by three years of PhD training.
- The establishment of employment as a doctor after the dissertation, in order to improve the qualifications within the academy, as well as to increase co-operation between the academy and society.
- The possibility for the university colleges to examine PhD students within other areas of research than through special investigations by the National Agency for Higher Education.

The conception of the Bologna process at the universities and the university colleges

The different institutions of higher education have all made the same changes in seeking to implement the Bologna process. Courses with well established international contacts, such as within the technological and natural sciences, as well as the schools of economics, are a step ahead.

Summing-up: Bologna

In some ways, Sweden has already started the implementation of the Bologna process, through the ECTS credit system, the mobility of students and the quality assurance programmes. The forthcoming changes concentrate at increased mobility of students, a more flexible under- and postgraduate education, and an adaption of the under- and postgraduate education towards society and the labour market, mainly. The higher level of the Masters degree, at 80 credits (120 ECTS credits), provides a deeper qualification than the present advanced exam. On the other hand, PhD training will probably be one year shorter than the present PhD training.

It is still unclear whether the changes are going to facilitate interdisciplinarity or not. Whether or not the increased mobility may promote interdisciplinarity is to be decided by the way each and every institution of higher education structures its subjects. At the turn the year 2004, the Government is going to publish a Government bill, wherein the implementation of the Bologna process is going to be described in detail.

¹²² The two reports are: Högre utbildning i utveckling – Bolognaprocessen i svensk belysning, 2004, Ds 2004:2, Stockholm, Ministry of Education, and En ny Doktorsutbildning - kraftsamling för excellens och tillväxt, 2004, SOU 2004:27, Stockholm: Ministry of Education.

CONCLUSIONS

Interdisciplinarity is a frequent occurrence within the system of higher education in Sweden. Deliberately and for many years, the Government has promoted changes in the system of higher education aimed to facilitate the establishment of interdisciplinarity; this has been the case with – giving two important examples – the changed structure of research funding in 2001, and the decentralisation of the policy-making process within the educational reform of 1993. The striving to facilitate interdisciplinarity is still of current interest – not least with respect to the implementation of the Bologna process, which has already started with the ECTS credit system, the mobility of students and the quality assurance programmes. Whether the increased mobility will promote interdisciplinarity or not, is to be decided by the way each and every institution of higher education structures the disciplines and organises the administration.

The ambition to blur the boundaries between the subject fields, as well as the ambition to make interdisciplinarity possible ‘anywhere’, however, may have negative consequences on the practicing of interdisciplinarity. The structural change of the research funding that took place 2001 resulted among other things in an integration of interdisciplinarity, so that interdisciplinary applications are now handled in the ordinary scientific councils within the Swedish Research Council. This creates barriers to interdisciplinarity, with respect to the council’s disciplinary organisation and the discipline-oriented procedure as regards application, for instance. Moreover, the old and new institutions of higher education take different standpoints to the question of interdisciplinarity; old institutions of higher education prefer broad and deep disciplinary research, and new institutions of higher education recognize the possibilities of an interdisciplinary perspective. The fact that the resources for research and PhD training are distributed within one of the four academic sectors may create barriers to interdisciplinarity between the various disciplines, especially at the established institutions of higher education, where the traditional organisation of disciplines and subjects is the predominant model.

Henceforth, the important instance for a promotion/suppression of interdisciplinarity is the board at every institution of higher education, which takes decisions about the organisational structure, the distinctive image and the distribution of resources. At the same time, the faculty board which distributes resources to every department and is responsible for the adjusting and content of research, PhD training and undergraduate education, is given an important position, improving or preventing the implementations of interdisciplinarity.

The basic and particular competence needed to qualify for any course or program within the system of higher education in Sweden, restrains interdisciplinarity. Still, the eligibility requirements for the system of higher education create a flexible system that promotes interdisciplinarity in a way that makes it possible for individuals to change profession or subject-orientation. In order to obtain a bachelor/master/professional exam or PhD, however, the student has to acquire a certain amount of credits in a core subject, a fact that may create obstacles for interdisciplinarity.

There is interdisciplinarity at every kind of institution of higher education in Sweden, even though there are several differences between the different institutions of higher education. Statistics from the different universities and university colleges show that interdisciplinary subject fields occur at more than 25% of the institutions of higher education. Nevertheless, both the University of Lund and the University of Göteborg still have a conservative division of academic sectors and subjects. Simultaneously, it is clear that the younger institutions of higher education are endorsing interdisciplinarity. The looser structural organisation of the newer institutions of higher education, facilitates interdisciplinarity. This, however, is probably a result of the governmental demand for interdisciplinarity, pursued during the last 20 years. Within the universities and university colleges in Sweden there are several different examples of multi- and interdisciplinary collaborations. The term “interdisciplinarity” at Swedish universities and university colleges should really be called “multidisciplinarity”, i.e. an area of research and education that uses more than one disciplinary approach or perspective on a given topic.

The recognition from the Government is almost a prerequisite for the establishment of a new discipline. As far as Gender Studies is concerned, the annual Governmental grant has been crucial to the making of a successfully incorporated discipline and area of research and education. The annual Governmental grants have upheld a certain stability within the subject-field and hereby secured the development of education and research. Nevertheless, obstacles to the facilitation for the establishment of interdisciplinary Gender Studies appear at university level – as for instance when the Governmental grant for the Department of Gender Studies at the University of Göteborg was curtailed by the Faculty of Humanities, or when the interdisciplinary Board of Themes was discontinued by the university board at the University of Göteborg. Hence, in order to maintain an interdisciplinarity within the institutionalized centres of Gender Studies of today, the attitude from the Government is of crucial importance.

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Universities

State	Private sector
Uppsala University (Uppsala universitet)	Chalmers University of Technology (Chalmers tekniska högskola)
Lund University (Lunds universitet)	Stockholm School of Economics (Handelshögskolan)
Göteborg University (Göteborgs universitet)	Jönköping University College (Stiftelsen Högskolan i Jönköping)
Stockholm University (Stockholms universitet)	
Umeå University (Umeå universitet)	
Linköping University (Linköpings universitet)	
Karolinska Institute (Karolinska Institutet)	
Royal Institute of Technology (Kungliga Tekniska Högskolan)	
Luleå University of Technology (Luleå tekniska universitet)	
The Swedish University of Agricultural Sciences (Sveriges lantbruksuniversitet)	
Karlstad University (Karlstads universitet)	
Växjö University (Växjö universitet)	
Örebro University (Örebro universitet)	

University Colleges

State	Private sector
Blekinge Institute of Technology (Blekinge tekniska högskola)	Erica Foundation (Ericastiftelsen)
Borås University College (Högskolan i Borås)	Ersta Sköndal University College (Ersta Sköndal högskola)
Dalarna University College (Högskolan Dalarna)	Gammelkroppa School of Forestry (Gammelkroppa skogsskola)
Gotland University College (Högskolan på Gotland)	Johannelund Theological Institute (Johannelunds teologiska institut)
Gävle University College (Högskolan i Gävle)	Stockholm School of Theology (Teologiska Högskolan, Stockholm) (THS)
Halmstad University College (Högskolan i Halmstad)	Örebro Theological Seminary (Örebro Missionskola)
Kalmar University College (Högskolan i Kalmar)	
Kristianstad University College (Högskolan i Kristianstad)	
Mid-Sweden University College (Mitthögskolan)	
Malmö University College (Högskolan i Malmö)	
Mälardalen University College (Mälardalens högskola)	
Skövde University College (Högskolan i Skövde)	
Stockholm University College of Physical Education and Sports (Idrottshögskolan i Stockholm)	
Stockholm Institute of Education (Lärarygskolan i Stockholm)	
Södertörn University College (Södertörns högskola)	
Trollhättan/Uddevalla University College (Högskolan i Trollhättan/Uddevalla)	

University Colleges of Arts

State	Regional Authority
University College of Dance (Danshögskolan)	Ingesund College of Music (Ingesunds musikhögskola)
University College of Film, Radio, Television and Theatre (Dramatiska Institutet)	Private sector
University College of Arts, Craft and Design (Konstfack)	University College of Music Education in Stockholm (Stiftelsen Stockholms Musikpedagogiska Institut) (SMI)
Royal University College of Fine Arts (Kungliga Konsthögskolan)	University Colleges for Health Sciences
Royal University College of Music in Stockholm (Kungliga Musikhögskolan i Stockholm)	Regional Authority
Stockholm University College of Opera (Operahögskolan i Stockholm)	Jönköping University College of Health Sciences (Hälsö högskolan i Jönköping)
Stockholm University College of Acting (Teaterhögskolan i Stockholm)	Private sector
	The Swedish Red Cross University College of Nursing and Health (Röda Korsets Högskola)
	Sophiahemmet College of Health Sciences (Sophiahemmetts sjuksköterskeskola)

The preparatory committees within the Scientific Council for the Humanities and Social Sciences include the following areas:

- Aesthetic sciences
- Economic research and statistics
- Sociology, social anthropology, ethnology, social work studies and pedagogics
- Legal science and philosophy
- Political science and communication science
- Psychology
- Historical sciences and archaeology
- Philology and linguistics
- Theology, non-European languages and cultures, ancient research

The preparatory committees within FAS include the following areas:

- Labour, every-day and health
- Labour, environment and health
- Labour market
- Labour organisation
- Public health
- Care and social relations
- Welfare and social insurance

The preparatory committees within FORMAS include the following areas:

1. Biosphere and society
2. Environment and nature
3. Agriculture, animal and provisions
4. Building, public administration
5. One interdisciplinary committee with two members

The preparatory committees within the Bank of Sweden Tercentenary Foundation include the following areas:

1. Economy, geography
2. Behavioural science, social medicine, sociology
3. Political science, law, statistics
4. Literature, philology, linguistics and aesthetics
5. History, philosophy, theology
6. One interdisciplinary committee including areas from every other drafting committee within the Bank of Sweden Tercentenary Foundation

ACADEMIES, ROYAL SOCIETIES, PRIZES AND AWARDS

Academies, learned and royal societies are associations within the research community that perform research-promoting activities such as awarding prizes, rewards, stipends and subsidies. They have strict rules for choosing new members, often going back to the eighteenth century. The oldest Academy in Sweden is the Royal Society of Sciences at Uppsala founded in 1710. Two other local Royal Societies are also from the eighteenth century: The Physiographic Society in Lund (1772) and The Society of Sciences and Letters in Göteborg (1773). They were all founded by individuals, the one in Göteborg by a woman. The national Academies were founded and supported by Royal decree. Prizes awarded by these Academies and societies are listed in the section on prizes.

Royal Society of Humanities at Uppsala (Kungl. Humanistiska Vetenskaps-Samfundet i Uppsala)

Royal Society of Sciences at Uppsala (Kungl. Vetenskaps-Societeten i Uppsala)

Swedish Academy (Svenska Akademien) Founded in 1786 by King Gustaf III. The statutes resemble the rules of the French Academy. The Academy's main objective was to work for the 'purity, vigour and majesty' of the Swedish language, i.e. its clarity, expressiveness and prestige. Motto: Talent and Taste (Snille och smak). The task of selecting the winner of the Nobel Prize in Literature was entrusted to the Swedish Academy.

The Royal Academy of Arts and Sciences of Uppsala (Kungl. Vetenskapsamhället i Uppsala)

The Royal Gustavus Adolphus Academy for Swedish Folk Culture (Kungl. Gustav Adolfs Akademien för svensk folkkultur) www.kgaa.nu. Founded in 1932 at Uppsala University. 218 members are divided into several subcategories. Due to generous donations the academy awards prizes, rewards, stipends and subsidies from 12 different funds (see Prizes). The Academy gives support to postgraduate students in order to finish their postgraduate studies (with an exam in reach within a year) and for printing costs for the doctoral thesis in disciplines such as archaeology, ethnology, Finno-Ugrian languages (Finnish and Sami), history, history of art, ethnogeography, literary studies (mainly sociology of literature), musicology, Nordic languages/ Swedish och [the] science of religion. The topic of a doctoral thesis must connect to the task of the Academy to promote research on Swedish folk culture.

The Royal Swedish Academy of Letters, History and Antiquities (Kungl. Vitterhetsakademien) The Royal Academy of Letters, History and Antiquities is one of the two oldest academies in Sweden. It promotes research and other activities in the humanities, in the study of religion, law and social sciences, as well as in cultural heritage management. Archaeology and antiquarian research makes up an important part of these subject areas. Another goal is to publish scholarly works in the subjects covered by the Academy. There is a busy publication programme, with the yearbook "Kungl. Vitterhets Historie och Antikvitets Akademiens årsbok", the archaeological journal "Fornvännen" and scholarly works in a number of different series. Besides these series, the Academy also publishes monographs under its own auspices or in collaboration with The National Heritage Board and other publishers. Membership rules: the Academy is organised in two classes, one historical-antiquarian and one philosophical-philological, each with thirty members under 65 years of age. Although a maximum age is set for eligibility, membership is for life, and the Academy has now about 130 Working Members, plus a small number of Honorary Members and a larger number of Foreign Members, Swedish Corresponding Members and Foreign Corresponding Members. Sources of funding: the Academy relies on its own funds arising from legacies and investments and awards generous grants for various research purposes not only to its own members but also to university departments and other bodies. www.vitterhetsakad.se

The Royal Swedish Academy of Sciences (Kungl. Vetenskapsakademien) www.kva.se is an independent organisation whose overall objective is to foster the sciences. The Academy administers a researcher exchange and publishes six scientific journals. Membership: Being elected a member of the Academy constitutes exclusive recognition of successful research achievements. The Academy has about 350 Swedish members, of whom 164 are under 65 years of age. There are also 164 foreign members. Since its start in 1739, about 1450 Swedes have been elected to membership. The Academy members are divided into ten classes, among these: IX Economics and social sciences, X Humanistic and other sciences or for distinguished services to scientific research. Institutes: The academy's research institutes offer facilities for its own research teams and for guest researchers. The institutes were founded to develop subject areas considered important, and were often funded by donations. Numerous research institutions have been founded by the Academy over the years but many have been transferred to the state. Among the institutes run by the Academy today is The Center for History of Science, www.center.kva.se established in 1988. This center affords researchers possibilities to study the Academy's rich collections (including the Nobel Archives). Apart from prizes (see below) the Academy initiates a number of research fellowships. The main aim of this initiative is to create the best possible conditions for exceptionally gifted researchers to carry out their research in Sweden. Each fellowship will be guaranteed for a 5-year period thanks to liberal donations from the Knut and Alice Wallenberg Foundation, the Torsten och Ragnar Söderbergs stiftelser and Tobias Stiftelsen.

The Royal Swedish Academy of Music (Kungl. Musikaliska Akademien) was founded in 1771. Today the Academy has a varied activities which include work in the musicology, music educational areas, publication, awarding of prizes and grants and management of funds. The Academy has 175 Swedish and 65 foreign members, from different areas of the musical life. www.musakad.se

The Royal Swedish Society of Sciences and Letters in Göteborg (Kungl. Vetenskaps- och Vitterhetssamhället i Göteborg, KVVVS) was founded in 1773 and has 229 Swedish members divided into seven classes and one division of letters. Among the classes are: 6). Law and social sciences; 7) Theology, philosophy and Languages. 98 of the members (norm 100) are under 65 years old. There is also a group of international members divided into the different classes. A committee nominates new members once a year when there are vacant "rooms" in the different classes. KVVVS was one of the first to allow female members. KVVVS supports research and education in the Western part of Sweden through awarding scholarships, grants, travelling grants, and through publishing scientific works. KVVVS also arranges scientific symposia and public lectures.

PRIZES

KVVVS in Göteborg awards scholarships, grants, travelling grants to its own members and to young researchers in the Western part of Sweden.

The Royal Swedish Academy of Music awards every second year The Ingmar Bengtsson Prize to a prominent musicological research achievement on suggestion from the research and publication committee of the Academy.

The Archives and Library of the Swedish Labour Movement (Arbetsrörelsens arkiv) awards annually The Rudolf Meidner-prize for research in the history of the labour movement. The sum (in 2005: 25.000 SEK) is primarily awarded to one or several authors of printed scholarly works. <http://www.arbarkiv.nu/english.htm>

The Equal Opportunities Ombudsman (Jämställdhetsombudsmannen, JämO) awards annually four prizes of 5000 SEK for the best undergraduate essays. They are examined at a university or university college the year they are applied for. <http://www.jamombud.se/en/>

The FORSA-prize is an honorary distinction awarded annually to well deserved knowledge builders in the area of social work.

The Nobel Prizes. Those qualified to propose candidates for prizes are: previous Nobel Laureates; members of the prize-awarding bodies and of the Nobel Committees in the relevant spheres; professors either at specific universities or those selected through special invitation by the prize-awarding bodies; chairpersons of authors' organisations (literature); members of certain international parliamentary or legal organisations (peace); members of parliaments and governments (peace). Anyone proposing him/herself for a Nobel Prize is automatically disqualified. Only individuals belonging to these bodies have the right to propose a candidate. Prize-awarding bodies: Literature - The Swedish Academy; Peace - The Norwegian Nobel Committee; Economics - The Royal Swedish Academy of Sciences

The Royal Gustavus Adolphus Academy for Swedish Folk Culture awards, due to generous donations, prizes, rewards, stipends and subsidies (see also professional organisations) from 12 different funds :

- to members of the academy from the Nordic countries for outstanding scholarly achievement within the areas the academy represents;
- for outstanding scholarly achievement within Nordic place name research, Nordic dialect research or Nordic folklore; for research within Norse philology and Norse folklore;
- for achievements within Swedish folk culture, especially history of settlement, build custom, social and economic history, history of law, working life, folk lore, customs and linguistic traditions;
- for scholarly work that deepens the knowledge about the life and cultural specificity of the Swedish people; for scholarly activity within the areas of the academy; for folklore at the universities of Uppsala and Lund;
- to scholars in folklore or cultural history, preferably regarding Småland
- travelling scholarships to postgraduate students and younger post doctors.

The Royal Swedish Academy of Letters, History and Antiquities awards generous grants for various research purposes not only to its own members but also to university departments and other bodies.

The Royal Swedish Academy of Sciences awards a number of prizes to distinguished research achievements. The international prizes which are several include:

- the Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel. The nomination and selection of the Economics Prize laureates is to a large extent handled by the Economics Prize Committee of the Academy.
- the Rolf Schock Prizes (for logic and philosophy, mathematics, the visual arts and music). The prizes are awarded in accordance with proposals made by special prize committees within each academy.

The Swedish National prizes include:

- the Söderberg prize (in economics, jurisprudence and medicine) awarded every other year in economics or jurisprudence (by the Academy of Sciences) and every other year in medicine (by the Swedish Society of Medicine). The prize is awarded alternately in economic science and in jurisprudence. Proposals are developed by a prize group, appointed by the Academy council, and the award is made to a Swedish citizen or to a foreign citizen who is active in Sweden.
- The Swedish National Committee for psychology awards Young Scientist in Psychology. Nominations for the award are made by the Swedish university departments of psychology in Göteborg, Linköping, Lund, Stockholm, Uppsala, Umeå, and Örebro. The award is given to an outstanding researcher, not older than 40 years of age, and who took the PhD-degree not more than three years ago.

SWEDISH ACADEMIC JOURNALS IN HUMANITIES AND SOCIAL SCIENCES

1. Arkiv för studier i arbetarrörelsens historia. – 1(1971):1-. Devoted to the history of the working class and the labour movement with emphasis on Sweden. Reader reviewed.
2. Bebyggelsehistorisk tidskrift. – 1(1981):1-. Published by the association Bebyggelsehistorisk tidskrift. Reader reviewed.
3. Chakra : tidskrift för indiska religioner. – 1(2004):1-. A scientific journal for the study of Indian religions. Chakra stimulates interdisciplinary debate and dialogue and addresses primarily Nordic scholars and students. Reader reviewed by professors.
4. Cognitive behaviour therapy. - 31(2002):1-. A multidisciplinary journal devoted to the application of behavioural and cognitive sciences. The aim is to publish high quality and state-of-the-art scientific articles within a broad scope. The journal is published in collaboration with the Swedish Association for Behaviour Therapy. Peer reviewed.
5. Ethnologia Scandinavica : A journal for Nordic ethnology. - 1971:1-. Published by the Royal Gustav Adolf Academy. Original papers in English and German based on all branches of material and social culture. Peer reviewed.
6. Current Swedish Archaeology 1(1993):1-. is a journal which focuses primarily on the interpretation of the archaeological record and on archaeology as a social practice. The aim is to spread knowledge about Swedish archaeology, to a public inside and outside Scandinavia, and to promote international contact and debate. Published by the Swedish Archaeological Society, the national association of active and professional archaeologists in Sweden. The editors are supported by an editorial advisory board consisting of leading archaeologists in different archaeological fields.
7. Ethnos : journal of anthropology. - 1(1936): 1-. Publishes original papers promoting theoretical, methodological and empirical developments in the discipline of socio-cultural anthropology. Peer reviewed.
8. Filosofisk tidskrift 1(1980): 1-. Articles and reviews in philosophy. Reviewed by the editor in chief.
9. Fornvännen : journal of Swedish antiquarian research 1(1906)-. Sweden's oldest, largest and most important journal of prehistory and Medieval studies. Publishes Scandinavia's largest reviews section in the field. Articles are written in Scandinavian languages with summaries in English, or in German. Peer or reader reviewed?
10. Historisk tidskrift (1- 1881-) Sweden's leading scientific journal in history. Addresses historians, teachers and students in history, but also a general public interested in historical research. Reader reviewed.
11. Housing, theory and society. - 16(1999):1-. Furthers housing research as an integrated, multidisciplinary field that is theoretically informed and embedded in wider societal issues. Peer reviewed.
12. JONAS - Journal of Nordic Archaeological Science 1(1986):1-. Publishes original theoretical and applied papers by experienced and younger researchers within the field of archaeological science, a cross-disciplinary and interdisciplinary branch of archaeology. Reader reviewed.
13. Intercultural Communication. – 1(1999):1 is an outgrowth of the activities of NIC – the Nordic Network for Intercultural Communication. The goal is to promote research, education and training in the area of intercultural communication. Welcomes contributions and reviews concerning all areas of intercultural communication. Peer reviewed by the board of editors.
14. Kvinnovetenskaplig tidskrift 1(1980):1-. A multi- and interdisciplinary journal for research on gender. Published by the association Föreningen Kvinnovetenskaplig tidskrift. Peer reviewed.
15. Locus : tidskrift för forskning om barn och ungdom 1([19]89):nr 1-. A multidisciplinary journal for research on children and youth. Published by a department (individ, omvärld och lärande) at The Stockholm Institute of Education in Stockholm. Peer reviewed

16. *Meta* : medeltidsarkeologisk tidskrift . - 1979:1-. Middle ages archaeology. Probably reader reviewed.
17. *Namn och bygd* : tidskrift för nordisk ortnamnsforskning (1- 1913-). The world's oldest specialized journal of place-name research. Published by the Royal Gustavus Adolphus Academy for Swedish Folk Culture. Articles in Scandinavian languages, but contributions in English and German also appear. Summaries in English. Probably reader reviewed.
18. *Nordisk Pedagogik - Nordic Educational Research* 1(1980):1- Published by Nordic Educational Research Association (Nordisk Förening för Pedagogisk Forskning). Reader reviewed.
19. *Pedagogisk forskning i Sverige* . - 1(1996):1-. Aims to mirror Swedish research in pedagogy and addresses scholars, teachers and PhD-students in Higher education. Summaries in English. Reader reviewed.
20. *Politologen* . - årg. (1- 1971-). Mouthpiece for The Swedish Political Science Association and publishes debates, essays and reviews.
21. *Samlaren* : tidskrift för svensk litteraturvetenskaplig forskning. - 1(1880):1-. Research in Swedish literature. Probably peer reviewed
22. *Scandia* : tidskrift för historisk forskning . - (1- 1928-) Historical research. Probably peer reviewed.
23. *Socialvetenskaplig tidskrift*. - 1(1994): 1-. Published by FORSA (Förbundet för forskning i socialt arbete) with support from FAS (Forskningsrådet för arbetsliv och socialvetenskap). Reader reviewed.
24. *Statsvetenskaplig tidskrift* . - 67(1964):1-. The preeminent political science journal in Sweden, managed by members of staff at the department of political science, Lund university. Peer reviewed.
25. *Studia anthroponymica Scandinavica*. Tidskrift för nordisk personnamnsforskning. - 1-(1983):1-. A scholarly journal for the various fields of research on personal names, including etymology, phonology, semantics, history, sociology and stylistics. It discusses methodology and terminology and emphasizes the affinities between personal names research and other branches of the humanities, such as demography, ethnology, genealogy, history, literature, psychology and religion. The journal considers personal names in the Scandinavian languages as well as the other native languages of the Nordic countries, Finnish and Sami. Probably Reader reviewed
26. *Studia neophilologica*. – 1(1928): 1-. Published by Föreningen för Studia Neophilologica in Uppsala. Articles on English, German and the Romance languages and literatures, as well as book reviews. The contributions represent both historically oriented research and synchronic and structural studies. The journal is not limited to any particular linguistic or literary period. Readership: Students and researchers in literature and languages. Peer reviewed.
27. *Svensk tidskrift för musikkforskning* 1(1919):1-. is a scholarly journal published by The Swedish Society for Musicology and wants to reflect a wide variety of perspectives from many disciplines within the musicological field, but its primary interest is in articles related to Swedish or Nordic music. *STM-Online* is the electronic sister publication of *STM* and welcomes texts in Swedish, Danish, Norwegian, English, or German that take advantage of the internet medium and integrate text, sound, and graphics.. Peer reviewed.
28. *Svensk teologisk kvartalskrift* . - 1(1925):1-. Covers all areas of theology/ science of religions, but with a special focus on systematic theology, philosophy of religion and ethics. Peer reviewed.
29. *Theoria* : a Swedish journal of philosophy . - 1(1935):1-. A philosophical journal, based in Stockholm, and publishes articles in English concerning all areas of philosophy. Peer reviewed
30. *Tidskrift för litteraturvetenskap* . - 17(1988):1-. A mouthpiece for Swedish departments of literature. Publishes articles and reviews on a high academic level. Reader reviewed.
31. *Utbildning och demokrati* : tidskrift för didaktik - årg. 1(1992):nr 1-. Publishes articles in the intersections between philosophy and social sciences, inspired by John Dewey's "Democracy and Education". Editor reviewed.
32. *Vest* : Journal for science and technology studies 17(2004):1-. Continues: *Vest* : tidskrift för vetenskaps- och teknikstudier. Publishes theoretical and empirical studies of science and technology and aims to be a forum for researchers and practitioners. Peer reviewed.