



MALMÖ UNIVERSITY

Malmö University / Vice Chancellor's Office

APPLICATION VINNOVA UoH strategiska samverkan, Steg-2

Date 2013-10-16

Dnr Mahr 60-2013/538

Developing Knowledge Exchange and Collaboration in Study Programs – Towards a Main Stream Activity

Summary. Knowledge exchange and collaboration with the community is commonly identified as a strategically important step in the development of an internationally strong university. However, to realize the aim of being a collaborative university is not a straightforward task, although efforts surely are countless. In this project, the study programs at three broad universities are in focal point of attention. A holistic strategy for integrating knowledge exchange and collaboration activities in study programs is investigated. Based on this, the project has the potential to create a significant impact on a university's ability to leverage knowledge exchange activities within education as a vital factor for quality enhancement. The goal is to develop guidelines for systematic review of external activities in study programs to ensure that knowledge exchange is an integrated main stream activity in study programs.

Introduction

Knowledge exchange and collaboration with the community (i.e., private and public sector, as well as, the civil society) is considered crucial for competitive universities and a success factor for a viable community. Transferring knowledge and skills between universities and enterprises and the wider community increases both economic and social returns.

For students, knowledge exchange in education contributes to creating a stimulating and innovative learning environment and prepares them for their future work life. For the university, knowledge exchange offers a two-way learning in which the knowledge and skills of the university contributes to the community, and at the same time the activities support the development of attractive and up-to-date study programs. Companies and organizations benefit by gaining research based knowledge, innovative ideas, and contacts with potential new employees, customers, and partners. In addition, for many companies, student collaboration is a door-opener to future research collaboration projects.

Recognizing the benefits of knowledge exchange and collaboration, we share the common goal of embedding collaboration and knowledge exchange as an integrated main activity in the study programs. Many programs engage with relevant practice fields and industry through placements, guest lectures, and collaborative projects, etc., and it is thus of strategic importance for the universities to be able to ensure a high quality in knowledge exchange activities that supports learning for students and collaborating organizations.

To be able to guarantee high quality, a comprehensive approach is necessary that encompasses the entire process from planning and starting a new study program, monitoring ongoing activities and impact, further developing the curriculum – all the way to, if necessary, making the decision to suspend a program. In this respect, the challenge for most universities today is the fact that knowledge exchange activities are not included in existing quality

assurance systems. Routines are lacking, metrics and indicators are not identified or/and acknowledged, and evaluation procedures leave room for improvement. Also, university teachers often lack incentives to integrate knowledge exchange and collaboration activities in the courses and programs that they teach. Collaborating and working together in knowledge exchange is of high interest both to the university, industry, and other organizations.

In increasing and developing collaboration elements in study programs, it is also important to work with structural changes in the university organization that both enable and stimulate collaboration elements. For instance, a current state of the art survey (which was carried out in the pre-study of this application) has indicated that while external cooperation often forms a baseline of merit in research activities, the opposite can be said to be true for the corresponding task of education. Thus, the room for external collaboration and knowledge exchange as grounds for merit in pedagogical activities needs to be examined. Designing collaboration-oriented pedagogical qualification portfolios, in combination with adopting templates, identifying aspects of quality and related indicators, and other forms of quality structures in education can further catalyze the inclusion of knowledge exchange and collaboration activities as an integrated main stream activity in study programs. Structural conditions also contribute to creating more sustainable and long term collaborations, and will most likely also have a positive impact on the rise of a “collaboration culture” in the organization. These instruments are therefore deemed to have great potential as leverage points to achieve the desired organizational change, and the universities will consequently face better conditions as competitive and internationally strong universities.

As a result of the pre-study associated with this application, certain areas in need of improvement have been identified. To be able to follow through and truly manage knowledge exchange as an integrated main stream activity in study programs and thus their corresponding courses, we address these areas within the context of this application.

Consortium

Malmö University

In 2011, Malmö University initiated a strategic process called Strategy 2020¹, which resulted in a platform approved by the University Board in February 2013. This strategic platform describes the role of the university in 2020 and includes comprehensive objectives and strategies for the period 2013-2020.

Malmö University’s mission is to be an active hub for research, education, and innovation of benefit to society. Together with other actors, Malmö University contributes to the identification and creation of sustainable solutions in response of the challenges in society. The university takes an active role in developing a learning society by promoting education, shared knowledge development, and the use of new media. In order to deliver this mission and reach the objectives for 2020, the strategic platform states five university-wide strategies that have a strong focus on interaction and collaboration with society.

Malmö University has, since it was established in 1998, had the ambition that education shall be conducted in collaboration with other actors in society in order to maintain high quality and to be relevant to society. Malmö University collaborates today with a wide range of partners representing companies, public sector, as well as, organizations within the civil society, and we have worked strategically to improve and support knowledge transfer and collaboration within these alliances. The university has a Deputy Vice Chancellor responsible for collaboration with private and public sector, and in 2010 a cross faculty, university wide,

¹ For more information, see <http://www.mah.se/strategi2020>

advisory board was formed, i.e., the External Relations Committee. Examples of strategic initiatives include the formation of the advisory board, a yearly prize for co-production and collaboration, as well as, an ongoing pilot project appointing collaboration coordinators within each of the university's five faculties.

Malmö University has routines for the development of knowledge exchange and collaboration activities in new study programs, but routines for monitoring ongoing activities in established study programs needs to be further developed. It is therefore necessary to take additional steps in order to guarantee the quality concerning knowledge exchange and collaboration activities in study programs. Starting in the autumn of 2013, Malmö University will develop a university wide model for study program evaluation. The model shall meet the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area². A pilot study is planned to take place in the spring 2014 to test the model, and the goal is to have the model in operation by the fall of 2014. The project outlined in this application will run in parallel with development of the model for program evaluation in order to be able to apply the results directly in the model. In order to enhance this development, Malmö University also intends to upgrade the qualification portfolio for teachers to include external collaboration and knowledge exchange activities as complementary grounds for merit in pedagogical respect.

Umeå University

The strategy document “Umeå University 2020 – Visions and objectives³” emphasizes strong interaction between research, education, collaboration, and innovation that challenges boundaries and plays a crucial role in the region's development. Umeå University states, for instance, that collaboration creates development and improves quality. Regarding education, Umeå University believes that internationalization, skilled teaching staff, and collaboration with the outside world contribute to high quality education and personal development. In collaborating with the outside world the students will develop skills for a changing labor market and a knowledge-based society. More specifically, Umeå University has set up intermediate goals for the two coming years concerning collaboration:

- The number of teachers who are affiliated both by Umeå University and an external part has increased.
- All undergraduate programs contain courses that are given in collaboration with the public sector or industry.
- A certain percentage of the minor thesis work on each faculty must be carried out in collaboration with the outside world. There are different goals for each faculty.
- The university has developed interactive focus and teaching environments as tools for increased quality in the education programs from a pedagogic, international, and collaborative point of view.

Furthermore, Umeå University has a Deputy Vice Chancellor for External Relations and Innovation, and a cross faculty university council (the Strategic Council on Collaboration and Innovation) was formed in 2011. Board members are faculty management, and their task is to manage the university's innovation support system, and to initiate and encourage collaborative elements of research and teaching.

Currently, Umeå University has many fruitful collaboration alliances with industry, public sector, and other organizations. Several study programs have well-functioning and systematic collaboration with the outside world, such as, project work, internships, and competence development training. However, Umeå University currently lacks an overall strategy in

² For more information, see [http://www.enqa.eu/files/ESG_3edition%20\(2\).pdf](http://www.enqa.eu/files/ESG_3edition%20(2).pdf)

³ For more information, see <http://www.umu.se/english/about-umu/vision-and-strategies>

knowledge exchange and collaboration activities for study programs. A need to find better ways of evaluating these collaborations in order to work with continuous improvement has also been identified.

Linköping University

Linköping University recently launched its new long-term strategy⁴ highlighting the importance of advancing and strengthening collaboration with the surrounding society. A strategy based on a firm belief that this would benefit both excellence in research and education, thus also contribute to the development of a knowledge-based society. Knowledge created, based on academic traditions and democratic values, should be disseminated and applied; people and ideas converged and developed.

Born out of the needs of industry and surrounding society, Linköping University has always had a strong dialogue with the adjoining business sphere and the community at large. Since the start, cross-disciplinary thinking and problem-based learning have been a hallmark of the University, creating new study programs, new ways of learning, and unique infrastructures for collaboration, e.g., LiU Liaisons Offices⁵ connecting society, students, and academy and Demola East Sweden⁶ – study programs creating innovative solutions for real-world needs. Innovation has become our tradition and developing learning environments for tomorrow's education is part of Linköping University's efforts to form a strategy for the future.

On commission from the University Board and under the supervision of the Deputy Vice Chancellors, in charge of education and external relations, guided by the strategic advisory councils for both education and cooperation, the university now prepares itself to take the next "educational leap". A strategic development program that includes continued progress of the quality of education - through educational innovation, collaboration, and improvement of educational environments. Within this context, the present application would give us the opportunity to further excel in a number of areas. Building collaborative and creative learning environments with study programs and curricula being quality certified for science, pedagogics, and relevance. The latter being what in Swedish is referred to as "samverkanssäkrade utbildningar".

Taking the next step in educational excellence would also involve the development of relevant evaluation tools, capturing not only the perceptions of our students (here systems are already implemented), but also the expectations and perceived quality of takers and collaborative partners in our surrounding society. Linköping University believes that this would advance aspects on relevance and; moreover, create the grounds for collaborative development and knowledge exchange in the curriculum of our study programs. Advancing our profile as a campus-based university with innovative, relevant, challenging, and student-inclusive programs. Thus, helping us to further produce sought-after graduates for a sustainable society in a changing world.

Goals and Objectives

The Goals of the Project Linked to the Purpose of the Announcement

The aim of the announcement *Higher Education Institutions' Development of Knowledge Exchange and Collaboration* is to develop strategies for collaboration between education, research, and society. The announcement has five main themes and we will in this project focus on two of them:

⁴ For more information, see <http://www.liu.se/om-liu/strategi>

⁵ For more information, see <http://www.innovationskontorett.se/foretag/>

⁶ For an overview, see <http://eastsweden.demola.net>

- *Development of Collaboration and Valorization in Research and Education*, more specifically on *Knowledge Exchange and Collaboration in Educational and Research Environments for Valorization and Community Development*.
- *Career Paths*, more specifically on *Qualification Portfolio and Incentives*.

The purpose of the present application, i.e., to develop structures in support of integrating knowledge exchange and collaboration as a main stream activity in study programs, thus indicates a high level of relevance for this announcement.

Impact Objectives

The impact objectives of the announcement is to enhance the quality of, and to increase the utilization of research-based knowledge and expertise, contributing to better education, higher research quality, and increased ability to transfer knowledge and skills to society.

The impact objective of this project is to implement knowledge exchange as an integrated main stream activity in all study programs. By doing so, the general quality of study programs will increase and it will result in attractive and up-to-date study programs that are internationally competitive. Companies and organizations will benefit by gaining research based knowledge, innovative ideas, and contacts with potential new employees. In addition, for many organizations student collaboration is a door-opener to future research collaborations.

Project Goals

The goal of the project is to develop guidelines for systematic review of external activities in study programs to ensure that knowledge exchange is an integrated main stream activity. We will in this project work together to:

- Develop a template for identifying knowledge exchange activities in study programs that is useful regardless of discipline.
- Identify aspects of quality and related indicators for knowledge exchange and collaboration in education.
- Deepen the knowledge of how to support the development of knowledge exchange and collaboration activities in study programs.
- Establish knowledge exchange and collaboration strategies for at least nine study programs.
- Develop a generic template to be used as a basis for a dialogue concerning the concept of relevance and the quality of external activities in study programs.
- Develop a methodology of evaluating external activities in courses to be used as a quality indicator for relevance in course evaluations.
- Develop a collaboration-oriented pedagogical qualification portfolio for teacher promotion and recruitment.
- Develop recommendations for improvements of existing information support systems in order to effectively monitor, and thus indirectly manage, the quality of collaboration in education.
- Gain and share knowledge about how to support development of knowledge exchange and collaboration.

Project Potential

In the present application, we are motivated to take on the challenge to develop a complete strategy for how to integrate collaboration and knowledge exchange activities in study programs. As universities, we have separate ambitions and goals for strengthening our collaboration with society, and in that respect to be able to join forces in the present application is an

attractive aspect of this project. Another special aspect of this project application is that a holistic approach is sought, i.e., not only factors directly related to education structures are included, but also indirect factors, such as, structural incentives for teachers, aspects of quality perceived by society, and the status of the relevant information systems. Also, an international outlook resulting in important benchmarking conclusions is included in the project. Based on this, the project has the potential to:

- Leverage the general awareness on collaboration and knowledge exchange activities in study programs and the general planning of education.
- Catalyze activities in study programs, thus promoting a higher level and a more systematic and sustainable knowledge transfer between universities and society, which may also further contribute to the universities' role in society.
- Contribute to an open dialogue concerning knowledge exchange activities between society and universities.

Project Implementation

The project will be divided into eight work packages (WPs). All project partners will participate in all WPs.

Time Plan

The project will run over two years (January 2014 to December 2015). The table below gives an overview of when in time the activities are planned to take place.

Activities	2014				2015			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
WP1								
WP2								
WP3								
WP4								
WP5								
WP6								
WP7								
WP8								

Project Activities

WP1: Identifying knowledge exchange and collaboration activities in study programs – templates, aspects of quality, and potential indicators

WP coordinator: Malmö University

The aim of WP1 is to identify how the project partners include and manage knowledge exchange activities in the entire administrative process of a study program. From planning and approving, through running and developing the program all the way to a potential suspending of the program. In this WP, the following activities are identified:

- Initially (Q1-Q2 2014), a current situation analysis that includes a review of policy documents and processes for approving and suspending programs and benchmarking between the three universities will be made. An international outlook will be included.
- At least three study programs at each university will be described in depth concerning knowledge exchange activities. The study programs will represent different disciplines.
- Based on the identified knowledge exchange activities, aspects of quality will be considered and related indicators will be proposed that can be used to monitor ongoing knowledge activities and, if deemed possible, evaluate quality of knowledge exchange in study programs.

Towards the end of the project (Q3-Q4 2015), results and knowledge gained from the WPs 1-4 and 7 will be aggregated into a template that can be used to support planning and management of knowledge exchange activities in study programs. The activities in this WP will result in:

- A template for identifying and managing knowledge exchange activities in study programs.
- Identified aspects of quality and related indicators for knowledge exchange and collaboration in education.

WP2: Strengthening collaboration in study programs

WP coordinator: Umeå University

This part of the project will study how to support the development of collaboration activities in study programs and how to systematize such activities. A collaboration coordinator, who will work to improve, further develop, and systematize collaboration elements, will be linked to each of the study programs evaluated in WP1. The aim is also to evaluate:

- If the efforts made by the coordinator have an impact on the quality of collaboration elements.
- If the efforts made by the coordinator have an impact on collaboration culture.
- If the model to have a collaboration coordinator connected to study programs helps in systematizing collaboration activities.

Activities:

- Identify companies, institutions, and alumni students of importance to the specific programs in order to form and set up advisory boards to each study program. The advisory board also consists of program directors and current students. The task of the advisory board is to work with development of the collaboration elements on the basis of identified aspects of quality in WP1 and to work with new ideas.
- Work in strengthening branding of collaboration elements in the education program, as well as, discussing collaboration elements with both students and staff.
- Follow up on former students to learn more about their labor market establishment.
- Introduce improved and/or new cooperative elements in the study programs.
- Work with systematizing cooperative elements on each study program.

In the study, we will work together with the organization WACE⁷. WACE is an international professional organization, which is dedicated to developing, expanding, branding, and advocating cooperative and work-integrated study programs in order to prepare the next generations of students to become global professionals. We will also follow work done by the Confederation of Swedish Enterprises⁸, which has done several studies on quality aspects of higher education in Sweden from an industry point of view, as well as, surveys on students' labor market establishment. The confederation is a strong advocate for cooperation and work-integrated learning in higher education. The activities in this WP will result in:

- Deep knowledge on how to support the development of knowledge exchange and collaboration activities in study programs.
- A knowledge exchange and collaboration strategy for each of the investigated study programs.

⁷ For more information, see <http://www.waceinc.org/>

⁸ For more information, see <http://www.svensktnaringsliv.se/english/>

WP3: Template for quality dialogues

WP coordinator: Linköping University

To improve and strengthen the quality of education, it is important to analyze and draw conclusions from data (e.g., aspects of quality as described in WP1) collected in the quality work. The broader concept of relevance in education is however not too easy to define and measure. Within education (particularly higher education), relevance is a subjective concept. Learning obviously has various usages and functions – some types are for direct application, others are for building knowledge (which progressively also leads to application), while others are for shaping frameworks that will guide and filter subsequent learning.

So what does it mean for learning to be relevant? Does it mean that the learner has to immediately see the value of new information by, for instance, concrete examples from use in industry or society? Does it mean that the course/program designers need to include content that the learner probably only will find useful at some future date (but may currently see as irrelevant)? One could imagine that both are true. A learner must be able to see relevance, but it is certainly equally important for designers to communicate the components of a field in a broad manner – thereby permitting learners to see future value from the experience.

To achieve the goal of enhancing the quality of learning, there is obviously a need to discuss the concept of relevance and the use of external activities in educational programs. To support a meaningful dialogue, regarding relevance, knowledge exchange and external activities in education, between quality managers and program directors, we will in this WP develop a template for quality dialogues. Being broad universities with a number of faculties and study programs, this will involve many people. We will therefore do this by using focus group methodology moderated by university management. We hereby aim to achieve a broad and strong support within faculty, thus creating a credible tool for quality dialogues to be used in all educational/program boards.

The activities in this WP will result in::

- A generic template to be used as a basis for a dialogue concerning the concept of relevance and the quality of external activities in study programs.

WP4: Course evaluations

WP coordinator: Linköping University

The purpose of this WP is to investigate how relevance can be included as an aspect of quality in course evaluations. Relevance in education, as previously discussed in WP3, is however not too easy to define. Many of our students attend courses where the practical use of knowledge seems too obscure to be applied in real life. Later, the students do however often discover that they find value in the material – the use and application trails behind the learning.

Students often ponder: “Why are we doing this? Why do I need to know this? Why are we spending so much time on this?” When students do not see the connection between the content and activities of the course and their future lives, they question what is happening and what we ask them to do. Research confirms that the perceived relevance is a critical factor in maintaining student interest and motivation. It also often contributes to higher student ratings on course evaluations.

As we know that students are concerned about relevance and like to see how their knowledge can be transformed into practical use, we believe that knowledge exchange, collaboration, and external activities in education are important to the students. At the same time, we realize that it can be difficult to measure perceived relevance, given the students frame of reference. The

aim of this WP is to create an adequate method for course evaluation addressing these questions, working in close collaboration with our students.

We however also want to flip the coin and measure relevance from an outside perspective. How does our students' future employers, partners in education, perceive the curriculum, our students abilities and benefit of working together with us? We believe that when expectations are properly understood and met, the quality of our education could be further improved.

Activities in this WP will include dialogues and interviews with students, educational boards and external partners, and in many respects converge with the activities in WP3.

The activities will result in:

- A methodology of evaluating external activities in courses to be used as a quality indicator for relevance in course evaluations - based on the input of students, teachers and external partners.

WP5: Collaboration-oriented qualification portfolio

WP coordinator: Malmö University

The purpose of this WP is to investigate how knowledge exchange in collaboration and external activities can be catalyzed from the perspective of a teacher, i.e., how it can be formulated as an incentive to integrate these activities into the ordinary teaching duties. The starting point for this WP is the pedagogical qualification portfolio for teachers. Current state of the art at ten Swedish universities has indicated that while external cooperation often form a baseline of merit in research activities, the opposite can be said to be true for the corresponding task of education. Thus, the room for external collaboration and knowledge exchange as grounds for merit in pedagogical activities needs to be examined. In this WP, the following activities will be performed:

- State of the art survey, i.e., an overview of relevant steering documents at the universities within the project, and some selected internationally renowned university examples. The survey will be based on the outcome of the benchmarking in WP1.
- Portfolio design, i.e., a collaboration-oriented qualification portfolio, accompanied with guiding points for other relevant steering documents intended for employee promotion and staff recruitment.
- Portfolio validation, i.e., a new collaboration-oriented pedagogical qualification portfolio and its associated documents are implemented and evaluated at one of the universities in this project, i.e., Malmö University.

The activities in this WP will result in:

- A design of a new collaboration-oriented pedagogical qualification portfolio, accompanied by a set of guidelines for the implementation of such incentives and steering tools in the university organization.
- A new work method set to enable internal change management with respect to external relations as a factor for quality enhancement in education activities.

In summary, designing collaboration-oriented pedagogical qualification portfolios that can be adopted by universities and used as leverage points for organizational change, as well as, baselines for recruitment and promotion is the overarching goal of this WP.

WP6: Review of information systems

WP coordinator: Malmö University

In order to monitor knowledge exchange and collaboration activities, we need to be able to collect data in an efficient and reliable way. There are two main purposes of collecting this

type of data: to be able to follow the quality of knowledge exchange and external activities in education, and to be able to allocate strategic resources for education based on knowledge exchange and external activities.

In this WP, we will make a review of existing information support systems to evaluate if the identified aspects of quality and related indicator in WP1 can be collected and analyzed properly, and if new tools and/or procedures are needed. The activities in this WP will result in:

- Recommendations for improvements of existing information support systems in order to effectively monitor, and thus indirectly manage, the quality of collaboration in education.

WP7: Knowledge exchange between universities

WP coordinator: Umeå University

The aim of this WP is to gain and share knowledge about how to support development of knowledge exchange and collaboration in study programs and to share outcomes, lessons learned, and results. This WP is a cross-over WP and the following activities are to be carried out in each WP:

- Dialogue meetings to share experiences and enable a platform for common learning. Possible topics are quality indicators, models for evaluation of knowledge exchange in collaboration and external activities, information systems, resource allocation, etc.
- Workshops where external actors with experience from collaboration with universities are invited to share their gained knowledge.
- Dissemination seminars to discuss and evaluate the outcome of every WP.
- Benchmarking towards international universities.
- Contacts with international networks, e.g., WACE.
- Producing information and communication material in order to spread the work and results.

This WP is also responsible for summarizing knowledge exchange in all WPs and the intention is to present the outcome of the project at the conference College and Community Working Together – HSS 2015⁹. The activities in this WP will result in:

- Common learning in knowledge exchange and collaboration in study programs.
- Spreading gained experiences and project results to other universities.

WP8: Project management

WP coordinator: Malmö University

This WP is responsible for management of the project, i.e., coordination of project activities, compilation of project reports, reporting to Vinnova, handling of budget and the arrangement of project meetings.

⁹ For more information, see <http://lnu.se/om-lnu/konferenser/aktuella-konferenser/hss-2015>

Budget

Project budget for 2014 and 2015 is given in the table below. Other costs include expenses for dialogue meetings, workshops, seminars, external speakers, information and communication materials (e.g films presenting knowledge exchange and collaboration in study programs).

		2014										
Partner	Costs	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP1-8	Total	
Malmö	Salary	289 158	173 495	90 878	0	90 878	90 878	41 308	165 233		941 828	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	60 842	36 505	19 122	0	19 122	19 122	8 692	34 767		198 172	
	Total	350 000	210 000	110 000	0	110 000	110 000	50 000	200 000	175 000	1 315 000	
Umeå	Salary	95 031	250 248	95 006	0	97 565	126 708	97 565	50 683		812 805	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	21 857	57 557	21 851	0	22 440	29 143	22 440	11 657	40 250	227 195	
	Total	116 888	307 804	116 857	0	120 005	155 850	120 005	62 340	215 250	1 215 000	
Linköping	Salary	267 750	160 650	84 150	0	84 150	84 150	38 250	76 500		795 600	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	82 250	49 350	25 850	0	25 850	25 850	11 750	23 500		244 400	
	Total	350 000	210 000	110 000	0	110 000	110 000	50 000	100 000	175 000	1 215 000	
All	Total	816 888	727 804	336 857	0	340 005	375 850	220 005	362 340	565 250	3 745 000	
		2015										
Partner	Costs	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP1-8	Total	
Malmö	Salary	140 448	260 242	90 878	140 448	90 878	90 878	41 308	165 233		1 020 313	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	29 552	54 758	19 122	29 552	19 122	19 122	8 692	34 767		214 687	
	Total	170 000	315 000	110 000	170 000	110 000	110 000	50 000	200 000	175 000	1 410 000	
Umeå	Salary	63 354	281 924	119 855	50 683	95 031	95 031	126 708	61 521		894 106	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	14 571	64 843	27 567	11 657	21 857	21 857	29 143	14 150	40 250	245 894	
	Total	77 925	346 767	147 421	62 340	116 888	116 888	155 850	75 671	215 250	1 315 000	
Linköping	Salary	130 050	240 975	84 150	130 050	84 150	84 150	38 250	76 500		868 275	
University	Travel									100 000	100 000	
	Other									75 000	75 000	
	Indirect costs	39 950	74 025	25 850	39 950	25 850	25 850	11 750	23 500		266 725	
	Total	170 000	315 000	110 000	170 000	110 000	110 000	50 000	100 000	175 000	1 310 000	
All	Total	417 925	976 767	367 421	402 340	336 888	336 888	255 850	375 671	565 250	4 035 000	

Partner Constellation, Including Roles and Working Methods

Project ownership resides at Malmö University. The project will have one project manager at Malmö University that is responsible for coordinating the project and that serves as the central point of contact to Vinnova. The project manager will be responsible for compilation of project reports and that the project progress is reported in a timely manner to Vinnova.

In addition, there will be one project manager at Linköping University and one at Umeå University responsible for their respective individual WPs, as well as, for coordinating university specific activities. There will be a project steering group, involving all project partners (i.e., the project managers and, depending on the current agenda, the relevant project team members), that will meet on a quarterly basis. At least every second such meeting will be face to face.

There will be a local steering committee at each university with representatives from university management to ensure that the project is in line with other crucial university operations and that the results are incorporated in educational and quality activities.

Local Steering Committee at Malmö University

- Cecilia Christersson, Pro Vice Chancellor, Chairman of the Central Board of Education
- Vacant, Deputy Vice Chancellor, Chairman of the External Relations Committee .

- Lindha Makne, Quality Assurance Officer and member of the Central Board of Education.
- Representative from the student union
- Project management team (including project manager and coordinator).

Local Steering Committee at Umeå University

- The members of the Strategic Council on Collaboration and Innovation.
- Project management team (including project manager and coordinator).

Local Steering Committee at Linköping University

- The members of the Strategic Advisory Council on Collaboration and External Relations.
- Project management team (including project manager and coordinator).

Project Manager and Key Personnel

Malmö University

- Project Owner: Cecilia Christersson, Pro Vice Chancellor.
- Project Manager (and central contact to Vinnova): Andreas Jacobsson, Pro Dean, Faculty of Technology and Society.
- Project Coordinator: Anna-Karin Alm, Acting Head, Innovation and Development.
- Additional project team members will be appointed to the project when initiated.

Linköping University

- Project Manager: Peter Värbrand, Deputy Vice Chancellor for External Relations.
- Project Coordinator: Jan Axelsson, Chief Strategy Officer at the Innovation Office.
- Additional project team members will be appointed to the project when initiated.

Umeå University

- Project Manager: Agneta Marell, Deputy Vice Chancellor for External Relations and Innovation.
- Project Coordinator: Anette Eikelboom Sällström, Coordinator at External Relations.
- Additional project team members will be appointed to the project when initiated.

Organization Numbers

- Malmö University 202100-4920.
- Linköping University 202100-3096.
- Umeå University 202100-2874.