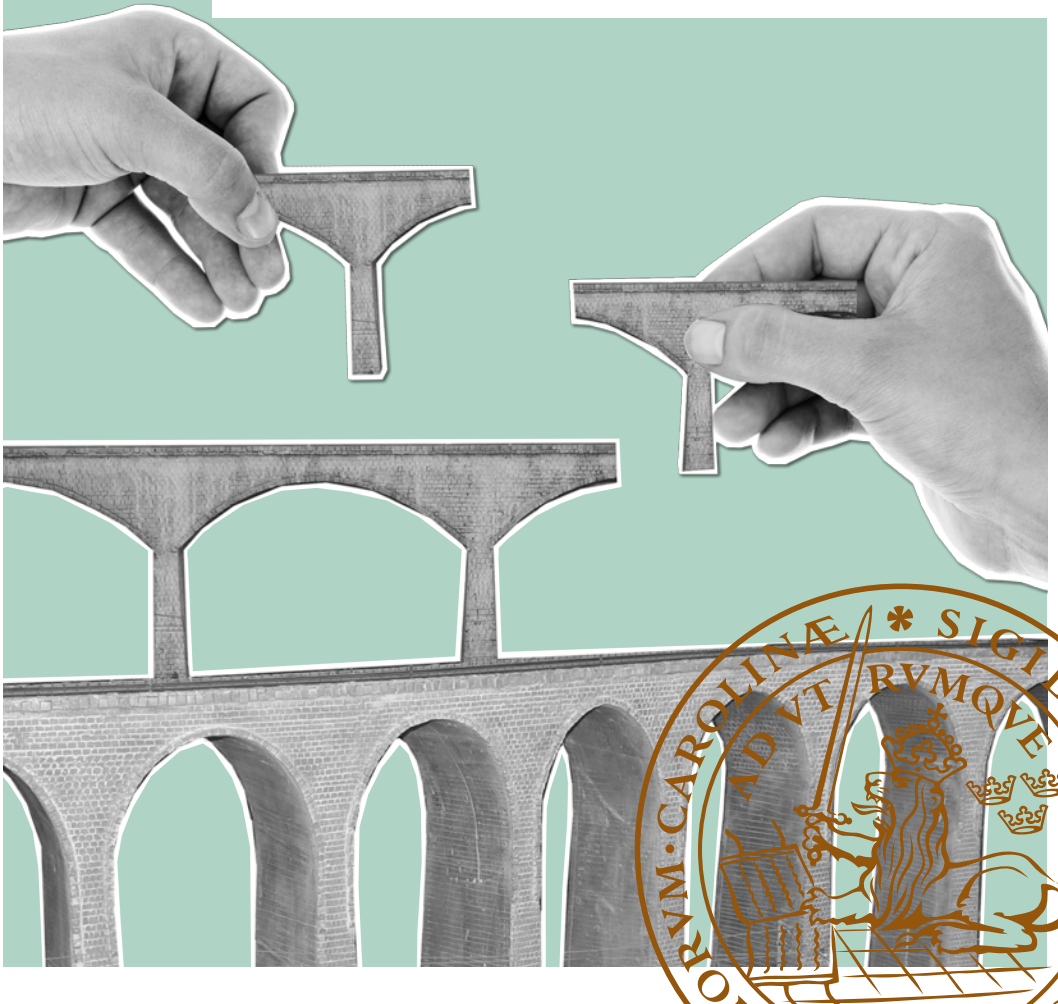


# Developing a structured approach to external engagement

Basis for discussion and orientation

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FACULTY OF SOCIAL SCIENCES | LUND UNIVERSITY





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# Foreword

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External engagement has long been a self-evident part of the work of Swedish higher education institutions (HEIs). Today, there are increased expectations for our external engagement. These increased expectations are noticed not least in gradual changes to the Higher Education Act over the years. External funding bodies are also setting increased demands that research is not only to be disseminated to, but also conducted in collaboration with, wider society. Internal policy documents such as Lund University's Strategic Plan also express high ambitions for external engagement and that we are to help meet society's challenges.

These increased expectations trigger different reactions and sometimes raise questions about the role of research and education in society. External engagement is often seen as something that enriches and develops our activities, but may also be regarded as an extra burden and a threat to academic freedom. It is positive that external engagement is problematised and called into question – it helps us to focus on external engagement that actually creates added value. At the same time, external engagement is a part of our remit that we cannot cast aside, however we can choose how we want to work on it and relate to it.

External engagement within the Faculty of Social Sciences has mostly been a decentralised activity mainly conducted by individual researchers and teaching staff members. This means that there is often no clear, shared idea of what we want to achieve through external engagement and no structured way of working on it. It is hoped that this pamphlet will provide some orientation for the external engagement task, but above all stimulate joint discussions about how we regard and develop our external engagement.

*Christofer Edling, Dean*

*Charlotte Simonsson, External engagement and Innovation Coordinator*

## THE REASON FOR THIS PAMPHLET

This pamphlet stems from a question asked by one of the faculty's departments, which felt a need for guidance in work on developing its external engagement. It emerged that other departments were interested and a working group was set up consisting of the faculty's coordinator for innovation and external engagement and people with management responsibility for external engagement at four different departments. The working group inventoried current ideas and ongoing initiatives concerning external engagement in the higher education sector and identified the different themes for discussion raised in this pamphlet. The working group discussed different versions of the text and contributed valuable input. The pamphlet is also based on a mapping of the faculty's external engagement activities, conducted in the academic year 2019/2020<sup>1</sup>. The mapping, based on interviews with heads of department, researchers and teaching staff members within all the faculty's departments, provided a number of insights into how we view the value of external engagement, how and with whom we collaborate, and how we organise our work on external engagement.

The mapping showed that the departments' external engagement is to a great extent linked to specific researchers, teaching staff members, research projects and courses within education, rather than the department or faculty as a whole. There are, of course, variations between departments, but the dominant pattern is that external engagement is a very decentralised activity that is to a great extent conducted by individuals. This has several advantages – not least it provides conditions for close collaboration focusing on concrete activities. The disadvantages are that external engagement becomes a rather vulnerable activity and there is a risk that the department misses out on interesting opportunities because external engagement is so closely linked to specific teaching staff members and researchers. It also becomes difficult to gain an overview of the external engagement that is taking place and it can be unclear if anything needs to be developed or improved. The lack of an overview may also make it more difficult to highlight the external engagement that is actually being conducted and which could be used as good practice.

## HOW CAN THIS PAMPHLET BE USED?

The aim of the pamphlet is to provide inspiration and guidelines to the departments – but perhaps also to research groups and teaching teams – who want to work in a more structured and systematic way on external engagement in various forms. The aim is not to deliver fully-formed, simple answers, but to provide a basis for discussion that can create increased consensus and ideas.

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1 Simonsson, C. & Hahn, C. (2020). *Samhällsvetenskapliga fakultetens samverkan med omvärlden. Kartläggning och analys*. Lund: Lund University, Faculty of Social Sciences.

The document covers several different themes and issues, and it is likely that not all are relevant for every department and group. Choose the themes that you think are most relevant! There may also be a better discussion if the different themes are dealt with at different meetings instead of trying to cover too much at once.

### WHAT IS EXTERNAL ENGAGEMENT – REALLY?

External engagement is, to say the least, a polysemous concept that has had different meanings in different contexts and over time. Previously, external engagement was described as a more or less one-way task in which the University would get involved in popular adult education as well as disseminate its knowledge to wider society. External engagement has also been linked to utilisation – and then often in terms of commercialisation and research as a growth engine. However, utilisation can be interpreted much more broadly and the Higher Education Act states that research is to contribute to sustainable development in society. In recent years, utilisation has been increasingly associated with the impact of research on society. A parallel trend is that external engagement is described far more frequently as a two-way process that involves co-production and mutual benefit. The formulation of the external engagement task in the HEA also mentions a number of different concepts – we are to collaborate, inform and create benefit:



The mandate of higher education institutions shall include third stream activities and the provision of information about their activities, as well as ensuring that benefit is derived from their research findings.<sup>2</sup>

The term for external engagement used in the HEA – third stream activities – is also unclear in meaning. However, third stream activities seem to be mainly associated with the University spreading and communicating knowledge to society. Some consider that third stream activities reflect a dated view and that external engagement should not be seen as a separate task, but rather as an integrated part of research and education.<sup>3</sup>

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<sup>2</sup> SFS 1992:1434. Higher Education Act chapter 1, section 2.

<sup>3</sup> Bjursell, C., Dobers, P. & Ramsten, A-C (2016). *Samverkanskicklighet – för personlig och organisatorisk utveckling*. Lund: Studentlitteratur; Perez Vico, E., Hellström, T., Fernqvist, N. Hellsmark, H. & Molnar, S. (2014). *Universitets och högskolors samverkansmönster och dess effekter* (Vinnova Analys VA, 2014:09). Stockholm: Vinnova.



In this pamphlet, we define external engagement in the following way: external engagement concerns contacts and activities that entail that relations are made and knowledge disseminated or exchanged between, or jointly created by, the University and actors in wider society.

Cooperation between different faculties within the University or between Lund University and other higher education institutions is not covered in this document.

The definition above is one way to define external engagement, and the main aim here is to clarify the starting point for this pamphlet. Within your department or group there are perhaps other ideas about the concept of external engagement.



**To discuss:**

- What spontaneous associations does the term external engagement evoke?
- How do we want to define external engagement in our group/department? How does that definition relate to the wording in the legislation (see above)?

## THE AIM – WHY SHOULD WE BE INVOLVED IN EXTERNAL ENGAGEMENT?

External engagement is seen as a means to achieve two main goals.

The first goal concerns contributing to the development of society in a broad sense. It is a task that has long been present in the wording of legislation on the remit of higher education institutions. This ambition is also expressed in our own strategy documents. For example, in Lunds University's Strategic Plan for 2017–2026 we can read that, as an HEI, we are to take a large social responsibility and meet the global challenges. In the strategy, external engagement is described as important for being able to help solve societal challenges. The Strategic Plan also emphasises that the University is to be an influential voice in the scientific community as well as public debate and cultural life.


The second goal of external engagement concerns a knowledge and resource flow *into* the HEI. External engagement can, in other words, be a means for achieving improved quality in research and education. Through external engagement with actors and organisations in wider society, we can reach contacts and knowledge that contribute to enhancing our research and education in terms of relevance, originality and topicality. Collaboration with external actors can also generate financial resources that make it possible to realise certain ideas and activities.



External engagement may therefore have several goals. Here are some that perhaps provide inspiration for formulating concrete goals:

- create an expanded contact network and obtain more “ambassadors” for the department’s courses and programmes
- increase the relevance and attractiveness of the courses and programmes
- create increased possibilities for research funding
- increase access to empirical material of interest
- create financial risk spreading (for example through commissioned education and contract research)
- create and show how our research achieves an impact on society
- be in demand as experts in our fields of research
- contribute to job rotation and professional development for staff.

Different external engagement goals may vary in importance in different situations or phases of an organisation’s development. The goals may also need to be worded differently in order to be meaningful for your organisation. It may, for example, be more relevant to link the goals to specific actors such as alumni, the media or certain organisations. However, regardless of how the goals are worded, they can help to provide direction and facilitate a prioritisation among different ideas and inquiries. It makes it easier to decide which inquiries are to be accepted or rejected, and to identify which contacts and activities you want to initiate.



**To discuss:**

- In what way can external engagement help to develop and enrich our activities?
- What are the issues or problems that we cannot solve on our own and where external engagement provides clear added value?
- What are the three most important external engagement goals for our department/group over the next three years?
- How should external engagement goals connected with education and research be worded?
- Are there any examples where we have been involved in external engagement without it having contributed to our activities? What lessons can we draw from it?

## FORMS OF EXTERNAL ENGAGEMENT – HOW DO WE WANT TO COLLABORATE?

Using a broad definition of external engagement means it can take a number of different forms. The matrix below describes different categories of external engagement as well as concrete examples associated with them<sup>4</sup>:

CATEGORIES OF EXTERNAL ENGAGEMENT ACTIVITIES	EXAMPLES
Research-related external engagement	Contract research Joint research applications Consortia for research collaboration Externally employed doctoral students (in industry and municipalities) Adjunct and co-opted roles, combined positions Co-publications Advisory boards/reference groups including practitioners associated with research
Education-related external engagement	Commissioned education Practitioners invited in as guest lecturers, mentors etc. Placements Degree projects in collaboration with external actors Adjunct and co-opted roles, combined positions Advisory boards/reference groups including practitioners linked to issues of education
Innovations	Development and dissemination of (social) innovations Establishing companies, licensing
Disseminating knowledge and advice	Participation in public events Expert participation in the media Popular science texts Networking (e.g. by taking part in conferences for practitioners) Consultation statements, external elected office

The aforementioned mapping of the faculty's external engagement showed the considerable variation and breadth among the different forms of external engagement. The interviews indicated that the departments are strongest regarding education-related external engagement and participation in the media and public events (i.e. the second and fourth category in the matrix above). Commissioned education is something that a number of departments work on or have worked on to a certain extent, and which several want to be more involved in. Research-related external engagement also appears to be quite common, above all regarding externally employed doctoral students, contract research and reference groups connected with

4 Similar matrices have been presented by Perez Vico, E., Hellström, T., Fernqvist, N., Hellmark, H. & Molnar, S. (2014). *Universitets och högskolors samverkansmönster och dess effekter* (Vinnova Analys VA, 2014:09). Stockholm: Vinnova; as well as Perez Vico, E. (2018). En översikt av forskningen om samverkansformer och deras effekter. I M. Berg, V. Fors, & R. Willim (ed.), *Samverkansformer: Nya vägar för humaniora och samhällsvetenskap* (p. 29-50). Lund: Studentlitteratur.

different research projects. Close, mutual research collaborations occur, but seem to take place more rarely. What we work on least are innovations – at least if we consider innovations to mean establishing companies or licensing with an aim to commercialise and “scale up” the dissemination of research-based knowledge. It is important to remember that the interviews revealed certain patterns, but provided no exact answers about the actual prevalence of the various forms of external engagement.

**To discuss:**

- What type of external engagement is our department or team already very involved in?
- What do we want to do more or less of in future?
- Can we identify good practice of external engagement – in both research and education – that we can use to learn from each other?



## WHO ARE OUR MOST IMPORTANT PARTNERS IN EXTERNAL ENGAGEMENT?

Quite often, our external engagement seems to be based on responding to inquiries from wider society. This is important, of course, and part of our remit, but at the same time perhaps we could be more proactive and think about the type of organisations that are most attractive if we want to meet our external engagement goals.

The mapping of the faculty’s external engagement clearly showed that we mainly collaborate with organisations in the public sector, not least with municipalities. Actors and organisations in civil society are also important external engagement partners for some departments. External engagement with private companies occurs, but does not appear to be as common. Perhaps it seems natural and there are doubtless many good reasons why it has evolved in this way. At the same time, it may be relevant to raise the question of whether we miss out on something by not collaborating more with organisations in the private sector – e.g. opportunities to gain empirical evidence of interest, research funding, research impact and knowledge exchange. The question is perhaps particularly relevant in a time when social entrepreneurship has become more common and private companies increasingly express ambitions concerning social responsibility.

There are departments that have chosen to sign agreements with organisations when there is a joint organisational and long-term interest in collaboration. This often concerns a general agreement, a declaration of intent, which expresses a common will to collaborate. With such an agreement it is possible to establish a fundamental consensus and the set-up phase becomes shorter when the parties want to do something more specific. Once the parties have decided to carry out a project or

something else together, an agreement should be written specifically connected with it. Such an agreement can take many forms, for example agreements on contract research or commissioned education (see more about agreements below).

**To discuss:**

- Which organisations or actors could contribute new perspectives and be particularly attractive for us to collaborate with?
- Are there any organisations or actors that we would not like to collaborate with? For what reasons?
- Is there any organisation about which opinions may differ concerning suitability as an external engagement partner?
- Is there any organisation with which several people or groups collaborate that would be an attractive partner for the department in a joint framework agreement?



## CONFLICTING GOALS AND ACADEMIC INTEGRITY

External engagement means that people from organisations with different professional jargons, remits, goals and logics are to work together. Of course, a range of difficulties and conflicting goals may arise. One such problem may concern our perspective on time. In the higher education sector, we often work within long time cycles and it is difficult to adjust our activities at short notice. We often need six months to replan our activities, but external collaborative partners would like to get things going immediately or at least within a couple of months. Another potential source of friction concerns openness and dissemination of results. Whereas our role is to ensure that as many people as possible can access and use our research, companies and other organisations may have reason to want to limit the spread of knowledge generated in collaborations.

These types of conflicting goals raise questions about the University's remit and core values. Lund University's Strategic Plan highlights autonomy and academic freedom as the basis for stable external engagement. According to the core values we are to "be free of pressures from wider society and to defend the freedom, integrity and quality of education and research." Other values contained in the core values include "a critical and reflective perspective, objectivity and non-partisanship". These values can act as overall principles for external engagement, but can also serve as guidance when we are to choose not to collaborate. The requirements that apply for good research practice and ethics must, of course, also apply when we collaborate with external actors within the framework of research and education. More specifically, it may concern considering who we want, or don't want, to collaborate with, how the results can and may be utilised, how we can maintain a critical approach and yet still treat external parties with respect and understanding.



**To discuss:**

- Has anyone experienced conflicting goals connected with external engagement involving actors outside academia? Could they be resolved, and if so, how?
- How can we ensure a balance between a critical and reflective approach and a close collaboration that leads to applicable knowledge? What is required in order to maintain academic integrity?
- Do academia and the wider world have different views on what constitutes socially beneficial research? How, in that case, can we get better at explaining our role and viewpoint?

## AGREEMENTS AND ARRANGEMENTS

External engagement often works better if any conflicting goals come to the surface and are discussed before the work itself starts. A European research project<sup>5</sup> on collaboration between academia and the wider world concluded that different “professional languages” can be an obstacle. Apparently simple words such as result, solution, model and tool can mean completely different things in and outside academia. The same study also showed that when external engagement goes wrong it is often because the parties involved had not discussed and agreed on the project’s point of departure, expected outcome, roles and division of responsibilities. Even more specifically, there may be a need to draw up a joint schedule, discuss how decisions are to be made, how results are to be presented, and how interaction and contact are to be organised. Some companies and organisations have previous experience of collaborating with the University, but many have not and know very little about how a university functions and how research is accomplished (just as sometimes we are ignorant about other organisation’s remits and assumptions).

It may therefore be a good idea to formulate some kind of written agreement or arrangement, which is particularly important when the external engagement is extensive or involves major funding. In an agreement it is also possible to regulate the conditions under which a collaboration can be discontinued. The Legal Division has produced a short guide to agreement reviews<sup>6</sup>. The guide lists the most common agreement provisions and describes the University’s position on various factual matters. An important principle regarding publication established in the guide is the following:

5 Stier, J. & Dobers, P. (2017). *Quadruple Helix Co-creation in SSH-Experiences, Considerations, Lessons Learned*. Accomplish. Retrieved from: [https://3db107a1-4dca-4f9e-9ea7-b7db9e04fa9e.filesusr.com/ugd/35d470\\_c5d9991a014944869436acca08120fab.pdf?index=true](https://3db107a1-4dca-4f9e-9ea7-b7db9e04fa9e.filesusr.com/ugd/35d470_c5d9991a014944869436acca08120fab.pdf?index=true)

6 [https://www.medarbetarwebben.lu.se/sites/medarbetarwebben.lu.se/files/lathund\\_for\\_avtalsgenomgang\\_-\\_2019-10-09.pdf](https://www.medarbetarwebben.lu.se/sites/medarbetarwebben.lu.se/files/lathund_for_avtalsgenomgang_-_2019-10-09.pdf)

- Freedom of research requires that research results must be free to publish. University staff should always be able to publish their research results, even if the results have been obtained in a collaboration situation.



**The Legal Division has produced a number of agreement templates that may be relevant in collaborations with organisations outside academia<sup>7</sup>:**

- Research collaboration agreement
- Contract research agreement
- Commissioned education agreement (LUCE is always the contracting party for the University regarding agreements signed for commissioned education)
- Confidentiality agreement
- Externally employed doctoral student agreement
- Letter of intent, memorandum of understanding

## **EXTERNAL ENGAGEMENT – A SOURCE OF TENSION WITHIN ACADEMIA?**

The two sections above covered the conflicts that can arise at the interface between academia and the wider world, but external engagement can also generate tension and discord within academia. While the pressure to collaborate increases there is far from total agreement on whether external engagement is a route to better research and education. In the anthology *Kampen om kunskap* (The Struggle about Knowledge) the editors emphasise<sup>8</sup> that the debate about external engagement is often characterised by two polarising stereotypes of the researcher role. One is the image of the researcher as a market vendor – the researcher is, or should be, outgoing and interacting in the marketplace in order to identify and follow current trends and formulate research questions that address what the wider world finds of interest. The other stereotype is based on the image of the researcher as ensconced in an ivory tower – the researcher is involved in the production of scientific knowledge and works best when people outside academia are not involved.

One side argues that we are not to put ourselves in an ivory tower, as that paves the way to an elitist academia disassociated from society in which we mainly speak to, and write for, each other. The opposite camp looks at the image of the market-

<sup>7</sup> Agreement templates are available on the LU web page: <https://www.medarbetarwebben.lu.se/stod-och-verktyg/juridik-dokument-och-arendehantering/juridik/avtalsratt>

<sup>8</sup> Brechensbauer, A., Grafström, M., Jonsson, A. & Klintman, M. (2019). *Kunskap mellan elfenbenstorg och marknadstorg*. I A. Brechensbauer, M. Grafström, A. Jonsson & M. Klintman (ed). *Kampen om kunskap. Akademi och praktik* (p. 11-18). Stockholm: Santérus förlag.

place and sees the risk that the researcher turns into a type of consultant and that academic knowledge production risks losing its scientific character.

This debate actually concerns not only external engagement in itself, it also relates to a number of important questions about academia's role in society, what scientific knowledge is and how it is created. Jonsson<sup>9</sup>, one of the authors of the *Kampen om kunskap* anthology, considers that external engagement constitutes a source of tension and that it is important to discuss why opinions differ. Polarising stereotypes are rarely a good starting point if we want to have constructive discussions, but they do provide a type of extreme image in which different perspectives become clearer.

**To discuss:**

- Do you recognise the contrasting images of the researcher in the market place and the researcher in the ivory tower?
- How can we avoid being held back by this type of polarising stereotype and instead move on to a more constructive discussion?
- Which image of the role of the researcher and research dominates in our environment? Has it changed over time?



## HOW TO STRENGTHEN AND VALUE EXTERNAL ENGAGEMENT

In the higher education sector there are procedures and principles for how we are to value and allocate resources to education and research. However, it is seldom that external engagement in its various forms is specifically allocated resources and there is thus a considerable risk that it becomes a downgraded priority. The mapping of the faculty's external engagement also revealed that the lack of resources in terms of time and money is regarded as a major obstacle to the development of external engagement.

If we see external engagement as an integrated part of research and education, we have the opportunity to prioritise and allocate resources within those frameworks. For example, in a course budget it may be possible to allocate certain resources for inviting guest lecturers from professional life and to allocate hours to the teaching staff member responsible for integrating the guest lecture into the course. Within the framework of a research project there may also be possibilities to allocate time and resources for collaboration with external parties. However, it is often more difficult to find time and resources for working on the development of external engagement and creating new contacts and networks. It can also be difficult to find time for external engagement connected with external inquiries about holding lectures, leading workshops, participating in panel discussions, appearing in

9 Jonsson, A. (2019). *Samverkansjakten*. I A. Brechensbauer, M. Grafström, A. Jonsson & M. Klintman (ed). *Kampen om kunskap. Akademi och praktik* (p. 41-52). Stockholm: Santérus förlag.

the media or acting as an expert or advisor in different contexts. Interviews with the faculty's researchers and teaching staff also show that it can be perceived as quite unclear as to whether a University employer should undertake this type of assignment within their duties (as a part of the time available for professional development) or if the department is to charge for external assignments, how much this is to cost in this case and how it is to be handled in purely administrative terms. At present, there is often no guidance for individuals about this process.

Commissioned Education must always be processed by Lund University Commissioned Education (LUCE), but a single lecture and other assignments are something that can be managed at department level. Some teaching staff members are perhaps unused to, or feel uncomfortable about, charging for external assignments. It may therefore be helpful that there are principles and calculations approved by the department to refer to in external contacts. As an element in strengthening external engagement it is important to develop a department-wide approach for when and how we are to charge for external assignments.

#### To discuss:

Three examples that illustrate different dilemmas and approaches:

You have carried out a case study in a municipality in which you interviewed staff and managers at several departments. You are invited to talk about your research at a staff day and it is highly appreciated. A week later you are contacted by a manager at another municipality who also wants you to come to their staff day. The first time you did not charge a fee as they had contributed their time and effort. You understand that the other municipality also expects a free lecture, however you know that it will take up at least one working day of your time.

As a researcher what should you do in this situation? What reasons are there for and against the different options?

In a conversation at work about external assignments a colleague claims the following: "I would never charge for a lecture about my research for an organisation in the public sector. After all it is the taxpayers who pay my salary and moving the money around is just unnecessary. However, I would never lecture free of charge for a private, for-profit company."

Is this a reasonable statement? Why/why not?

A non-profit association has been in contact and invited you to their annual meeting to talk about a research project that you have recently completed. The association has no means of paying for the lecture, but are very eager and consider that your knowledge would be very valuable for the association. How should such an inquiry be handled? What responsibility does the individual teaching staff member have towards the department/University in handling inquiries of this type?





Obstacles to external engagement not only concern resource allocation, but also how the departments and University as a whole value the external engagement that is taking place. The mapping of the faculty's external engagement showed that some teaching staff members feel that external engagement is not really counted in the existing career and qualification system. External engagement takes time – time that could have been used to write more publications in research journals, which has a more immediate value in the prevailing incentive structure. Other studies<sup>10</sup> also highlight that the current career system does not promote external engagement, and may even counteract it. At the same time, it is emphasised that external engagement is an increasingly important strategic issue for higher education institutions. In some quarters there is a call for discussion about external engagement's merit rating and how external engagement expertise can be defined and evaluated. The authors of the book *Samverkansskicklighet* (External Engagement Expertise) emphasise that this expertise concerns the ability to cooperate and the ability to respectfully adapt to different perspectives and modes of expression. External engagement expertise also includes the ability to achieve results of value to both the researcher's and collaborative partner's interests, but the results should also be connected with the HEI's strategies and contribute to society. A possible conclusion is that external engagement expertise is not about collaborating for the sake of it, but about generating added value.

#### To discuss:

- Below are a few thoughts on external engagement expertise taken from interviews about external engagement.
  - \* "All teaching staff must be good at research and teaching, but not all must be good at external engagement." Is this a reasonable statement? Why, why not?
  - \* "It is rare that you receive encouragement for your external engagement efforts. We easily get caught up in research evaluations and research arguments. You can even be scared off from devoting too much time to external engagement." Does this feel familiar or is your experience completely different?
- How much is external engagement valued today? Do we need to change something in the incentive structure?
- What does external engagement expertise entail? What are the different components that may be involved?



<sup>10</sup> Bjursell, C., Dobers, P. & Ramsten, A-C (2016). *Samverkansskicklighet – för personlig och organisatorisk utveckling*. Lund: Studentlitteratur.

### **SUPPORT SERVICES WITHIN LUND UNIVERSITY – RESOURCES PROVIDING SUPPORT AND ASSISTANCE IN EXTERNAL ENGAGEMENT-RELATED MATTERS<sup>11</sup>**

- *Cooperation Office*: Provides support and helps in the coordination of complex, cross- faculty projects and strategic collaboration platforms that include external parties. The office also provides support regarding project funding and new funding models, mainly funding bodies such as VINNOVA, MISTRA, Formas, the Swedish Energy Agency as well as some funding from the EU. Support is also available in matters concerning research communication, evaluation of external engagement and the impact of research on society.
- *Lund University Commissioned Education (LUCE)*: Teaching staff, researchers or administrators at Lund University can turn to LUCE for a range of commissioned education services, from project ideas to financial follow up and evaluation. Agreements and invoicing are always to go via LUCE. LUCE also provides project management for commissioned education courses and programmes and often provides support for participants and keeps a check on what needs to be dealt with before, during and after a course or programme.
- *LU Innovation*: Provides support to students and researchers who have ideas and research findings that can be developed into a product, service or method that helps to address challenges and problems in society. LU Innovation's remit is to ensure that research and knowledge at Lund University will benefit society and contribute to sustainable growth
- *Corporate Communications and the faculty's research communications*: Work to disseminate research via the media and public events, such as Debate in Lund and Future Week. Provide advice and support regarding how to get your research across, via press releases, newsletters, film, social media etc.
- *Legal Division*: Assists by providing agreement templates that can regulate different forms of external engagement and, if required, provide a legal review of agreements.
- *Alumni Relations and Employability*: Works on creating relations with those who have studied at Lund University. The relations are created through newsletters, networking and career events, by inviting alumni to be mentors and guest lecturers and through events around the world, where alumni are based.

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<sup>11</sup> There are other offices and services that can provide support regarding external engagement (e.g. the Development Office and Research Services), which you can read more about on the Staff Pages.

**READING TIPS: FIND OUT MORE ABOUT EXTERNAL ENGAGEMENT**

- Berg, M., Fors, V. & Willim, R. (2018). *Samverkansformer. Nya vägar för humaniora och samhällsvetenskap*. Lund: Studentlitteratur.
- Bienstock, A., Schwaag Serger, S., Benner, M., Lidgard, A. (2014). *Utbildning, forskning och samverkan. Vad kan svenska universitet lära av Stanford och Berkeley?* Stockholm: SNS förlag.
- Bjursell, C., Dobers, P. & Ramsten, A-C (2016). *Samverkansskicklighet – för personlig och organisatorisk utveckling*. Lund: Studentlitteratur.
- Brechensbauer, A., Grafström, M., Jonsson, A. & Klintman, M. (2019). *Kampen om kunskap. Akademi och praktik*. Stockholm: Santérus förlag.
- Knaggård, Å., Slunge, D., Ekbom, A., Göthberg, M. & Sahlin, U. (2019). *Researchers' approaches to stakeholders: Interaction or transfer of knowledge? Environmental Science and Policy*, 97, 25–35.
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