



Jönköping University

EUEREK Case study, Sweden

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ROYAL INSTITUTE
OF TECHNOLOGY

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Jönköping University was established in 1994 by an Act of Parliament during the time of a rare Liberal-Conservative government. It is one of only three 'foundation' universities in Sweden (the other two being the Stockholm School of Economics, and Chalmers University of Technology in Gothenburg). Foundation status allows the University the luxury of greater freedom, especially in the areas of staff recruitment and research. From the start, Jönköping University received extremely strong regional support in different forms.

"During the 1980s there was a strong will to get a higher education institution to the region and a lot of lobbying to achieve this goal. But this finally became possible because of the change of government. The Liberal- Conservative coalition government wanted to transfer some Higher Education Institutions into foundations. Jönköping was quick in joining that idea with the support of the whole province." (N2)

Jönköping University comprises four independent schools: **School of Engineering** (approx. 2,000 students); **Jönköping International Business School** (approx. 2,000 students); **School of Education and Communication** (approx. 3,000 students); and **School of Health Sciences** (approx. 2,000 students). Although these four schools are an integral part of Jönköping University, they are also separate corporate entities with their own Boards, and are regulated by the Corporation Law', in contrast to all but two other Swedish universities.

Jönköping University is one of the newest Swedish universities. Although the history of higher education in Jönköping goes back much further; teacher training can be traced back to 1947.

The constituent schools (fackhögskolor) of Jönköping are centrally located on a city campus in close connection to Jönköping Science Park. University Services is the service company within Jönköping University, and is divided into six units: the Library, IT-Services, the Finance and Personnel Department, Maintenance and Property Services, and the Department of Student Services with Knut punkten –Career Centre and Information Office.

A growing region

Jönköping is the tenth largest city/municipality in Sweden with a population of 120,000. Every thirteenth person in the population is a student. Jönköping is located at a major strategic

crossroads in south central Sweden on the south shore of Sweden's huge Lake Vättern (the lake is about the size of Wales). Rail and road communications give access to Stockholm (330km), Gothenburg (150 km) and Copenhagen (290 km). The modern Jönköping area is a Swedish centre of small and medium-sized companies (nearly 9000 SMEs). The expression "**Gnosjö spirit**" is coming from this region of Gnosjö, a part of the Jönköping county, and it is based on a long tradition of starting and running SME's, and the high level of entrepreneurship in the region. There have been some research projects investigating the phenomenon of the "Gnosjö spirit," including a PhD thesis.

The Elmia Conference & Exhibition Centre is internationally famous for its many specialised industrial, agricultural environmental and forestry fairs. There are also many large international groups and companies with bases in Jönköping, such as IKEA, Electrolux, SAAB, VSM Group, Fläkt Woods, Stora Enso Packaging, Kinnarps, Smurfit Munksjö, ROL and ITAB. The area is well-known as an economically growing region which emphasizes entrepreneurship as a driving force for development.

University mission, ideas and strategy:

For many decades the main mission of all Swedish universities was defined by the Higher Education Act as education and research; since reforms of 1993, a third task - cooperation with society (*samverkan*) - has been included in the university mission.

The Jönköping University community has jointly determined four basic ideas for its development (which were clearly formulated in 1999):

1. Specific focus areas (positioning)
2. International orientation
3. Cooperation with the surrounding society
4. Building a strong and attractive academic environment.

Most of our interviewees demonstrated not only an acquaintance, but a considered understanding of these mentioned tasks: *"The four fundamental ideas of the university mission are very strong and clear for us" (N2)*

It is necessary to mention that each School has its own profile in addition to these main ideas. *"Positioning in the strategic plan is a matter for each separate School. Jönköping Business School (JBS) has been crucial for the establishment of the university as it has a solid research base." (Managing Director/Dean JBS)*

1. The profile area of **Jönköping International Business School (JBS)** is Entrepreneurship and Business Renewal within an international context. This has resulted in a rapid growth in the number of researchers within the fields of entrepreneurship and small businesses (80 senior researchers and PhD candidates). The School chose to add the designator 'International' to their name in 1994. The Schools today cooperates with 210 international partner universities.

*"IBS has 175 employees and a very strong focus. Three key words are used in different contexts: **Internationalisation** both at home and what is going on around the world. **Entrepreneurship** as a discipline, concept and action; to get students to become entrepreneurial. **Business renewal**, as for example, JBS students came from the nearby area at the start, and now the other way around" (Managing Director, JBS)*

2. **The School of Engineering (JTH)** focuses on highlighted 'technological improvements' for small and medium-sized companies and organisations. The School of Engineering has established various strong research environments, in close cooperation with industry and research institutes, and within the framework of industrial product development. A competence centre with the potential to become a leader within Europe, the Casting Innovation Centre, has been established in cooperation with the Swedish Foundry Association.

"Strategic planning and goals are driven by the School itself, the first plan dated 1995, the second 1998. Indirectly, it is the Board of the Foundation that makes higher and greater demands, and approves the plan". (Managing Director/Dean of JTH) The School employed professional analysts to develop their strategy. "The JTH strategic planning is a result of academic consideration and demands from business industry" (ibid) The JTH expansion in 1995-1998 was extensive, and since 2001 the School has become Sweden's third largest higher education institution for educating bachelors of engineering, with a high competition rate for every place.

3. **The School of Education and Communication (HLK)** has their major focus on Innovative Learning.

The School has a novel joint-PhD program with the University of Helsinki and hosts the Encell project (see below) and the National Centre for Lifelong Learning.

The Managing Director/Dean of the School explained: *"External analysts were used to find out what factors in the process of societal development ought to influence the development of some of the School programs. Their study resulted in different directions & focus areas. These included: 1) how are media to be produced in the future? 2) communication between people*

in the working place as well as communication between organisations and crisis communication demands; 3) PR and advertising."

The Dean himself demonstrated a very positive and philosophical attitude towards entrepreneurship as a concept and as a mindset. And this is not surprising: *"having grown up in a small village with 300 people, and with only one who was employed by somebody else..."*

The Dean of the School emphasised that *"the main focus at HLK is **innovative learning**. "Something is happening with people when they learn. You look for new roots all the time. What has driven societal development forward? You have found something new and combined it with the old. And then something new is created."* Talking on development strategy, the Dean underlined: *"Visions have to be anchored in the social reality otherwise it is just a hallucination. It is important to have achievable goals before visions are set too highly."*

4. The School of Health Sciences focuses on Health and Welfare in the Circle of Life.

Gerontology at the School of Health Sciences is of the highest international calibre and is conducted through close cooperation with Pennsylvania State University and the Karolinska Institute. The school has the leading program in psycho-geriatrics nationally.

The Managing Director /Dean of the School explained that until recently (2001), health education was under responsibility of the County Council. Now the School developed a new strategic plan, and increased their international contacts by a factor of three, with 50 partner university around the world. For the coordination of the international contacts and programmes they employ an international coordinator. The Dean pointed out that as the region has a long missionary tradition, the School has developed good long term contacts with Africa (South Africa, Botswana, Tanzania) and Vietnam. She also admitted that she is happy that she succeeded in recruiting a businessman, a managing director of a large stock exchange company, to her Board. *"It is very important to get such people with their experience of enterprise into the School."*

The Dean emphasised that the quality of research is a priority of the School. Some of the School's researchers have luxury of devoting more than 50% of their working time to research, which is unusual now for Swedish universities.

Organisational structure and changes

All interviewees confirmed that radical changes took place in 1994 when Jönköping Higher School became a Foundation (Stiftelse), the three higher education institutions became

corporations (LLC), and the central administration became the fourth corporation, all owned by the Foundation. At this time, decentralisation had become stronger among institutions. Since the year 1994-95, the schools/corporations had been working with building up their internal organisations and identities. As mentioned, JBS took upon itself the name 'international' with the aim of developing education and research compatible with a true international level. Today they have excellent research output and 200 partner universities around the world. JTH concentrated on developing a broader programme including courses in economy, ecology and communication in order to create future engineers able to work within SMEs. The decision at University level was made to build up new central premises near Lake Munksjö and close to the Health school; these facilities were ready to move in to in 1997/98.

Difference between Swedish state higher education institutions (*myndighethögskolor*) and Foundations as HEIs (summary from the interview with the former *Rector* (1994-2004) and his Memo, 2002)

1. Internal organisation

The main differences as well as advantages were explained by the previous *Rector* of JU, Professor Clas Wahlbin (who had been JU Rector since its creation 1993-94) :

- The logic of organising the university into Schools (*facultetslogiken*)
- Formation of companies (*bolagisering*)
- Collegial influence (*kollegial inflytande*)

1.1 School logic

The School logic means that JU is organised not after the German/Nordic tradition of faculty logic but as Schools. This means that a subject or a discipline can be located not only in one place, but in different places as needed. The former *Rector* emphasised that to him it is an important difference. He also underlined that such School logic could be established at other Swedish HEIs, but thanks to its corporate form, JU has more freedom and independence which allows experiments and innovations.

1.2 Formation of companies

There is no set order for how and by whom decisions are to be made (*delegationsordningen*) as it is in other Swedish state HEIs. Instead it is corporate law which is the guiding principle. There of course exist instructions to faculty boards, boards of admission and examination but they are much simpler than in other HEIs.

- The Corporate law as a result is far-reaching and absolutely necessarily decentralising (*långt gående decentralisering*). This is not a delegation of decision in which you can pull back. The Foundation board has power, and can fire the CEO directly in a day's time. The former *Rector* noted that such drastic measures of power have the effect that both parties are mutually considerate.
- Responsibility and right to act are most symmetrical, "*may be not unexpected as the corporate law has been developed since the 1800s*"

- Corporate boards have more responsibility than faculty boards at other Swedish universities, and they also have a broader competence.
- Internally, all four Schools are very different but they report the same way, which is important
- Such increased responsibility by the corporate boards make it easier for JH's VC, as the former Rector confirmed.

1.3 The Collegial influence

The collegial influence is exercised in JU through the Faculty board, which carries out quality control tasks but which is not involved in resource allocation (as in other Swedish HEIs). This is in line with the foundation-corporation model. Prof. Wahlbin considers this as an excellent principle. He confirms that "*the current Dean refuses to deal with anything that involves finances*"

2. Human resources

The former *Rector* emphasised that already in 1994 it was possible to introduce such things as:

- Career paths based on individual merit up to full professor
- External chairperson for the Foundation and for all Schools' boards

There is more direct recruiting at all levels. Though experts' evaluation takes as long time as at other universities, the difference according to the former Rector is that JU does it more openly. The huge difference is that one cannot appeal JU's decisions (but it is possible to sue it for everything). In state HEI's, basically decisions can be appealed.

There is a position of docent at JU but not an Associate Professor (as at other HEI's).

3. Finances

Resource allocation from the state is more or less the same as at other universities. The JU as a Foundation can balance the surplus more freely. In 2004, Jönköping University's balance was surplus (profit) of 12.9 million sek.

The JU does not make investments in buildings, but it uses the Jönköping municipality's real estate company, which takes care of it and rents premises at a cost-covering basis. The Jönköping University premises are owned partly by the Foundation (14%) itself, and the rest is owned by the community.

It is important to mention the fact that in comparison with other Swedish higher education institutions, Jönköping University does not pay as much rent (though these savings are then

invested in improvements). Most of the properties used within Sweden's national university system are managed by a state company, the for-profit *Akademiska Hus*, which assesses market-based rents. This has been a point of considerable discussion and friction in Sweden: rental cost of premises nationally is 14.4% of university's budgets, and cost of premises has been steadily climbing both in nominal terms and as a percentage of budget. One complexity is that the public universities have not been allowed directly to own land or buildings. Another is that for many departments, migration from their purpose-built university buildings is physically and politically unfeasible.

To summarise the differences and advantages between the Foundation and State Higher Education Institutions, the former *Rector* noticed that JU is "tied up" with the Higher Education Act, but it leaves up to the Higher Education Ordinance, which makes the JU freer. As VC, he felt less personal security and had more responsibilities. But he also could try new things, and had more freedom to experiment (as well as full responsibility for such experiments). During his years as JU Rector he said one of the most important things he devoted his time to was the creation of JU's **identity**.

4. Emergent strategies

During interviews the former Rector as well as some other interviewees mentioned "emergent strategy" as JU's strategy. According to Mintzberg (1994), emergent strategy implies that an organisation is learning what works in practise. As the former Rector confirmed, the emergent strategy was preferable because it is rather "*a direction indication*" in contrast to set plans, when you just need to monitor and follow up. "*This is a common phenomenon in Swedish universities – "pre-planned" strategies. One does not care much about the results*" He continued: "This is a wrong time for detailed plans" " We at JU care about results"

The Director of the Science Park pointed out the importance of such strategy: "Trust students to fulfill expectations, and emergent strategy were behind of the creation of the Science Park"

The importance of the Triple Helix model for JU development was also emphasized by the former Rector. He is now working as an Advisor to the new JU Rector and is closely cooperating with the Director of the Science Park. Together with researchers from JBS, he is involved in ongoing investigations on university entrepreneurship, attitudes towards entrepreneurship, and promoting factors.

It is important to mention that the new Rector, Professor Thomas Andersson, is deeply involved in the Science Park activity himself. This is not surprising: the new Rector is acting also as a Vice-President of INSME (International Network for SMEs) and is a creator and President of IKED (International Organisation for Knowledge Economy and Enterprise) (see more in *Science Park*).

Internal organisation

The Foundation's Governing Board and its Chairman are appointed by the national government (the major shareholder) for three year periods. The Chairman of the current Board is the Senior Executive Vice President for Electrolux. Members of the Board are not employed by the foundation, but come from the state government, industry, business, banks, and higher education institutions, along with student representation.

The University Foundation works with the State through agreements, and is regulated by the Corporate Law, not by the State Ordinances. This does not mean that the Foundation does not listen to what government is saying: "*The Foundation is eager not to run into conflicts with government.*" (nr 1) "*The State's reaction is very important*", confirms the new Rector of JU. "*Otherwise, internationalisation and the local environment influence JU. The region supports us a lot.*" He added: "*We will continue to experiment. We will not simply do everything the State is saying.*"

The combination of foundation and separate corporations is sometimes a source of complication (nr 2). It was explained to us that the Rector acts as a Concern Director. He is a bit removed from day-to-day activities, and cannot give orders in the same way as is done in other higher education institutions. The decisionmaking is different: the owner -- the Foundation -- has the right to issue owner's directives. (nr 2)

During the academic year, a leading group including the President (*Rector*), Managing Directors, and the Chief of the Planning Department meets regularly. Faculty Boards, which usually have quite a strong role in Swedish universities, do not have such position at Jönköping University. *Their main task is to assure quality.* (nr 6)

Each School/corporation has its own Board (according to Corporate Law requirements), a Managing Director/Dean, and supporting infrastructure. This includes a Council of Heads (of departments and units), a Research Faculty, an Undergraduate and Graduate Education Council, the International office, etc.

The Foundation's own capital (50 million SEK) has sometimes had to be used to support institutions in cases of financial shortfalls. This happened when JBS made an attempt to start its own company for contract education, which ultimately turned into a one million SEK loss.

Need for synergy

However, *"the contract with the government entails that negotiations take place with a joint organisation not with five companies"* (nr 5). Therefore is it not surprising that during recent years many interviewees experienced "mild centralisation" driven by the new Rector. People realise though: *"It is important to act as one unit towards the outside world..."*

"Schools should not have parallel organisations" (nr 5) It is important to *"find synergies in order to build a unit university as a whole"* (nr 6) At the same time, some interviewees are worried that "there is a risk that too much central control would function as anti-entrepreneurial" (nr 1). There is ongoing construction of a new university building, the so called "Inspiration House," which will have a common swimming hall, auditorium, and sports facilities for the whole university.

Service Company

The fourth unit, the umbrella university company, is a service company where general tasks concerning all schools are administered. This includes, for example, the President's Office, the Accounting Office (handling central state budgets), Admissions, Information, IT, the Library, Housing, and Property Maintenance departments. There are 125 people employed, with an annual turnover of some 175 million SEK. Other schools/corporations need to pay for the services provided by this service company.

"The Rector and all Schools' representatives including their trade unions are sitting on our Board and they have more influence on us" (nr 5).

University internal information is spread through the internal magazine *Högskriften*. There is an ongoing project driven by the University Service Company to improve the present internal information procedures.

New mindset

The fact that the university is not a regular Swedish higher education institution, but a corporation (LLC), has not being easy for people to easily comprehend. *"It takes some time*

for people to understand not being under the government sector." (nr 6.) Both new thinking and a new mindset are demanded: "As a corporation we have to be extremely efficient and offer value for money. (nr 5)

Student oriented

The JU is in fact student oriented; just to name such fantastic premises! Another example is that JU developed a questionnaire "Student's bus" which is investigating and evaluating student's opinions on JU. Each year the questionnaire spreads among 1000 randomly chosen students. (nr 6)

Entrepreneurial culture

Opinions on if in general there is an entrepreneurial culture at the university varied among interviewees:

"Jönköping University is a different kind of organisation. It could be considered as an entrepreneurial undertaking of its own" (nr 2) "If you did not have such glasses you will get them here." (nr 2)

"It is easier to create an open environment in a new organisation when bureaucracy has not found its form yet" (JTH, Dean)

Other interviewees noticed however, that one can find entrepreneurs on an individual level or in small groups (Dean, HLK), but it is difficult in general to tell who is entrepreneurial.

People used to working within the state sector could have some difficulties:

"Some people with experience from other state universities were not used to open discussions in the corridor with their Dean. They thought that some decisions were communicated, instead of a simple exchange of views. They have gotten used to it gradually." (JTH, Dean, who himself has 15 years' experience working in industry as a director for research)

Many agreed that certain Schools have more of an entrepreneurial spirit than others. As the Dean of JBS himself admits, *"JBS has an entrepreneurial culture... Nowadays the entrepreneurship is a bit overused. But it is what we do.... Our Principle is: "Don't ask for permission. Instead, beg for excuse." (after action has become a fact)*

Some interviewees expressed concern that expansion of the university, bureaucracy and regulations could have consequences: *"Too much control could lead instead to people who would do things without telling others" (nr 1)*

People underlined that "*Entrepreneurial organisations should have an allowing attitude (tillåtande) and open doors. To be participatory is important*" noted the Dean of JTH.

Financing

Financing JU relates to a contract with the state, as at other Swedish universities, and has the same routine "*The State decides whether to grant an organization the right to examine students for degrees, and the state can withdraw student places.*" (nr 10) The big difference though is that "*Jönköping University is far out-front in terms of external resources. For each 2 SEK from the State, we raise 2.70 (for research and the third mission)*" (nr 2)

"It would be good if we could take tuition fees from foreign students. Postgraduate education is another area of concern" (nr1)

"Massification has had some negative results. It is difficult to reach examination targets. Great change has been made on rather loose grounds. You recruit a lot of students but it is important to understand that it is all about people. You need some humbleness and respect" (Dean, HLK)

Table 1: Jönköping University Income (all sources)

Year	1993/94	1994/95	1995/96	1997	1998	1999	2000	2001	2002	2003	2004
Undergraduate	110164	122551	138188	153948	195841	197986	207742	232054	360412	386458	377423
Post grad/Research	4915	16661	18205	35473	32953	38938	50004	51593	65864	83110	95632
third mission	7936	10758	19267	29431	36411	50140	57567	49626	56009	72224	88871
other	19136	7338	7179	10649	7654	3618	695	0	0	0	0
Total	142151	157308	182839	229501	261505	290682	316008	333373	482285	541792	561926

Data: Jönköping University Annual Reports; totals in thousands sek

Table 2: Jönköping University: Income by source

(in thousands of sek)

Year	Undegraduate		Research		Third mission		Others		Total SEK
	Grant	External	Grant	External	Grant	External	Grant	External	
1997	153948		17461	18012		29431		10649	229501
1998	192888	2953	20852	13738		36411		7654	261505
1999	195682	2304	21522	17416		50140		3618	290682
2000	205580	2162	23068	26936		57567		695	316008
2001	219217	12837	26736	24857	10686	38940			333273
2002	348912	11500	32540	33324	6808	49201			482285
2003	357609	28849	36507	46603	9675	62549			541791
2004	366326	11097	37559	58073	12030	76841			561926

Sources: Jönköping University Annual reports (1993/94-2004)

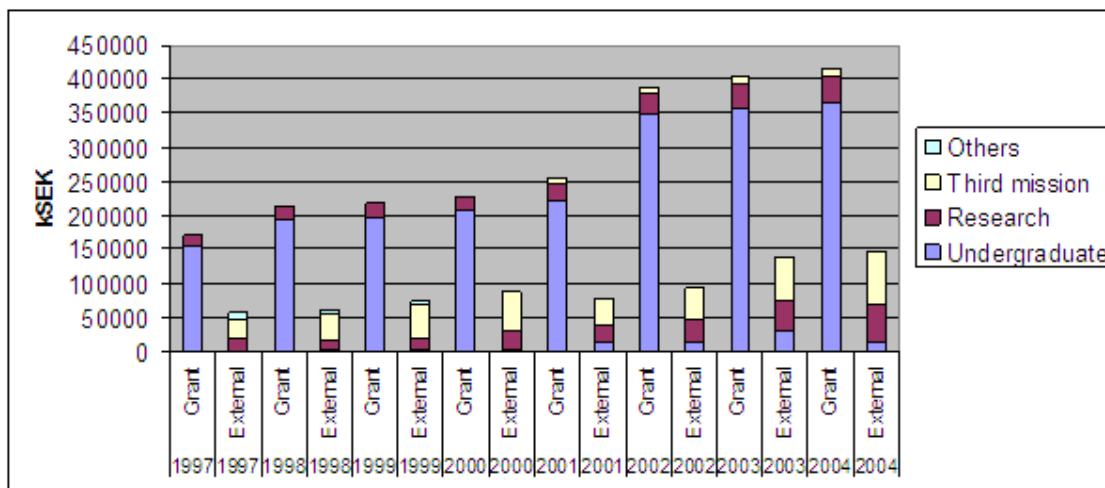
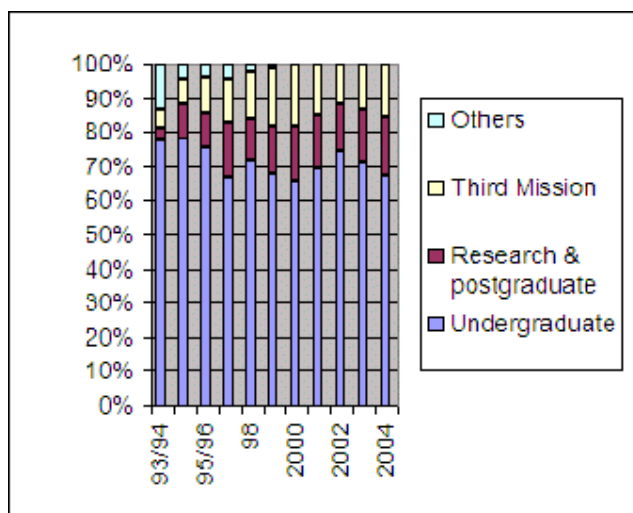


Table 3 Sources of income in percentages



Data: Jönköping University Annual Reports (1993/1994-2004)

Table 4: Net Registered Students, Jönköping University

	Part time	Full time	Total			Part time	Full time	Total
Spring 05	2004	5424	7428		Spring 99	766	3525	4291
Autumn 04	1718	6380	8098		Autumn 98	936	3838	4774
Spring 04	1983	5884	7867		Spring 98	679	3402	4081
Autumn 03	2093	6583	8676		Autumn 97	787	3650	4437
Spring 03	2316	5714	8030		Spring 97	766	2990	3756
Autumn 02	2065	6420	8485		Autumn 96	906	3341	4247
Spring 02	1995	5317	7312		Spring 96	771	2675	3446
Autumn 01	1109	4574	5683		Autumn 95	857	2921	3778
Spring 01	1156	3690	4846		Spring 95	748	2227	2975
Autumn 00	1197	4116	5313		Autumn 94	851	2631	3482
Spring 00	845	3686	4531		Spring 94	1181	1668	2849
Autumn 99	941	4049	4990		Autumn 93	705	2272	2977

Data: as reported by the university to Sweden's National Agency for Higher Education, Högskoleverket

Table 5: Competitiveness of Entry to Jönköping University

	term	Applicants Sökande	Available Places Platser	Competition rate for each place Söktryck	
				at Jönköping	national average
				Entry to all programs (totals)	Spring 2006 VT06
Summan av alla utbildningspgm.	Autumn 2005 HT05	2913	1576	1,8	2,3
	Spring 2005 VT05	225	117	1,9	3,4
	Autumn 2004 HT04	2863	1666	1,7	2,2
	Spring 2004 VT04	522	157	3,3	3,4
	Autumn 2003 HT03	2913	1216	2,4	2,1
	Spring 2003 VT03	500	147	3,4	3,1
	Autumn 2002 HT02	3055	1747	1,7	2,1
	Spring 2002 VT02	n.a.	n.a.	n.a.	3,5
	Autumn 2001 HT01	2193	1260	1,7	2,2

Data: as reported by the university to Sweden's National Agency for Higher Education, Högskoleverket

Extensive Cooperation with the Surrounding Society (*samverkan*)

At Jönköping University, '*Cooperation with the Surrounding Society*' (or the third task) is similar to most Swedish universities, and includes cooperation with industry, enterprises, municipalities, communities, schools, and associations. It occurs in different forms.

Decentralised education in cooperation with learning centres within the county is both comprehensive and well established.

Students of the University start some 50-60 companies every year. A total pool of more than 800 host-companies in the region provides support to business and engineering students.

In 1994/95 cooperation with surrounding society was mostly provided in the form of contract education. In 1995/96 JTH developed host company (*faddersversamhet*) activities, using as example JBS experience, which gave students an opportunity to practise at regional enterprises. In 2000 both schools employed staff particularly for working with the third mission task. Today JTH has developed another form of "host companies" (*faddersversamhet*), where JTH "adopted" high schools, inviting students to join experiments at their labs, and inviting high schools' teachers for further education. *"We have to be turned toward business and the industry sector. Work based practice for students is important"* (nr2)

In general, activities within and funding for this so-called third mission have increased dramatically over the years.

Table 6: Third Mission income (grants & external funding; from Annual Reports; 1000s sek)

1993/4	1994/5	1995/6	1997	1998	1999	2000	2001	2002	2003	2004
7936	10758	19267	29431	34689	50140	57567	49626	56009	83110	88871

Jönköping University's cooperation with surrounding society in regional and national innovation systems is organised in different forms:

Contract activities (*Uppdragsverksamhet*)

- Contract education (*uppdragsutbildning*)
- Council for flexible learning (*Rådet for flexibelt learning*)
- Research and development' investigations (*Forsknings-och utvecklings uppdrag samt utredningar*)

External liaison with labour (*Arbetslivskontaktet*)

- Host companies (Faddersföretag)
- Alumni activities
- Focal point (Knutpunkten)

Research cooperation (*Forskningssamarbete med högskolan*)

- JTH project
- Consortia (supported by KK foundation)

Student skills

- Convena Studentcompetens

Business development (*Affärsutveckling*)

- **Science Park, etc.**

Science Park was initiated in spring 1999 as a non-profit association in the form of a development project on the basis of the *Creative Centre* and with student initiative. The inaugural meeting took place on June 31, 2000 with founding members Jönköping University, Jönköping Municipality, Jönköping County Council, the Jönköping Chamber of Commerce, and the FR/ Federation of Private Enterprises in Sweden. The association is the owner of a limited company, Science Park Jönköping AB, which is the operational body; developing and having access to all the many and various resources available.

The Science Park Director explained: "Jönköping Science Park structures combine three phases of company development into one concept: Business Lab, Business Incubator, and Business Growth. These fit the themes 1) start-up, 2) development and 3) growth." Business Lab operates as an "open-source" lab where ideas coming from student/researchers as well as from the surrounding business environment, "are allowed to flow". Business Lab, developed in close collaboration with Jönköping University, is now fully operational. As mentioned, till now 830 companies have been started, and each year brings around 50-60 new enterprises. Business Lab is integrated with the Business Incubator, and the institution creates a high level flow of ideas and a rich learning environment. In Business Growth, the Science Park houses companies originating from academia as well as from established businesses and R&D. As the Science Park Director noticed: "I don't think that another Swedish higher education institution supports Science Park as our University does. We also have a very good cooperation with the Rector, including joint publications, conference presentations etc."

Till recently the majority of firms have been started mostly by business and engineering students, though interest is increasing among health and teaching students (where levels of entrepreneurship have been extremely low, according to the Director of Science Park). She also emphasised that students of JU now start more firms per capita than anywhere else in Sweden. Male students, however, are twice as likely as female students to start a firm.

*"We at Science Park are focusing on 'breadth.' We want to start as much as possible. We meet 150-170 ideas per year. We don't select as others do. Our slogan is "**From sustaining to driving**" That's why our failure rate is high. But for us it is the learning process which is*

important. Once one starts an enterprise, one will do it again. The most important thing is to dare to start." (from the conversation with the Science Park Director)

In the Jönköping Science Park, 27 percent of companies operate in electronics. Some of these firms have worked extensively with SMEs in the region, providing both new technology and skills. As one of the results, Jönköping now takes an active part in the national consortium "TekniQ", funded by the capital-intensive "Knowledge Foundation". The Science Park is also involved in the project "Incubate" which is about commercialisation of knowledge.

In order to "*identify opportunity in surrounding world*" a workshop "Origo" was started. Both the Rector and the Science Park Director noted that there is a great need in the region for SMEs in the service sector. *"The new firms are much more oriented towards professional services, which are marketing and selling their competencies to other SMEs in the region (as well as nationally). Service firms in particular complement the traditional manufacturing SMEs and contribute to learning, specialisation and carving out core competencies in their customer firms."*

Hindrances and disincentives

The new Rector and as well as some other interviewees mentioned that SME's development in Sweden in general is low. *"The Swedish innovation system is reliant on two main poles, on the one hand an advances and highly internationalised community of large R&D-intensive firms, on the other hand a well-established university sector which receives the bulk public R&D support. In between, the SME- sector has low R&D-intensity as well as workers with relatively weak formal education. Levels of entrepreneurship are low, and there are now relatively few new high-growth firms. ... Given its investments in knowledge assets, the Swedish economy is viewed as underperforming relative to potential, especially with regard to commercialisation of its science and technology assets"* One hindrance mentioned is the Swedish taxation system, *"which punishes investment in education and entrepreneurship."* But this is not the only reason. A main hindrance for entrepreneurialism that was mentioned by many is the **mindset**. *"Personal background, education, traditions and attitudes towards entrepreneurship, local environment are conducive, but most important is the mind-set."* *"Mental blocks are the strongest hindrance" (Nr 13) "We, Swedish, are used to expecting that the State will take care of us" (nr12)*

The Jönköping example, however, is "atypical in several ways" as the Rector and the Science Park Director maintain. "Jönköping has adopted a consistent and systematic approach in support of SME development and entrepreneurship. It combines the focus on entrepreneurship

in education at Jönköping University, and the active interface between the university and the Science Park. It includes support new start-up firms by the students, and the combined efforts in long-term relation-building with the SME-sector, embracing both training and the strengthening of professional business services".

*"The environment at Jönköping Science Park is very flexible. Everyone coming to us is an individual first of all. We don't say that we are helping: we are **supporting** them" (13)*

To summarise, both Rector and the Science Park Director emphasized that *"local context and governance play a decisive role; and the geographic location of the Science Park is very important. How universities relate to science parks and how they take upon themselves to interact matters greatly."* Another weakness pointed out is that *"a perception of trade-offs often complicates relations, e.g., there is a feared conflict in many cases between being an entrepreneurial university and having high intellectual eminence."* Career paths tend to deviate rather than run in parallel. There are further conflicts in objectives between different sources of funding. *"Universities are in general are funded by the government while science parks tend to be funded by regional authorities and business interests."*

Library

The University Library is striving to become a leading national and international research library for information resources focusing on:

- Information Centre for Entrepreneurship (ICE)
- Information Center for Foreign Law (IUR)
- Trade Fair Research

Specialised collections:

Collection on Entrepreneurship literature

The Information Centre of Entrepreneurship was created at Jönköping University Library in 1998 thanks to financial support by the Knut and Alice Wallenberg Foundation. Further funding was received from the Bank of Sweden Tercentenary Foundation in 2000 and from the Swedish Foundation for Small Business Research in 2001. ICE was created to support the educational and research activities within the fields of entrepreneurship, innovation and small business at Jönköping International Business School.

It necessary to mention that the Jönköping University Library was recently given the award of Best Library of the Year in 2005 for its "innovative and entrepreneurial spirit" by the union DIK.

Some key university regional projects:

ADELA is a cooperation project between the municipalities of Jönköping County, the School of Health, and Luppen Knowledge Centre. This program is directed towards the education of social workers, individual and family's care and invalids

CIL: The Center for Information Logistics (CIL) in Ljungby, Sweden, is a unique joint educational project between universities, local trade and industry and the local government. CIL is built on six pillars of wisdom: university education, academic research, seminars, theory of knowledge, partnership and new enterprise constructions. CIL offers at present the following educational curricula:

- Information Logistics, 140 academic points (One academic point equals one week of 40 hours of study).
- Information Logistics, advanced studies for a Master's Degree, 40 academic points.
- Information Logistics in Health and Social care, advanced studies for a Master's Degree, 40 academic points.

The educational programs are conducted by professors from the Universities of Växjö and Halmstad and the International School of Economics of Jönköping (JBS). CIL is a limited company with a board of directors representing enterprises, companies and organisations which founded CIL in 2001. CIL's educational and research programs are supported by a network of local companies. Many of their products are wellknown worldwide. In addition the local government of Ljungby Municipality is also a partner in the educational project.

Fraunhofer ISST Project Group Information Engineering

The Fraunhofer ISST's research in Jönköping concentrates on the fields of Information Logistics and Continuous Software Engineering. In the former, the project group focuses its principal attention on the introduction of Information Logistic solutions into new fields of application and the evolution of concepts and components based on semantic technologies. An important target of the task is in the support and optimization of the information flow in networked organizations, since distributed work contexts such as enterprises with several locations, SME networks, geographically distributed teams, and mobile employees demand quality Information Logistics systems.

Futurum Academy for health care is a project within Jönköpings County and in cooperation with Linköping University to develop the clinical practice and research at Ryhovs hospital.

JTH-project. The project was mentioned by many interviewees, and demonstrates the strong relationship between the university and the region. Financing of the project is 100,000 SEK from the region and 50,000 from JTH. The project is aiming to develop research capacity at JTH.

Luppen –a knowledge centre (Learning, Research and Development from the Practical perspective) has been driven by the School of Health since 2000 in cooperation with region.

Puls – Pedagogical Development Centre – learning in cooperation, is driven by the School of Education and Communication, aiming at developing cooperation between teacher' education and the region.

National projects:

Casting Innovation Center - cooperation between JH, Engineering school and Gjúteriförening supported by Volvo Powertrain AB and Scania AB

Encell - National competence centre for adult learning

KrAft-KK consortia for strategic development; they describe themselves as follows:
The acronym krAft (which is Swedish for "power") should be decoded as "K" for competence/knowledge, "R" for reflection, "A" for business development and "T" for growth. The acronym mirrors the belief that business development in SMEs is not primarily about simple knowledge transfer. Knowledge is not a product that can be easily transferred. Knowledge is something that develops in the minds of people when they are exposed to stimuli (competence/knowledge) that make them reflect on their present situation. Further, and perhaps most importantly, business development is about "getting your act together" and take action to grow the business. Based on these assumptions, it have been developed a new approach for fostering business development initiatives in SMEs. The kraft program is organised by a consortium of Swedish universities, including Lund University, Gothenburg University, Umeå University and Jönköping University. Development costs are financed by the KK-foundation, a state initiated foundation, which, among other tasks aim to bridge the gap between the academic world and the industry. In the pilot stage, the support was 15 MSEK, The pilot was evaluated during autumn 2001 and December 13 the decision was taken that the program will continue in the period 2002-2004. Fort this period the support is another 45 MSEK. The aim was to start more than 70 krAftgroups (with 5-7 companies in each) in all. About 80 people work part time with krAft. The core is involved in organizing, marketing and developing teaching tools. About 60 (both inside and outside the academic world) are involved in the formation of new krAft groups. At the moment, 88 groups have started, involving 540 companies, and we have 10 more potential groups ("prospects") on the list.

Internationalisation

International orientation is one of the university's basic ideas. A growing number of courses are given in English, and Jönköping International Business School and the School of

Engineering offer entire programs in English. The international student exchange is extensive. Each School has its own International Office.

At JBS, almost 90% of studies abroad have been through the exchange programme. Jönköping University has more than 350 partner universities all over the world. During 2004, 696 international students visited Jönköping, creating a truly international environment. 379 students studied abroad during the same period.

Table 7

Jönköping University	Exchange & international students: incoming and outgoing				
	IN- OCH UTRESANDE STUDENTER NETTO PER HÖGSKOLA				
	Incoming	Change from prior year	Outgoing	Change from prior year	Incoming / Outgoing
2004	609	-2%	492	+24%	124%
2003	621	+15%	398	+15%	156%
2002	541	+34%	345	+13%	157%
2001	404	+24%	304	+2%	133%
2000	327	+28%	297	+9%	110%
1999	256	+53%	272	+3%	94%
1998	167	+24%	263	+37%	63%
1997	135	--	192	--	70%

Data: as reported by the university to Sweden's National Agency for Higher Education, Högskoleverket

The Bologna Process is very much on the agenda of JU, which is now working on adapting its education programs. Jönköping International Business School, the School of Education and Communication and the School of Health Sciences started development of their masters programs this year.

Research at Jönköping University

Jönköping University research and doctoral studies are conducted in four schools

The research of **Jönköping International Business School** focuses on entrepreneurship, business renewal and internationalisation. Jönköping International Business School conducts research and doctoral studies in business administration, economics, commercial law, political science and informatics since 1995.

Department of Entrepreneurship, Marketing and Management (EMM)

The research focus of EMM is explained as follows:

JIBS Research Programme on Entrepreneurship and Growth in SMEs (PEG) is a long-term project, with the purpose of establishing for JIBS an internationally leading position as a

Centre of Excellence in entrepreneurship research and education. The aim of the entrepreneurship research within the PEG-programme at JIBS is to create an understanding of the impact of entrepreneurship in society and business life. The project is inter-disciplinary and consists of researchers and doctoral students from EMM, Accounting and Finance, and Economics.

The research programme *The dynamics of family businesses* focuses on succession of generations, with regard to the role of ownership and the chief executive role. Other issues of special interest include the role of accounting in small family businesses and the balancing of different rationalities that may be specific for this type of business firm. The project is inter-disciplinary and consists of researchers and doctoral students from EMM, Accounting and Finance, Law and Economics.

The *strategy and leadership* research at JIBS consists of many small projects within subjects such as innovative forms of organizing, the role of rhetoric in leadership and strategic change, emotions in radical change processes etc. The common concept is change – the effect on people and businesses in radical change processes and new ways of doing things in the new economy.

The aim of research in marketing at JIBS is to deepen our understanding of complex relationships between firms in Business Networks. This understanding could be applied to the development of the individual firm as well as constellations of firms. Among the investigated areas are internationalisation, digital technology and supplier development.

INNFORM is a large international research program led by Professor A. Pettigrew at Warwick Business School, and it involves scholars from a number of leading universities and business schools in Europe, Japan and US. The Economic and Social Research Council, Pricewaterhouse Coopers have funded the research, together with the institutions of the participating researchers. This research program is aimed at producing new knowledge on leadership and strategic change using rhetorical theory. This implies an interest in the use of language in open communication and underlying discourse – "rhetoric is the form that discourse takes when it goes public" (Simons, 1989).

The **School of Education and Communication** focuses on innovative learning and has a joint PhD program with the University of Helsinki.

The **School of Engineering** focuses on providing small and medium-sized enterprises with technological competence and has established a number of strong research environments, in

close cooperation with industry and research institutes, within the framework of industrial product development.

"We are focusing on foundry research; we want it to be the strongest in Europe" (Rector)

"The JTH project is very important as well. We need to get a right for postgraduate studies at JTH"

The **School of Health Sciences** focuses on health and welfare in the circle of life. Research of the elderly at the School of Health Sciences is conducted through close co-operation with Pennsylvania State University and *Karolinska Institutet*.

In general, the Rector emphasized that as fundamental research is diminishing, and short term research projects are prioritised, researchers more and more are searching for grants. But *"it should be more balanced between short-and long-term research"* (Rector)

Human Resources

The JU Rector noticed that there is a need to make changes in the financial system. "We are developing new indicators for the budget for 2006. It is important to create incentives. We reserved 6 million SEK for this reason."

For the moment there is no well-developed incentive system at JU, though there is an understanding that *"it is important to praise people who succeed. We should be happy for their success."* (nr 13) Salaries are based on results. In most of cases professors/researchers are getting more time for their research and less time for teaching (as an "incentive") when they succeed in getting external grants.

At JBS though there exists a system that when the professor/researchers succeeds in bringing in a project, they can receive up to 4% of the project budget sum for their disposal (1% when the contract is received and 3% later on when money starts to flow).

The former Rector emphasized that the recruiting system is changing; a strong merit is now attached to active participation in and leading of externally financed research projects.

Table 8: Staff at Jönköping University

Year	Total employees	Teaching staff incl.PhDstudents	Teaching staff with degree	Professors
1994/1995	257	61%	27%	
1995/1996	314	215 (persons)	60 (persons)	

1997	313		68	15
1998	354	205		18
1999	385	239	61	13,5
2000	371	224	71	20,5
2001	411	246	84	23
2002	661	368	140	34
2003	652	399	141	37
2004	658	400	144	37

1994-2001 exclusive School of Health Sciences

Sources: Jönköping University Annual Reports (1993/94-2004)

Competition

"There does not exist such a thing as 'negative competition.' We compete with Chalmers, Linköping, and even KTH" the Rector emphasized.

JU is not only competing, but also actively cooperates. For example, JU cooperates with higher education institutions in Kalmar, Växjö, Vänerby, Helsinki. The Rector noted however that: *"We cooperate mostly within research areas, and not much on a general level"*.

To briefly summarize, the first decade of development of Jönköping University was successful and exciting, the university acted as a real entrepreneurial organization. We expect that it will be extremely interesting to follow the process of further development and the process of sustainability. Will the University be able to keep its entrepreneurial spirit?

Interviews at Jönköping University (2005):

1. Professor Rolf Lundin, Managing Director,
International School of Business
2. Mrs. Britt-Marie Bergman, Economic Controller
Foundation of Jönköping University
3. Professor Roy Holmberg, Managing Director
School of Engineering
4. Professor Henning Johansson, Managing Director,
School of Education and Communication
5. Mrs. Gudrun Engstrand, Managing Director,
University Services
6. Dr. Helena Sreijffert, Senior Advisor to Vice-Chancellor,
Development director, Foundation of Jönköping University
7. Professor Birgitta Lundgreb-Linquist, Managing Director,
Deputy Vice-Chancellor, School of Health Sciences
8. Professor Gert Sundström, School of Health Sciences

(interviews in January 2006)

9. Professor of Entrepreneurship, Johan Wiklund,
Jönköping International Business School
10. Professor Thomas Andersson, Vice Chancellor
Jönköping University
11. Professor Claes Wahlbin, former Vice-Chancellor,
Special Advisor to V-C
12. Mrs. Therese Sjölund, Managing Director,
Science Park
- 13 Mr. Johan Stenstrand, Business Developer
Business Lab

14. Professor Henning Johansson, follow-up interview

15. Dr. Helena Streijffert, follow-up interview

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Jönköping university finances (in thousand of kronor)

	2004	2003	2002	2001	2000	1999	1998	1997	1996	95/96	94/95
Income											
Verksamhetens intäkter											
Income from national appropriations (block grant) Intäkter av statsanslag	415915	403791	381452	245953	228648	217207	203624	171410	156440	234438	136904
Income from county council appropriations Intäkter av landstingsanslag											
Income from fees and other payments Intäkter av avgifter och andra ersättningar	30027	96474	72043	65333	60512	50688	46809	40079	42924	47474	17469
Income from other allowances, subsidies & grants Intäkter av bidrag	115761	41527	28790	21987	26848	22787	11072	18012	0	9375	2935
Financial (deposit / investment) income X1 Finansiella intäkter	8682					14939	14212	12346	16241	20745	13682
work income total A Summa verksamhetsintäkter	570385	541792	482285	333273	316008	305621	275717	241847	215605	312032	170990
Costs											
Verksamhetens kostnader											
Personnel costs Personalkostnader	342679	332538	297285	200925	189652	154905	138148	128835	120686	170381	87252
Office space overheads Lokalkostnader	78475	78691	78893	64622	55806	43825	42563	32522	21949	32975	19595
Clinical educ & research Ers t landsting/kommuner för klinisk utb och forsk											
Other operating costs Övriga driftskostnader	137125	100076	81108	38504	45382	59784	53347	48348	40048	59154	40362
writeoffs & deductions Avskrivningar	24	25337	25520	22796	17196	14513	14632	9451	7565	11201	6063
Financial costs X2 Finansiella kostnader	1511				5	3277	1804	1049	138	667	478
work costs total B Summa verksamhetskostnader	559814	536642	482806	326847	308041	276304	250494	220205	190386	274378	153750
Result											
Verksamhetsutfall											
results of activities (from 1999, A - B) Verksamhetsutfall	10571	5150	-521	6426	7967	29317	12815	10351	9116	17576	4036
Årets kapitalförändring											
capital value change over year (1998 & earlier, A - B) Årets kapitalförändring	10571	5150	-521	6426	7967	29273	25806	21648	25219	37654	17240

Note: Financial income and costs (X1 & X2) are part of results (Verksamhetsutfall) from 1999; earlier they are treated separately and totalled in Capital value change over year (Årets kapitalförändring)

Jönköping University Personnel Numbers (Högskolan i Jönköping)

(full time equivalents / heltidsekvivalenter)			Male	Female	Total
Administrative personnel	(Administrativ personal)	2004	98,0	30,8	128,8
"	"	2003	98,0	30,8	128,8
"	"	2002	96,2	31,0	127,2
"	"	2001	66,7	25,0	91,7
"	"	2000	62,4	19,1	81,5
"	"	1999	52,1	14,8	66,9
"	"	1998	50	11	61
"	"	1997	45	11	55
"	"	95/96	72	22	95
"	"	94/95	39	10	49
"	"	93/94	31	5	36
Library personnel	(Bibliotekspersonal)	2004	18,1	6,6	24,8
"	"	2003	19,5	6,8	26,3
"	"	2002	22,2	6,8	29,0

	" "	2001	19,8	6,0	25,8
	" "	2000	18,2	7,0	25,2
	" "	1999	16,4	7,6	23,9
	" "	1998	15	7	23
	" "	1997	12	5	17
	" "	95/96	8	3	11
	" "	94/95	8	4	11
	" "	93/94	7	2	9
Technical personnel	(Teknisk personal)	2004	18,2	44,2	62,4
	" "	2003	20,8	41,7	62,5
	" "	2002	17,3	45,4	62,7
	" "	2001	10,8	36,5	47,2
	(Teknisk/övrig personal)	2000	13,8	26,5	40,2
	" "	1999	9,4	27,2	36,7
	" "	1998	12	25	37
	" "	1997	12	24	36
	(Teknisk personal)	95/96	26	43	69
	" "	94/95	14	22	36
	" "	93/94	12	18	30
Custodial staff	(Lokalvårdare)	2004	21,2	1,0	22,2
	" "	2003	18,6	0,9	19,5
	" "	2002	12,6		12,6
	" "	2001	7,9		7,9
Doctoral research students	(Forskarstuderande)	2004	38,5	37,0	75,4
	" "	2003	33,0	36,2	69,2
	" "	2002	30,8	28,9	59,7
	" "	2001	21,3	27,4	48,7
	(Anst. som Doktorand)	2000	15,9	30,0	45,9
	" "	1999	15,0	26,8	41,8
	(Doktorandtjänster)	1998	10	22	32
	" "	1997	8	20	27
	" "	95/96	6	16	22
	" "	94/95	3	6	9
	" "	93/94	1	3	4
Total teachers	(Summa Lärarpersonal)	2000	50,0	117,1	167,0
	" "	1999	43,3	106,7	150,0
Teachers	(Lärare)	1998	44	100	149
	" "	1997	44	99	147
	" "	95/96	49	90	140
	" "	94/95	47	78	124
	" "	93/94	38	69	107
Other teaching staff	(Övr. underv. personal)	2000	5,2	5,8	10,9
	" "	1999	1,1	3,6	4,6
	" "	1998	1	2	4
	" "	1997	4	4	7
	" "	95/96	2	4	6
	" "	94/95	2	1	3
Guest / Part-time teacher	(Gäst/Timlärare)	1999			5,9
Junior lecturer	(Adjunkt)	2004	111,2	60,4	171,6
	" "	2003	114,9	68,6	183,5
	" "	2002	105,3	65,7	171,0
	" "	2001	41,9	48,6	90,5
Other research & teaching staff	(Annan forskande och underv. personal)	2004	11,1	7,3	18,5
	" "	2003	6,8	8,0	14,8
	" "	2002	5,4	9,0	14,4
	" "	2001	5,7	7,7	13,4
Limited-contract teachers	(Arvodister)	2004	10,1	10,7	20,8
	" "	2003	14,2	13,3	27,5
	" "	2002	14,0	16,3	30,3

	"	"	2001	15,4	11,3	26,8
Post-doctoral assistant	(Forskarassistent)		2004	0,5		0,5
Lecturer	(Lektor)		2004	30,5	68,4	98,8
	"	"	2003	31,6	65,1	96,8
	"	"	2002	26,8	68,3	95,1
	"	"	2001	9,0	52,0	61,0
Professor	(Professor)		2004	3,9	28,0	31,9
	"	"	2003	2,0	26,6	28,6
	"	"	2002	2,4	24,9	27,3
	"	"	2001	2,9	17,6	20,5

Personnel data from Högskoleverket's NU database (Sweden's National Agency for Higher Education)

Swedish Higher Education: Indicators & statistics		Nationally	Jönköping	KTH	Lund	Umeå
Beginners at specific institution of Higher Education GU: Nybörjare vid lärosätet	2004	145353	3757	5649	12270	6655
	2003	143725	4409	5003	11450	6417
	2002	132442	4666	4572	9985	5953
	2001	120868	2384	4172	9124	5784
	2000	118274	2145	3981	8631	5842
First time in Higher Education GU: Första gången i högskoleutbildning	2004	83301	2547	3400	7718	4026
	2003	83319	2853	2916	7316	3912
	2002	78298	2361	2809	6684	3936
	2001	72066	1705	2628	6131	3709
	2000	70043	1557	2504	5649	3896
% beginners achieving first choice GU: Andel nybörjare på förstahandsval (%)	2004	73	69	-	76	73
	2003	76	73	84	80	75
	2002	76	74	83	82	75
	2001	74	73	82	79	75
% remaining after 2 years GU: Kvarvarande år 2 (%)	2004	67	70	78	66	71
	2003	69	70	79	69	72
	2002	68	69	81	68	71
	2001	68	69	78	67	71
Median age, new students GU: Medianålder, högskolenybörjare	2004	22,5	22,3	22,6	21,6	22,3
	2003	22,6	22,6	22,2	21,5	22
	2002	22,4	21,9	21,6	21,4	22
	2001	22,3	22,1	21,5	21,3	22,0
	2000	22,3	22	21,8	21,3	21,8
Percentage male, new students GU: Andel män, högskolenybörjare (%)	2004	43	41	74	46	40
	2003	42	42	74	46	40
	2002	42	45	75	45	41
	2001	42	47	74	45	40
	2000	42	46	72	45	39
% from working class background GU: Andel med arbetarbakgrund (%)	2004	24	29	17	17	26
	2003	24	29	18	16	25
	2002	23	25	16	16	25
	2001	23	25	15	17	25
Working class background compared to index figure GU: Jämförelsetal, arbetarbakgrund	2004	0,72	0,78	0,63	0,52	0,75
	2003	0,73	0,8	0,66	0,52	0,73

	2002	0,70	0,7	0,6	0,5	0,72
	2001	0,69	0,69	0,58	0,53	0,72
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
% with foreign background GU: Andel med utländsk bakgrund (%)	2004	16	14	29	15	10
	2003	15	14	28	13	8
	2002	14	12	26	14	8
	2001	13	11	22	13	7
Foreign background compared to index figure GU: Jämförelsetal, utländsk bakgrund	2004	0,98	1	1,3	0,88	1,05
	2003	0,96	1,04	1,28	0,78	0,89
	2002	0,92	0,93	1,25	0,87	0,94
	2001	0,92	0,87	1,09	0,89	0,91
% w Parents w HEduc GU: Andel med högutbildade föräldrar (%)	2004	29	17	40	42	29
	2003	28	21	40	42	29
	2002	29	21	42	43	28
	2001	29	22	41	42	29
Students w Parents w HEduc compared to index figure GU: Jämförelsetal, föräldrars utbildning	2004	1,45	1,16	1,55	1,88	1,49
	2003	1,43	1,34	1,54	1,84	1,5
	2002	1,47	1,37	1,64	1,87	1,48
	2001	1,52	1,46	1,62	1,89	1,54
Number of students, Autumn term GU: Antal studenter (hösttermin)	2004	337415	8098	14195	30520	19286
	2003	340034	8676	14118	30207	18332
	2002	328804	8485	13004	28708	17921
	2001	300800	5683	11888	25814	17275
	2000	284998	5313	11564	24849	17166
% male registrants GU: Andel män av registrerade (%)	2004	40	36	72	46	38
	2003	40	37	72	46	39
	2002	40	37	72	46	38
	2001	40	44	72	46	39
# full time students GU: Antal helårsstudenter (HST)	2004	302562	7052	12367	27970	16744
	2003	299746	7229	12032	27013	16345
	2002	287236	6863	11262	25648	15911
	2001	268061	4922	10573	23643	15739
	2000	256850	4619	10393	23219	15516
# full time successful results GU: Antal helårsprestationer (HPR)	2004	250000	6008	10112	22882	14004
	2003	246369	6038	9955	21640	13782
	2002	234982	5667	9798	20780	13356
	2001	222651	4180	9311	19354	13318
	2000	212891	3819	9082	18977	13087
Successful results ratio % GU: Prestationsgrad (%)	2004	83	85	82	82	84
	2003	82	84	83	80	84
	2002	82	83	87	81	84
	2001	83	85	88	82	85
	2000	83	83	87	82	84
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
% courses w even gender balance GU: Kurser med jämn könsfördelning (%)	2004	25	26	17	35	27
	2003	26	24	17	32	29
	2002	25	31	14	35	28
	2001	27	35	16	39	27
% non-trad students GU: Andel icke-traditionella studenter (%)	2004	51	43	42	40	50

	2003	52	46	40	40	49
	2002	52	48	39	41	49
	2001	50	41	36	38	48
% not completing? GU: Andel i återkommande utbildning (%)	2004	25	20	18	20	27
	2003	25	21	18	20	25
	2002	25	20	16	20	25
	2001	24	16	14	19	24
Resitting after graduation GU: Återkommande efter examen (%)	2004	10,4	9,9	5,7	6,8	12,5
	2003	10,6	10,3	5,8	6,4	11,5
	2002	10,6	9,9	4,9	6,7	11,7
	2001	9,9	5,6	3,5	6,3	10,8
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
% full time students in Humanities, SocSci, Law GU: HSJ, andel Hst (%)	2004	44	44	8	55	43
	2003	45	45	7	56	44
	2002	45	45	6	56	44
	2001	44	52	6	55	44
	2000	45	51	5	55	45
% full time students in Natural Sciences GU: N, andel HST (%)	2004	12	5	22	8	13
	2003	12	5	22	8	13
	2002	13	6	22	8	14
	2001	14	8	25	8	15
	2000	15	10	25	9	16
% full time students in technical studies GU: T, andel HST (%)	2004	18	22	70	20	10
	2003	18	22	72	20	10
	2002	19	22	71	19	11
	2001	19	26	70	20	11
	2000	19	27	70	20	10
% full time students in other programmes GU: Övriga, andel HST (%)	2004	26	29	1	17	34
	2003	25	28	1	16	33
	2002	24	27	-	16	31
	2001	22	14	-	17	30
	2000	22	13	-	17	28
Total # graduates GU: Totalt antal avlagda examina	2004	52343	1695	2027	4050	3215
	2003	47755	1150	1935	3693	3392
	2002	42949	1034	1795	3479	2963
	2001	39675	656	1741	3380	2678
	2000	39960	685	2048	3701	2580
# Magister degrees GU: Antal magisterexamina	2004	10321	230	212	1133	604
	2003	9054	217	154	1081	761
	2002	8284	214	29	1031	692
	2001	7473	167	1	920	642
	2000	6799	155	-	947	578
# MSc degrees GU: Antal civ.ing.examina	2004	4212	-	1169	662	135
	2003	3951	-	1137	631	139
	2002	3861	-	1146	554	135
	2001	3599	-	1161	509	104
	2000	3796	-	1438	516	89
# Bachelor degrees GU: Antal kandidatexamina	2004	12501	462	14	664	810
	2003	10982	216	4	579	677

	2002	9713	255	14	664	581
	2001	9003	169	12	645	523
	2000	8450	157	43	731	496
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
# receiving first degree GU: Antal förstagångs examinerade	2004	38657	1086	1893	3200	2152
	2003	36423	988	1840	2983	2367
	2002	33923	886	1686	2831	2210
	2001	31757	601	1642	2747	2024
	2000	32202	638	1918	2971	1929
% receiving first degree GU: Andel förstagångs examinerade (%)	2004	74	64	93	79	67
	2003	76	86	95	81	70
	2002	79	86	94	81	75
	2001	80	92	94	81	76
	2000	81	93	94	80	75
Ave length yrs (usually 3 yr course) GU: Examenslängd (antal år)	2004	3,7	3,4	4	4,1	3,6
	2003	3,6	3,4	3,9	4,1	3,6
	2002	3,6	3,4	3,9	4,1	3,6
	2001	3,7	3,5	4,0	4,1	3,6
	2000	3,6	3,5	4,1	4	3,6
Completion rate within 7 yrs GU: Examinerade alt.120 poäng inom 7 år (%)	2004	64	69	66	66	70
	2003	63	69	66	67	68
	2002	63	70	67	67	66
	2001	62	64	67	69	68
Ave credits completed after 3 yrs GU: Genomsnittspoäng efter 3 år	2004	76	78	84	73	78
	2003	76	78	83	73	79
	2002	75	79	80	72	80
	2001	77	88	84	73	82
Incoming exchange & intl. students GU: Antal inresande studenter	2004	11934	609	901	1563	414
	2003	10566	621	775	1459	340
	2002	9515	541	734	1406	326
	2001	8467	404	631	1201	291
	2000	7933	327	562	1117	323
Outgoing exchange & intl. students GU: Antal utresande studenter	2004	6759	492	665	911	259
	2003	6434	398	604	803	240
	2002	5959	345	560	721	243
	2001	5988	304	642	722	358
	2000	6258	297	598	872	324
% who took degree w foreign study GU: Utresande av examinerade (%)	2004	17	45	35	28	12
	2003	18	40	33	27	10
	2002	18	39	33	25	11
	2001	19	51	39	26	18
	2000	19	47	31	29	17
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
% continuing to research FU: Övergång till forskarutbildning (%)	2004	7,2	0,9	10,3	10,6	8,5
	2003	7,1	1	11,3	10,3	9,2
	2002	6,9	0,8	12	10,1	9,6
	2001	6,5	0,7	12,1	10,0	9,4
	2000	5,7	0,7	12,8	8,8	8,2
% continuing to research but for certain designated degrees FU: Övergång till forskarutb. vissa examina (%)	2004	12	3	12	15	14

	2003	13	3	13	15	15
	2002	14	3	14	16	16
	2001	15	3	15	16	17
Beginning doctoral researchers FU: Nybörjare i forskarutbildning	2004	2944	5	290	432	193
	2003	3828	7	313	597	248
	2002	3862	18	317	588	237
	2001	3544	11	305	498	222
	2000	3060	1	255	438	161
	1999	3034	11	316	459	145
% of researchers developed within same univ. FU: Rekrytering från egen högskola	2004	45	20	47	53	52
	2003	46	14	49	55	60
	2002	44	50	41	53	46
	2001	43	36	29	57	49
	2000	42	100	45	47	45
	1999	43	27	40	53	51
Active doctoral researchers FU: Aktiva forskarstuderande (ht)	2004	19260	65	1715	3045	1230
	2003	20050	64	1732	3147	1259
	2002	19420	65	1692	3085	1153
	2001	18951	49	1663	3090	1179
	2000	18657	41	1690	3138	1109
	1999	18854	42	1742	3278	1162
Median age of active doctoral researchers FU: Medianålder, aktiva forskarstuderande (ht)	2004	32,9	31,6	31,3	32,9	33,7
	2003	32,8	31,1	31,5	32,8	33,8
	2002	33	30,5	31,5	33,1	33,4
	2001	33,1	29,5	31,2	33,3	33,8
	2000	33,2	30	31,1	33,2	33,9
	1999	33,2	29	30,8	33,3	33,9
Ave activity active doctoral researchers FU: Medelaktivitet, forskarstuderande (ht)	2004	70	64	71	68	70
	2003	71	63	72	69	70
	2002	70	67	71	69	70
	2001	70	64	70	70	66
	2000	70	71	71	70	69
	1999	69	72	70	68	69
Doctoral student FTE FU: Forskarstuderande (heltidsekv.), ht	2004	13519	42	1216	2077	858
	2003	14148	40	1244	2167	881
	2002	13619	43	1200	2124	811
	2001	13196	31	1166	2151	782
	2000	13069	29	1196	2182	764
	1999	13084	30	1228	2237	807
# employed as doctoral students, FTE FU: Antal anställda som doktorand, heltidsekv.	2004	7396	37	716	1211	513
	2003	7616	35	765	1231	523
	2002	7176	39	723	1169	526
	2001	6720	29	693	1167	454
	2000	6561	28	675	1162	457
	1999	6358	28	667	1139	496
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
% employed as researchers FTE FU: Andel doktorand anställningar (heltidsekv.), %	2004	55	90	59	58	60
	2003	54	87	61	57	59
	2002	53	89	60	55	65
	2001	51	94	59	54	58

	2000	50	95	56	53	60
	1999	49	91	54	51	62
Ratio doctoral students FTE to doctoral degrees FU: Forskarstuderande (heltidsekv.) / Dr.examina	2004	5	8	5	5	5
	2003	5	20	6	4	6
	2002	6	9	7	5	5
	2001	5	8	6	5	5
	2000	6	-	7	6	5
	1999	6	8	8	6	7
# doctoral degrees FU: Antal doktorsexamina	2004	2741	5	223	458	161
	2003	2701	2	223	483	150
	2002	2476	5	175	458	148
	2001	2413	4	202	399	162
	2000	2176	-	171	368	156
	1999	2148	4	163	381	117
# of licentiate degrees FU: Antal licentiatexamen	2004	1096	-	195	89	27
	2003	1041	-	163	127	22
	2002	1024	1	156	109	24
	2001	1045	-	176	112	28
	2000	1009	-	200	118	31
	1999	968	2	165	131	32
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
# employed FTE PE: Antal anställda (heltidsekv.)	2004	43207	580	2081	4768	3018
	2003	43861	588	2128	4796	3074
	2002	42575	570	2133	4647	2956
	2001	41067	385	2055	4447	2871
% teachers PE: Andel lärare (%)	2004	56	57	56	53	58
	2003	55	57	56	53	57
	2002	55	54	55	50	57
	2001	53	48	53	51	56
# teachers FTE PE: Antal lärare (heltidsekv.)	2004	24080	330	1157	2505	1738
	2003	24227	336	1189	2529	1740
	2002	23327	308	1163	2321	1684
	2001	21878	185	1087	2251	1607
% women teachers PE: Andel kvinnor (%)	2004	40	49	18	32	43
	2003	39	49	18	31	43
	2002	38	45	16	30	43
	2001	37	32	15	29	42
FT students per teacher PE: Helårsstudenter per lärare	2004	12,6	21,4	10,7	11,2	9,6
	2003	12,4	21,5	10,1	10,7	9,4
	2002	12,3	22,3	9,7	11,1	9,4
	2001	12,3	26,5	9,7	10,5	9,8
Teachers with doctorate FTE PE: Disputerade lärare (heltidsekv.)	2004	12338	100	660	1594	836
	2003	11957	104	645	1557	810
	2002	11205	97	608	1449	761
	2001	10590	60	586	1390	715
% of teachers with doctorate PE: Andel disputerade lärare (%)	2004	51	30	57	64	48
	2003	49	31	54	62	47
	2002	48	32	52	62	45
	2001	48	32	54	62	45

# professors FTE PE: Antal professorer (heltidsekv.)	2004	3841	32	229	581	237
	2003	3659	29	219	558	232
	2002	3503	27	212	540	226
	2001	3268	21	205	491	217
% professors PE: Andel professorer (av lärare, %)	2004	16	10	20	23	14
	2003	15	9	18	22	13
	2002	15	9	18	23	13
	2001	15	11	19	22	13
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå
Turnover (in millions of kronor) EK: Omslutning (miljoner kronor)	2004	44725	560	2738	5043	2874
	2003	43701	537	2741	4957	2749
	2002	41468	483	2702	4682	2601
	2001	38175	327	2414	4433	2386
	2000	36522	308	2414	4199	2249
Office costs as % of turnover EK: Andel lokalkostnad av omslutning (%)	2004	14,4	14,0	19,4	13,1	9,8
	2003	14,2	14,7	18,4	13,3	10,4
	2002	14,2	16,3	18,9	12,6	10,4
	2001	14,1	19,8	17,3	12,7	10,1
	2000	13,8	18,1	17,3	11,9	10,6
Library as % of total costs EK: Andel bibliotekskostnad av omslutning (%)	2003	2,7	2,6		2	2,2
	2002	2,3			2	2,2
	2001	2,7	-	3,0	2,2	2,3
	2000	-	-	-	-	-
Undergraduate education as % total costs EK: Andel grundutbildning av total kostnad (%)	2004	46,3	74,9	35,6	34,4	45,8
	2003	46,4	77,5	35,1	35,4	45,3
	2002	45,3	79,6	33,2	34,8	44
	2001	44,9	76,9	33,6	33,9	42,3
	2000	44,1	73,2	33,6	31,5	42,3
% research education EK: Andel forskning/forskarutbildning (%)	2004	53,5	25,1	64,4	65,6	54,2
	2003	53,3	22,5	64,9	64,6	54,7
	2002	54,2	20,4	66,8	65,2	56
	2001	54,3	23,1	66,4	66,1	54,9
	2000	53,7	26,8	66,4	64,6	55
% external financing EK: Andel extern finansiering totalt (%)	2004	35,2	28,1	44,6	38,3	31,9
	2003	35,3	25,5	45,5	40,4	31
	2002	35,5	20,9	46,5	40,8	30,2
	2001	39,2	26,2	46,0	42,1	32,2
	2000	40,4	27,6	46	42,7	31,2
% income from govt budget EK: Andel (statliga) anslag (%)	2004	64,8	71,9	55,4	61,7	68,1
	2003	64,7	74,5	54,5	59,6	69
	2002	64,5	79,1	53,5	59,2	69,8
	2001	60,8	73,8	54,0	57,9	67,8
	2000	59,6	72,4	54	57,3	68,8
% research grants EK: Andel forskningsanslag (%)	2004	37,6	9,3	42,7	48,5	44,1
	2003	37	9	43,5	48	44,6
	2002	37,8	8,5	44,8	48,9	45,6
	2001	41,4	10,9	46,2	53,2	47,0
	2000	42,3	10,1	46,2	53,7	48,9
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå

Grants for research & research educ per doctorate granted as % of total research funds EK: Anslag forskning/forskarutb. per Dr. examina	2004	3,9	-	2,9	3,1	5,2
	2003	3,9	-	2,9	2,9	5,6
	2002	4,1	-	3,6	3,0	5,5
	2001	4,0	-	3,0	3,4	4,8
	2000	4,2	-	3,5	3,5	4,9
	1999	4,0	-	3,2	3,4	5,7
% external commissioned education EK: Andel uppdragsutbildning (%)	2004	5,4	5,1	1,2	2,8	10,8
	2003	5,3	5,6	2,1	2,5	10,4
% external research EK: Andel uppdragsforskning (%)	2004	7,0	31,5	5,7	4,2	9,1
	2003	6,2	4,2	5,2	3,1	8,1
Income from research EK: Intäkter, forskning (milj. kr.)	2004	23464	144	1758	3116	1521
	2003	23072	121	1772	3175	1484
	2002	22195	94	1764	3082	1423
	2001	20390	75	1591	2923	1307
	2000	19479	82	1591	2667	1252
Ratio external financing EK: Andel extern finansiering, FFU (%)	2004	53,5	71,7	63,0	53,3	44,1
	2003	54,8	69,8	63,4	56,1	43,6
	2002	54,6	65,5	63,9	55,7	42,9
	2001	53,2	64,7	62,3	53,5	40,5
	2000	52,6	71,9	62,3	51,9	38,8
% financing from Research Councils EK: Finansiering från forskningsråd (%)	2004	16,1	2,1	15,5	20,6	17,8
	2003	15	4,1	15,6	19,3	14,6
	2002	13,5	1,8	14,6	17,2	14,3
	2000	14,9	-	16,3	20,9	19
	2001	13,2	-	16,3	17,2	16,5
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå

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Swedish Higher Education: Key nationwide data for comparisons

	% of teachers with doctorate -- PE: Andel disputerade lärare (%)						
	% income from govt budget -- EK: Andel (statliga) anslag (%)						
	% financing from Research Councils -- EK: Finansiering från forskningsråd (%)						
	Ratio of external financing -- EK: Andel extern finansiering totalt (%)						
all	Full time students per teacher -- PE: Helårsstudenter per lärare						
2004	Successful results ratio -- GU: Prestationsgrad (%)						
	# of Fulltime students -- GU: Antal helårsstudenter (HST)						
National totals / Riket	302562	83	12.6	35.2	16.1	64,8	51
Beckmans designhögskola	119	100	12.3				-
Blekinge internationella hälsöhögskola							31
Blekinge tekniska högskola	3120	75	16.3	32.0	2.9	68,0	
Chalmers tekniska högskola	8459	87	9.6	51.3	14.7	48,7	62
Danshögskolan	139	87	6	14.2	54.6	85,8	7
Dramatiska institutet	151	99	6.3	10.0	96.5	90,0	2
Övr. enskilda anordn. psykoterapeutb.	196	100	9.5				16
Ericastiftelsen	33	100	5.4				14
Ersta Sköndal högskola	774	89	10.9				32
Gymnastik- och idrotthögskolan	515	88	8.8	30.1		69,9	36
Gammelkroppa Skogsskola	19	100	3.2				-
Göteborgs universitet	26066	82	11.8	33.4	18.3	66,6	58
Högskolan i Borås	5329	89	17.2	16.0	2.7	84,0	26
Högskolan Dalarna	5218	84	15.4	16.9	1.3	83,1	33
Högskolan på Gotland	1973	67	22	32.0	12.6	68,0	29
Högskolan i Halmstad	5394	85	22.9	16.6		83,4	39
Hälsöhögskolan i Jönköping							
Handelshögskolan i Stockholm	1321	91	15	77.2	5.5	22,8	76
Högskolan i Gävle	6311	80	15.5	15.7	2.7	84,3	35
Högskolan i Jönköping	***	7052	85	21.4	28.1	2.1	29
Högskolan i Kalmar	6394	86	17.5	25.4	11.2	74,6	29
Högskolan Kristianstad	5622	85	17.5	11.6	27.2	88,4	29
Högskolan i Skövde	4307	80	22.9	11.7	3.3	88,3	27
Högskolan i Trollhättan/Uddevalla	4442	84	17.5	17.1		82,9	29
Hälsöhögskolan Väst i Vänersborg							
Ingesund Musikhögskola							
Johannelunds Teologiska högskola	74	96	8				48
Karlstads universitet	8863	81	14.7	22.0	7.3	78,0	32
Konstfack	623	90	8.8	7.8	89.7	92,2	3
Karolinska institutet	5850	90	4.2	51.0	14.5	49,0	65
Kungl. Konsthögskolan	216	100	7.6	7.9	71.3	92,1	4
Kungl. Musikhögskolan i Stockholm	556	101	6.3	11.9		88,1	6
Kungl. Tekniska högskolan	***	12367	82	10.7	44.6	15.5	42
Lärarhögskolan i Stockholm	6601	90	20.1	24.9	24.7	75,1	24
Linköpings universitet	18227	83	13.7	31.8	16.7	68,2	58
Luleå tekniska universitet	8479	84	13.7	32.3	4.6	67,7	42
Lunds universitet	***	27970	82	11.2	38.3	20.6	35
Malmö högskola	10733	87	18.5	20.4	20.7	79,6	37
Mälardalens högskola	8861	83	17.8	17.7	5.4	82,3	33
Mittuniversitetet	8124	78	17.2	24.8	1.3	75,2	35
Operahögskolan i Stockholm	74	100	6.2	11.8		88,2	-
Röda Korsets högskola	420	102	13.7				28
Södertörns Högskola	7056	76	24.7	42.4	5.6	57,6	56
Sophiahemmet högskola	316	101	10.6				29
Sveriges lantbruksuniversitet	3340	92	2.9	45.6	4.0	54,4	64
Stockholms Musikpedagogiska Institut	69	96	7.3				8
Stockholms universitet	24204	75	14.3	33.1	27.0	66,9	59
Hälsöhögskolan Väst, Skövde							
Teaterhögskolan i Stockholm	69	100	3.9	1.7		98,3	0
Teologiska Högskolan, Stockholm	217	81	16.4				71
Umeå universitet	***	16744	84	9.6	31.9	17.8	42
Uppsala universitet	21337	81	10.3	38.5	23.3	61,5	64
Vårdhögskolan Boden							
Vårdhögskolan Falun							
Vårdhögskolan Gävle							
Vårdhögskolan i Borås							
Vårdhögskolan i Växjö							
Växjö universitet	8336	82	19.7	22.8	13.4	77,2	35
Örebro teologiska högskola	154	73	13.7				40
Örebro universitet	9731	84	19.3	18.1	13.8	81,9	42

*** four Swedish EUEREC cases Reported student totals do not match: subtotals add to 302,565; 302,562 reported.

http://nu.hsv.se/NyckeltalController?event=NYCKELTAL_URVAL

Attachment A:

Jönköping University. (2003) *Communication Policy*. (Resolution of the Board of Jönköping University Foundation, 29 August 2000; edited 25 March 2003); available online at http://www.hj.se/organisation/policy/filer/compolicy_eng_1.pdf

Communication

Policy ▶▶▶▶▶▶▶▶▶▶

Resolution of the Board of Jönköping University Foundation August 29, 2000
Edited in March 25, 2003, due to the merger with The School of Health Sciences.



JÖNKÖPING UNIVERSITY

Introduction

The following is a translation of the communication policy for Jönköping University. Modifications to the original document have been made to facilitate a better understanding in English. The communication policy is provided as a framework for both internal and external communication of the University thereby providing guidelines for the actions and conduct of each member of staff when communicating. Communication is of course based on values, goals, fundamental concepts and strategies or their equivalent for the University in part and as a whole. However, the policy does not deal with this content aspect of communication.

In this document, the word COMMUNICATION is used for both one-way and two-way communication. The word INFORMATION means that which is communicated, i.e. the content of communication.

The policy refers to certain additional documents.



1

The Purpose of Communication

Internal communication shall provide knowledge as to events both within and outside the University while creating motivation and participation among students and staff.

External communication shall create awareness of and positive attitudes toward the University in order to

strengthen its credibility and reputation. This will hopefully lead to an increased ability to recruit students and personnel while enhancing the opportunity for access to increased resources.

2

Founding Principles

Communication shall maintain a high standard of quality. As such our communication shall:

- be correct, easily understood, reliable, interesting and convincing
- be built on openness
- be easily accessed and if at all possible occur on the recipient's terms
- show respect for the recipient
- contain the right message.

In addition, communication shall:

- be correct and timely
- be available to the recipient in a fast and flexible way
- be directed at the correct recipient
- be transmitted through the appropriate channel
- be formatted in a professional and appealing manner.

Therefore, we must set goals for, plan and evaluate our communication. Furthermore, our communication shall be known by and accessible to all those concerned within the University (Please refer to point 4).

One of the ambitions of Jönköping University is to replace paper based communication with electronically based communication (Please refer to point 9).

Another ambition is to provide transmission in English equivalent to that of the original Swedish. At times an English summary of the Swedish text may be more appropriate than a word for word translation as is the case for the personnel magazine *Högskriften*.

Understanding of the recipient increases if there is consistency in the form and format of communication within the University. Please refer to the separate memo entitled "Writing Guidelines" for an explanation of how to refer to Jönköping University and its Schools.

3

Legal Boundaries

The legal limitations affecting communication include the Freedom of the Press Act and its principle of public access to official records as well as the right to anonymity. Rules are also provided for public documents and the obligation to preserve professional secrecy.

Furthermore, communication is affected by various copyright laws, the Personal Data Act and the Act on Co-Determination at Work.

For additional information please contact the registry clerk or your immediate superior.

4

Authority and Responsibility

All staff members and students are responsible for the ongoing collection of information concerning individual work and the dissemination of that information which is of general interest to others at the University. Since Jönköping University is extensively decentralised, there must be an active effort to exchange information.

The authority and responsibility given employees is within the purview of each School and University Services. For a more detailed description of communication for Jönköping University as a whole, please refer to the separate memo "Joint University Communication."

In general the following applies:

- Each administrative head has responsibility for communication within and about the operational area for which he/she is responsible. Administrative heads shall only comment on their own area of operation.
- Each administrative head has a responsibility to make sure that those who are responsible for communication

and marketing have access to any necessary information in order to respond to events and make required decisions.

- When responding to inquiries of specific issues, such as from the mass media, it should first be determined to whom "does the issue belong". The question should then be referred to the person responsible. If in doubt, it is appropriate to consult your nearest superior.
- Both department heads and those responsible for the function of communication within the University community share responsibility in keeping departments other than their own apprised as to important items concerning the University as a whole. Lack of co-operation increases the risk of "information overload", contradictory/conflicting information and the omission of relevant information. Examples of important communication include internal news of greater importance in a department, contact with politicians, press events, advertising campaigns, honoured guest speakers, and sponsor activities.

5

Internal Communication

Internal communication provides information about activities within the University while creating motivation and participation among students, staff and board members, etc.

TARGET GROUPS

Internal communication shall be targeted to:

- staff and students
- board and committee members
- members of advisory boards, reference and steering groups for projects, etc.
- the Student Union and its sections

CHANNELS

While *Högskriften* constitutes the main channel for joint and internal information for staff members, it may also be used as a channel for the dissemination of information outside the University. Common intranet pages also serve as a main channel to both students and members of staff alike.

The University is actively seeking to replace paper based communication with electronically based communication. This is discussed further in section 9.

6

Communication In Times of Crisis

Communication during crises could be handled by the common university crisis organisation described in *Krisorganisation vid Högskolan i Jönköping*, University Services or by the individual School. In the event of a crisis the president shall decide whether or not to apply

the common university crisis organisation in any given situation. The specific organisation and implementation of the crisis organisation at Jönköping University is available on the intranet in Swedish. University Services and each School shall develop individual strategies.

7

External Communication

The purpose of external communication is to create awareness of and positive attitudes toward the University in order to strengthen its credibility and reputation. This should lead to an increased ability to recruit students and personnel while enhancing the opportunity for access to increased resources.

TARGET GROUPS

The target groups for the University's external communication are many and diverse. While each department, area of operation, etc. has its own target groups, these may often coincide wholly or in part with the target groups of others departments, operations, etc. It is essential that more important external communication is known internally to other university departments, especially to those individuals responsible for communication and marketing.

Examples of target groups for external communication for the University not only as a whole but also for schools, departments etc. include (not in ranking order):

- prospective employers for students
- other universities in Sweden and abroad
- prospective students and alumni
- the surrounding community especially those who take a general interest in the University, creators of public opinion, local authorities, municipal and county councils, county administrative boards, industry and

political organisations

- research councils, foundations and institutions with interest in financing research
- partners (in research, host companies, internships)
- sponsors
- the Swedish State, its government/the Department of Education and organisations of the university sector like the National Agency for Higher Education.

Contact with the mass media is covered in section 8.

CHANNELS

External communication of the University proceeds through many channels, e.g. with the government by way of official comments, annual financial reports or budgets. The University also produces documents covering goals, policies and strategies as well as marketing material and press releases. The personnel magazine *Högskriften* and School newsletters have external distribution as well. The University web site is accessed externally. Public events like inaugurations are also channels for external and internal information.

The participation of individual researchers and teachers in current debates and interviews in the press, radio and television, as well as the furnishing of research results by the library are all further examples of external communication.

8

Contact with the Mass Media

Contact with mass media, should as all other external communication, create an awareness of and positive attitudes towards the University. This often entails quickly giving or commenting on current information and at the same time creating an accurate picture of the University. At other times it may be a matter of proactively providing information and participating in a current debate.

A FEW GUIDELINES FOR CONTACT WITH THE MASS MEDIA

- Be open: The principle of public access to official records and the fact of a community supported organisation such as the University, means that the public has the right to observe the operation of the University. It is therefore important that journalists receive the facts they need to achieve their tasks, and that they are met with the greatest possible openness.
- Be positive: Always highlight the positive when in contact with the mass media.
- Be proactive: Take the initiative to contact the mass media. Information disseminates faster and misunderstandings are less likely to take place.
- Think long term: Maintain media contacts and encourage recurrent articles about the University.
- Inform concerned personnel: Ensure that personnel

are granted access to press releases before they are sent to the press, or at least at the same time. Press releases which affect personnel issues must always be made internally available in advance.

- Inform other concerned parties: All important information of interest to the press shall be brought to the attention of the appropriate information and marketing departments within the University. This avoids inconsistent responses to external communication which would reduce credibility for the University and its departments.
- Seek advice: Seek advice from others responsible for communication and marketing before you speak with journalists. It is recommended that you inform these persons after you have been in contact with the mass media as well.
- Identify the speaker: Be sure to identify your role and place in the organisation.
- Don't investigate: It is of the greatest importance to respect the constitutional right of students and staff members to make statements for the purpose of publication and to express personal opinions on issues concerning the University. Any investigation as to the source of information provided to the mass media is prohibited.

9

Electronic Communication

The University is making an effort to replace paper based communication with electronically based.

INTERNAL COMMUNICATION

Examples of internal information that should ultimately be replaced with electronic communication include personnel magazines, newsletters, letters and faxes. The following guidelines for development apply:

- The intranet should be the primary source for communication with everyone within the University.
- Email should be used for communication of a more individual nature.

EXTERNAL COMMUNICATION

One of the main channels for external communication is the university web site, www.hj.se.

Other web sites are also important channels for the University. One example is the national SAFARI data base for information about research. Research financiers often require a web site for their supported projects.

Internet and Intranet transmitted information shall be kept current.

M E M O

Joint University Communication

This memo is a separate supplement to the communication policy of the University.

1. Who makes statements on behalf of Jönköping University?

- issues concerning the board or administration: the President of the University
- all issues: the President or in his/her absence the acting President
- in his/her roll: the Head of Information, the Head of Development, the Controller
- within his/her area of operation: Department Heads within University Services

Each issue "belongs" to a certain staff member who then makes contact with the mass media and comments on behalf of the University as a whole. For example, the Head for the Information Center for Entrepreneurship (ICE) must be able to comment on what the centre means for the entire University.

2. Press Releases

The Head of Information is responsible for all press releases in the name of Jönköping University.

3. Web presence and other electronic media

The Head of Information is responsible for all joint university sections of the web sites.

The Head of Information is responsible for all joint university pages on the intranet.

The responsibility for participation in electronically available compilations of information arranged by others is judged case by case. For example, it is important that the University participates in the national research database, but the responsibility for individual research projects and programmes rests with each separate project/programme leader.

4. The Personnel Magazine *Högskriften*

The President is legally responsible for *Högskriften*.

Högskriften is also distributed externally and is therefore a channel for external communication as well.

5. Joint University Marketing

Programme and course catalogs, advertisements, exhibition participation, student ambassadors and the international brochure are all examples of joint marketing conducted by the University. The Head of Information is responsible for any such marketing.

6. Joint University Events

The Head of Information is responsible for public university events like inaugurations and promotions. These are important opportunities for communication.

7. Certain other channels of communication

- The President is responsible for official comments, material for governmental plans, etc.
- The Head of Information is responsible for the printed version of the annual report and pocket folders of facts.

8. Emergencies

In case of an emergency, use the telephone list available on the intranet. The Head of Information is responsible for keeping this call-list updated.

9. Remaining Communication

The Head of Information is responsible for the University's communication and its development. For communication issues affecting the University as a whole, the Head of Information serves as an advisor and provides information as to who is responsible for each aspect of communication. However, a certain responsibility lies with each member of staff. For example, information of interest should be provided to those responsible for communication, who in turn should seek such information, advise as to how to communicate, etc. All department heads have further responsibility to inform their own personnel.

The execution of what one is responsible for can be delegated; however, one can not delegate the responsibility itself.

MEMO

Writing Guidelines

This memo is a separate supplement to the communication policy of the University.

1. In General

There are two sources of ground rules for written Swedish: *Svenska Akademiens Ordlista* and a publication of the Swedish Language Committee known as *Svenska Skrivregler* or its equivalent.

2. Terminology Standards

The term *Jönköping University* stands for the entire seat of learning, i.e. the President and others in the University Administration, the individual schools: the School of Health Sciences, the School of Education and Communication, the School of Engineering, Jönköping International Business School, University Services as well as certain boards and committees. Normally this expression also includes the owner, the Jönköping University Foundation, its board as well as the boards for the separate Schools and University Services. In certain cases, it may also be appropriate to include the students when one speaks of this seat of learning. Nevertheless, one should not include the Jönköping Student Union in such a way that it is perceived as a part of the seat of learning on an organisational level - the students' union is an organisation in its own right.

The School of Health Sciences, the School of Education and Communication, the School of Engineering, and Jönköping International Business School, should be referred to as *Schools*. Jönköping University should be called a seat of learning or quite simply a *university*. The expressions education and research company, University Services company, and the fact that the university legally is a group of limited companies with a foundation as owner should only be used when the form of organisation is of interest.

The above mentioned names for University Services and the Schools are abbreviations of the full names and used for example with logotypes. The names in their entirety include the words *in Jönköping AB*. The names should not be abbreviated further, especially where external communication is concerned. Instead, texts should be reformulated so that the names are not repeated too often. If one must use abbreviations, the accepted versions are JU for Jönköping University or the seat of learning, HHJ for the School of Health Sciences, HLK for the School of Education and Communication, JIBS for Jönköping International Business School, ING for the School of Engineering and US for University Services. In this context, it should be noted that *Höskriften* is also distributed externally.

To indicate both the seat of learning and an individual school expressions like "The School of Engineering at Jönköping University" are used. To indicate that one is situated in Jönköping "longer abbreviations" are used like "the School of Education and Communication in Jönköping."

Naturally any reformulation of the names which changes their meaning is prohibited.

Jönköping University has its operations clearly divided into three branches: undergraduate and master studies, research and Ph.D. studies, and commissioned work. Commissioned work is in turn composed of two parts: Contract Education and other contract/commissioned work. The latter includes consulting, development commissions and many other assignments.

The Swedish terminology that separates the seats of learning into university and university college has changed and will change in the future. There are already combined forms such as with Luleå University of Technology. Often using the word seat of learning works well. The National Agency for Higher Education groups universities and colleges under the terms seat of learning with Ph.D. studies and seats of learning with basic higher education (undergraduate and master) studies (Annual Report 2002).

Over the years, the seats of learning which were initially founded in Jönköping and many other cities in 1977 have been alternately called new, regional and middle-sized universities and university colleges. These terms should be avoided.

M E M O

3. Strategy and Goals

Jönköping University strives to reach what is known as a *university-like balance* between branch operations at each separate school. At present only Jönköping International Business School is somewhat near achieving such a balance. For example, the Ph.D. exam can only be given at JIBS.

The University works with four *fundamental concepts* for development. Three of these are connected to a long-term *ambition* to be a leader nationally and respected and renowned internationally. These include:

- focus of operations on chosen areas
- co-operation with the surrounding community in all operations
- extensive international activities.

These ambitions apply to each, individual School and therefore to the University as a whole. Ambitions and expectations can, however, be higher than the general ones above. For example, Jönköping International Business School already leads the Nordic countries within its focus of entrepreneurship and renewal of industry, aimed in particular at small and middle sized companies, and now has the higher ambition to be the leader in Europe.

To express the focus of the entire university, we can use the words "learning, renewal and development". It is best to also include the focus of the three Schools in order to be concrete. Observe that the three fundamental concepts mentioned above are actually only of interest if one also communicates what the level of ambition is. To use a point format or something similar and then write in the level of ambition under each separate point however leads to tiresome repetition.

The fourth fundamental idea is organisational.

- Schools with clear individual identities which together build up the academic environment with support from the University Services ("Schools in co-operation").

This organisational idea demands that certain attention be paid to communication. At Jönköping University, the Schools have stronger individual identities than that of other schools here in Sweden. For example, each School has its own logotype, and none of the schools have the traditional academic organisation of departments. It is natural to call attention both to the schools and the University as a whole when communicating externally.

4. Languages other than Swedish

In keeping with the fundamental concept about extensive international activities, many written documents must be made available in English. Often additional information is added to make the message clearer. In policy documents and the like, one can use footnotes to explain that which Swedish readers would automatically know. In the context of marketing and the like, it is often more simple to rewrite a text, providing more context and fewer details.