



Umeå University

EUEREK Case study, Sweden

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ROYAL INSTITUTE
OF TECHNOLOGY

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Introduction

Umeå University was founded in 1965. It is located in northern Sweden, 300 km south of the Arctic Circle and 650 km from Stockholm. A public comprehensive university of 28,000 students and 4,000 employees, Umeå University is a well-recognized magnet for the city and the surrounding region. They have been proactive in building wide consensus in the process of laying out a development path and goals. They market themselves as being dynamic, close to nature, and also as "the Sporting University" (the non-profit IKSU Sports Center located on campus is among the most popular workout facilities in northern Europe).

The university developed over the past forty years from medicine & dentistry programs, and a faculty of philosophy. It is now a fully comprehensive university, with five faculties:

- The Faculty of Arts comprises eight departments, a school of fine arts and three organisations/centres. With seven academic programmes and many free-standing courses, they have some 2,500 students and nearly 400 employees.
- The Faculty of Medicine has 13 departments and 11 academic programmes in medicine, odontology and health care. It is home to 2,860 undergraduate and 450 postgraduate students, and employs 1,020 people, including approximately 500 teachers or researchers.
- The Faculty of Social Science is composed of 14 departments and 10 divisions, and is also responsible for three schools: the Umeå School of Business, Umeå University School of Sports & Health, and the Umeå University School of Restaurant & Culinary Arts. The faculty employs 900+ lecturers, researchers, and technical /administrative staff, and has 5,600 students.
- The Faculty of Science and Technology includes 10 departments, 2 institutes (Umeå Institute of Technology & Umeå Institute of Design), 8 research centers, and nearly 6000 students.
- The Faculty of Teacher Education is Umeå's newest faculty; it has approximately 3000 students and 160 lecturers & researchers.

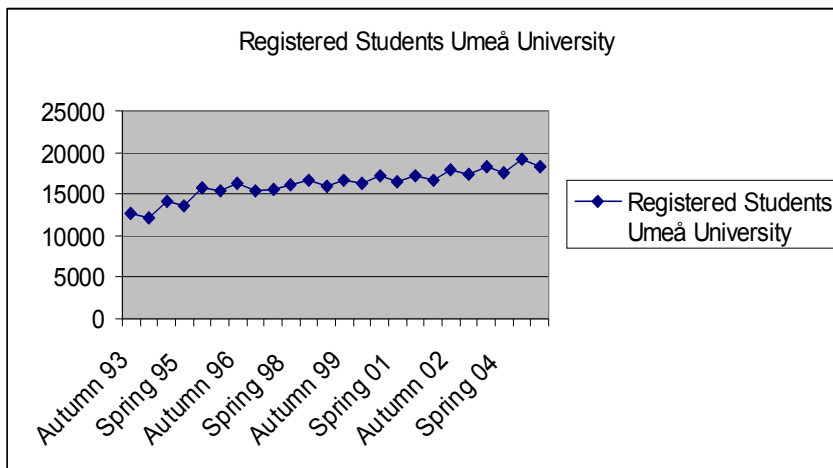
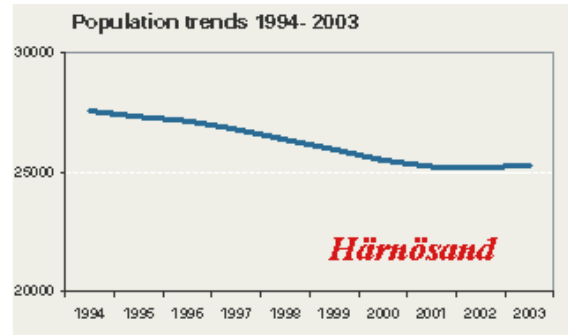
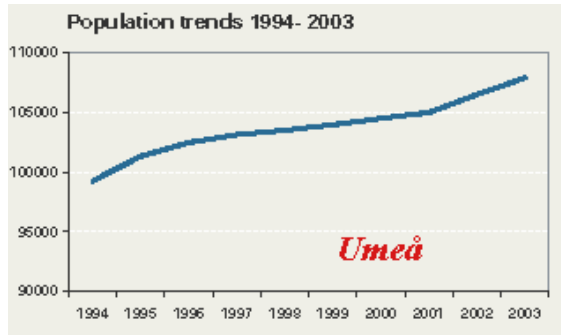
Umeå University was founded as Sweden's 5th public national university after Uppsala (1477), Lund (1666), Göteborg (1954) and Stockholm (1960).

Of Sweden's 16 special national graduate schools, two are based at Umeå University:

- The Graduate School in Teaching Methodology
- The Graduate School in Gender Studies

The City of Umeå had been keen to attract Sweden's fifth university for some decades before the final decision was made to locate the campus in Umeå. There had been discussion that a new university should be founded in northern Sweden, but Umeå was considered a second choice to Härnösand. A member of Sweden's national parliament from Umeå, Gösta Skoglund, was reportedly highly active during the 1950s in lobbying for support of Umeå. According to all accounts, the city has greatly blossomed since the foundation of Umeå University in 1965.

The fact now is that Härnösand now is suffering from depopulation, while Umeå's population has doubled in the past forty years, largely thanks to having the university as a magnet for growth.



Net Registered Students, Umeå University

	Part time	Full time	Total			Part time	Full time	Total
Spring 05	5624	12730	18354		Spring 99	3652	12310	15962
Autumn 04	5562	13724	19286		Autumn 98	3662	12973	16635
Spring 04	5033	12599	17632		Spring 98	3531	12506	16037
Autumn 03	4954	13378	18332		Autumn 97	3490	12072	15562
Spring 03	4916	12557	17473		Spring 97	3888	11475	15363
Autumn 02	4632	13289	17921		Autumn 96	4179	12084	16263
Spring 02	4289	12373	16662		Spring 96	4346	10985	15331
Autumn 01	4060	13219	17279		Autumn 95	4527	11276	15803
Spring 01	4144	12405	16549		Spring 95	4052	9603	13655
Autumn 00	4274	12892	17166		Autumn 94	3925	10222	14147
Spring 00	3945	12290	16235		Spring 94	3296	8854	12150
Autumn 99	3696	12927	16623		Autumn 93	3184	9438	12622

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

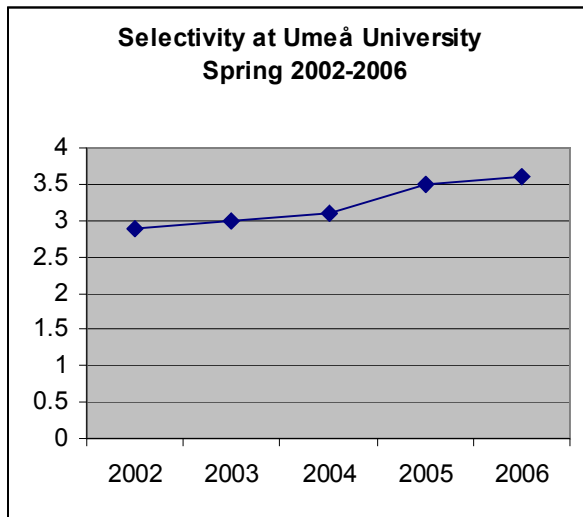
During the 1970s Umeå gained a reputation for being radical and activist, a so-called "red university." That reputation has now been displaced by deliberate repositioning. One thing Umeå has sought to be known for is its nearness to the great outdoors: for health, sport, and the

environment. An effort to attract elite athletes to the Umeå University School of Physical Education and Sports has meant that the university is often in the news, and associated with top athletes. To people in other Swedish universities, this type of marketing by association may seem superficial or minor, or even unseemly, but Umeå seems to have shrewdly positioned itself nicely in the minds of the general population.

Umeå University: Selectivity

	term	Applicants Sökande	Available Places Platser	Competition rate for each place Söktryck	
				at Umeå	national average
Entry to all programs (totals)	Spring 2006 VT06	2236	613	3,6	3,2
	Autumn 2005 HT 05	6587	3610	1,8	2,3
	Spring 2005 VT05	2407	681	3,5	3,4
Summan av alla utbildningspgm.	Autumn 2004 HT 04	6264	3515	1,8	2,2
	Spring 2004 VT04	2029	664	3,1	3,4
	Autumn 2003 HT 03	5732	3374	1,7	2,1
	Spring 2003 VT03	1956	644	3,0	3,1
	Autumn 2002 HT 02	5912	3271	1,8	2,1
	Spring 2002 VT02	1619	556	2,9	3,5
	Autumn 2001 HT 01	5714	3040	1,9	2,2

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



The most selective programs in Sweden (in terms of competition for admission) are courses that clearly are practical and vocationally-oriented. It must be remembered that most students, as yet unemployed, are investing time, energy and scarce funds into training of uncertain value. It is reasonable that many seek assurance about the subsequent value of their training and qualification. The only surprise from the Umeå data is the low number of applicants for the Computer & Systems Analysis program. It was explained to us that the 2000-2001 'IT bubble' strongly & adversely affected the region Perhaps this is an artefact of that disruption.

The international dimension at Umeå is still rather undeveloped, but it is improving. A difficulty is in determining the proper comparison. When compared to other cities in northern

Norway, Finland and Sweden, Umeå is very cosmopolitan. But if compared to San Francisco, Singapore or Paris, Umeå is very provincial. They are actively making efforts to better position themselves, through focus on their strengths: their proximity to clean & untamed nature, the pioneering spirit of the local population, the dynamism of the community. Programs such as the focus on elite athletes, and training on the experience industry also integrate with this "healthy & hearty" vision. The marketing concept is that these are people of the far North: tough, resilient, hardworking, but ready to have fun...Join us!

Umeå University admissions to specific programs (recent totals)

		Autumn 2005			Spring 2006		
		Applicants Sökande	Available places Platser	Competition rate for each place Söktryck	Applicants Sökande	Available places Platser	Competition rate for each place Söktryck
Arbets terapeut	Occupational therapy	68	30	2,3	41	30	1,4
Basår	Technical preparatory year	356	283	1,3	50	55	0,9
Biomed.analytiker	Biomedical analysis	36	40	0,9			
Civilingenjör	Master of Science (undergraduate)	240	265	0,9			
Dietist	Dietician				199	22	9,0
Ekonom	Economics	278	195	1,4	126	40	3,2
Högskoleingenjör	Bachelor of Science	174	280	0,6			
Jurist	Law	381	80	4,8			
Kandidat	Bachelor of Arts	421	250	1,7			
Läkare	Medicine	609	79	7,7	345	79	4,4
Lärare	Teaching	752	635	1,2	207	30	6,9
Magister	Master's studies	971	757	1,3			
Psykolog	Psychology	232	35	6,6	243	42	5,8
Receptarie	Pharmacy worker	149	50	3,0			
Sjukgymnast	Physiotherapy	328	35	9,4	170	35	4,9
Sjuksköterska	Nursing	346	120	2,9	233	105	2,2
Socionom	Social work	481	120	4,0	402	120	3,4
Studie- o yrkesvägledare	Study & vocational guidance counsellor	82	60	1,4			
Systemvetare	Computer & systems analysis	34	115	0,3			
Tandhygienist	Dental hygienist	80	25	3,2			
Tandläkare	Dentistry				212	45	4,7
Tandtekniker	Dental technology	53	16	3,3			
Teolog	Theology	12	20	0,6	8	10	0,8
Yrkehögskoleexamen	University-level vocational degree	504	120	4,2			

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

Umeå University	Exchange & international students: incoming and outgoing IN- OCH UTRESANDE STUDENTER NETTO				
	Incoming	Change from prior year	Outgoing	Change from prior year	Incoming / Outgoing
2004	414	+22%	259	+8%	160%
2003	340	+4%	240	-1%	142%
2002	326	+12%	243	-32%	134%
2001	291	-10%	358	+10%	81%
2000	323	+20%	324	-8%	100%
1999	270	-7%	351	-8%	77%
1998	289	+47%	383	+16%	75%
1997	196	--	330	--	59%

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

Umeå has a huge number of international links. But both the city and the university are ambitious to better position themselves for forthcoming trends of increased mobility and globalization. Some of their bold plans are contained in the *Program to Promote*

Internationalisation at Umeå University 2003-2008 (Confirmed by the University Board 18 November 2002; p. 4):

"All students should benefit from internationalisation regardless of their program of study. Those educated at Umeå University are to receive, in addition to a high-quality academic education, good professional, language and cultural awareness so that they can successfully operate in international environments. All students who are interested in and qualified to study abroad will have an opportunity to do so. Opportunities to experience an international environment at home will be available to those students who cannot or do not want to study abroad."

Finance

Umeå 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	1905542	1853698	1752947	1628082	1543838	1393512	1383529	1318146	1354707	2120526	1427008
Income from county council appropriations Intäkter av landstingsanslag				59222	58127	58165	54128				
Income from fees and other payments Intäkter av avgifter och andra ersättningar	384452	358813	302733	260250	283549	250811	219847	157310	320436	230478	133522
Income from other allowances, subsidies & grants Intäkter av bidrag	506826	478883	459755	459166	359377	369391	344131	375028	171739	442844	275531
Financial (deposit / investment) income X1 Finansiella intäkter	19526	29639	35248	33588	28204	20223	24008	22583	32419	54904	27811
work income total A Summa verksamhetsintäkter	2816346	2721033	2550684	2440308	2273095	2092102	2025643	1873067	1879301	2848752	1863872
Costs											
Verksamhetens kostnader											
Personnel costs Personalkostnader	1716940	1622121	1534694	1422484	1314051	1209133	1145230	1101536	1077129	1522652	934124
Office space overheads Lokalkostnader	282091	285856	270476	240124	237870	219759	212715	201911	205609	310053	206861
Clinical educ & research Ers t landsting/kommuner för klinisk utb och forsk	222394	212992	206740	193903	153540	152126	186086	183674	160144	361490	
Other operating costs Övriga driftskostnader	518169	502476	472309	426404	437257	404222	351608	306869	334479	452381	481591
writeoffs & deductions Avskrivningar	127585	116289	104231	92766	96226	83223	96592	117238	37699	86270	34852
Financial costs X2 Finansiella kostnader	6753	9053	13021	10194	9910	8481	8613	9964	9662	14506	5599
work costs total B Summa verksamhetskostnader	2873932	2748787	2601471	2385875	2248854	2076944	2000844	1921192	1824722	2747352	1663027
Result											
Verksamhetsutfall											
results of activities (from 1999, A - B) Verksamhetsutfall	-57586	-27754	-50787	54433	24242	15158	9404	-60745	31822	61002	178633
Årets kapitalförändring											
capital value change over year (1998 & earlier, A - B) Årets kapitalförändring	-57800	-32268	-48494	54486	24242	14562	24807	-48125	54579	101400	200844

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)

As a rule, no tuition is charged to students directly, even to visiting foreign students. So the percentage of university students whose studies are funded by the Swedish state is more than 99%. In a very few cases, however, programs aimed at non-Swedish students have been allowed to charge "administrative fees" representing marginal costs accrued by an institution in offering a course. Though this is rare, some examples follow. The Stockholm School of Economics offers an International Graduate Program that leads to an MSc degree in International Economics & Business, and they levy administrative fees of 108,000 sek (€11,400; three semesters at 36,000 sek each; student association & other costs not included). The new one-year SSE MBA program costs 300,000 sek (€31,600). Stockholm University designed an International Executive MBA program that bypasses individual tuition by only offering training to those whose company will pay fees (which can be charged for external commercial services or for contract teaching); in this case, the program costs 210,000 sek, or €22,000. The Stockholm School of Economics has a two-year part-time Executive MBA that costs 406,250 sek (about €43,000). In contrast, an MBA course at Blekinge Institute of Technology costs nothing.

Swedish State Educational Compensation for the 2005 budgetary year

Följande ersättningsbelopp (kronor) skall tillämpas för budgetåret 2005

Educational field	Utbildningsområde (Swedish designations)	Annual compensation per full-time student		Annual compensation for successful full-time study		Total compensation per successful student year
		Ersättning per helårsstudent		Ersättning per helårsprestation		
		€	sek	€	sek	€
Humanities, Theology, Law, Social Sciences	Humanistiskt, teologiskt, juridiskt, samhällsvetenskapligt	€ 1,812	17,217	1,785	16,958	€ 3,597
Natural Sciences, Technology	Naturvetenskapligt, tekniskt	€ 4,572	43,431	3,939	37,421	€ 8,511
Pharmacy	Farmaceutiskt	€ 4,572	43,431	3,939	37,421	€ 8,511
Health Care	Vård	€ 5,078	48,241	4,398	41,783	€ 9,476
Dental Health	Odontologiskt	€ 4,199	39,893	4,892	46,471	€ 9,091
Medicine	Medicinskt	€ 5,675	53,908	6,902	65,572	€ 12,577
Teaching ¹	Undervisning ¹	€ 3,315	31,490	3,904	37,086	€ 7,219
Other ²	Övrigt ²	€ 3,836	36,441	3,116	29,602	€ 6,952
Design	Design	€ 13,535	128,583	8,247	78,342	€ 21,782
Art	Konst	€ 19,215	182,547	8,250	78,372	€ 27,465
Music	Musik	€ 11,677	110,932	7,383	70,141	€ 19,060
Opera	Opera	€ 27,828	264,364	16,647	158,146	€ 44,475
Theatre	Teater	€ 26,909	255,635	13,403	127,329	€ 40,312
Media	Media	€ 27,460	260,874	21,997	208,971	€ 49,457
Dance	Dans	€ 18,925	179,788	10,457	99,343	€ 29,382
Physical Education	Idrott	€ 9,862	93,688	4,564	43,356	€ 14,426

€1= 9.5 sek (2005-07-01 midyear exchange rate)

¹ Utbildning inom det allmänna utbildningsområdet samt övrig verksamhetsförlagd utbildning.

² Avser journalist- och bibliotekarieutbildningar, praktisk-estetiska kurser inom bl.a. lärarutbildning med inriktning mot tidigare år samt utbildning vid Grafiska institutet/Institutet för högre reklamutbildning vid Stockholms universitet.

Regleringsbrev för budgetåret 2005 avseende Gemensamma bestämmelser för universitet och högskolor m.m. Riksdagen har beslutat om anslagen till universitet och högskolor m.m. för budgetåret 2005 (prop. 2004/05:1, utg.omr. 16, bet. 2004/05:UbU1, rskr. 2004/05:124). Utbildningsdepartementet; Regeringsbeslut 8; 2004-12-16; Ekonomistyrningsverket U2004/5173/DK (delvis) <http://webapp.esv.se/statsliggaren/document.asp?regleringsbrevId=7465&visningTyp=1>

Various types of private organizations are allowed to offer higher education in Sweden and to receive compensation from the Swedish state for doing so. (In such cases, their plans, reports and results must be filed in a very similar manner to the national public universities). Different study courses receive differing set amounts of state subsidy; the sums are standard throughout the country, and are renegotiated annually.

As with some other European countries, the question of who should fund higher education is a sensitive issue. The nation pays substantial subsidies in continuing to offer a tuition-free system. Yet many feel that these are reasonable expenditures, and unavoidable when following the higher goal of providing equality of opportunity, and access to higher education for all segments of society. Moves have been made recently to study the assessing of fees to non-EU students, but no decisions have yet been made. There are many arguments for and against such fees for external students; some say such mobile students fill courses that otherwise would train Swedish students; others claim that Sweden needs far more international students, however they are funded.

If programs cannot charge tuition, and both student numbers and compensation levels are inflexible, it would seem that there is not much room for creativity in boosting revenues. But this is not the case. Some of the more novel efforts in the humanities and social sciences are to develop joint courses or programmes with more highly compensated disciplines; this not only boosts revenues, but teaching services also can be billed at the higher level. We were informed of new projects at Umeå University that were termed entrepreneurial for doing this successfully. One of the entrepreneurial dimensions of Umeå is that external or commissioned education is substantial: twice the national average (10.8% of the total budget, compared with 5.4% for universities nationally). This high rate of fee-paying external courses is due to various factors in addition to university entrepreneurialism: there is less competition in the external education field in Umeå compared with Stockholm, for example, and the fact that the area is on the periphery of Europe may drive investment demand for future-oriented knowledge transfer.

Mission, priorities, principles

University mission

In Sweden a university's mission is defined by law. Since the Higher Education Act of 1977, Swedish universities have been responsible for education, research, and also "informing society about research." But revisions in the Higher Education Act in 1996 were more explicit and interactive for the last case, designating that universities should "co-operate with the surrounding community and inform about its operations" ("samverka med det omgivande samhället och informera om sin verksamhet" SFS 1996:1392), thus requiring collaboration with society. Sweden's universities now are thus required to pay attention to this so-called "third task" (in Swedish, "tredje uppgiften"). This is not simply an outflow, or a trickle down effect, but a development resulting from interactive dialogue. University Boards have been made deliberately more pluralistic. While university outreach activities are rising, some companies proactively are seeking to build liaisons (and intellectual property relationships) in the universities. But each locality has its own strategy. Many argue, however, (and it was regularly mentioned spontaneously in our interviews) that this cooperation with society is not necessarily something wholly distinct from education and research; it may rather be a grounded way of handling education & research, and infusing education and research, so those activities are responsive and interactive with the wider world.

University priorities

Sweden's universities have been slow to adjust to internationalization and the Bologna Process, but pressure has been building for change. At all levels, the forward-looking statements on Umeå University speak of internationalization, dynamism, and the regional development dimension of university operations.

All Swedish universities have mechanisms for generating consensus among key constituencies. The highest organ at each university is the University Board of Directors, which by law is composed of members appointed by the national government from among outside interests and business, as well as members representing the faculty, and student body representatives. The Vice-Chancellor of Umeå University is also on their Board. Nationally in the past, representatives of personnel organizations / unions were guaranteed Board representation; now they only have the right to attend and take part in the board meetings.

The university community in Umeå has been proactive in building wide consensus in the process of laying out a development path and goals, including a "Vision for Umeå University, 2010" via their (attached) *Development Programme for Umeå University*.

Umeå University perhaps has been more entrepreneurial than many of its fellow Swedish universities due in part to its geographic isolation. On the northern frontier of Europe, they need to work hard or they will be forgotten. At the same latitude and with a similar climate to Reykjavik, Iceland, there is a pioneer mentality common in the region. In contrast to Stockholm or southern Sweden, this northern Swedish region is sparsely populated and often physically distant from collaborators. Cutting-edge and high-technology industries exist in the region, sometimes as offshoots of Umeå University, but most major multinationals are rather poorly represented - their Nordic or Northern European offices are likely to be in Stockholm or perhaps even further away in Denmark or in Germany.

In general, the Swedish are direct and down-to-earth people; in this northern region more so. Residents here may have an entrepreneurial edge in naturally avoiding overemphasis on form over function. There is general disdain for bureaucratic poppycock and that which Blackburn (2005) termed the "evil of schoolmasterly pedantry, appropriate to drumming grammatical exactitude into schoolchildren but unlikely to foster an imaginative, exploratory, experimental cast of mind."

Umeå has been in the news recently (PChemma 2006) for its innovative use of podcasting to disseminate information around campus and to interested people in the region. While the technology itself is in use elsewhere around the world, it is noteworthy that Umeå attracts attention by being a 'first mover' among Nordic region universities for using such technology.

The Norrland region of Sweden comprises the northern 58% of the country. It is 242,735 km² (93,720 miles²) in size, almost exactly the size of the United Kingdom, with a sparse population of 1.2 million people. The region has been important for its forestry and mining industries, steel, and energy. There are still semi-nomadic Sami people doing traditional reindeer husbandry in many parts of Norrland. There recently has been an expanding emphasis on IT, healthcare and biotechnology industries. There is much interest in better positioning the region to attract and develop future knowledge-intensive industries as well as to increase tourism. The population is well-educated and technically astute; the population centres are well-connected, with good transport and communications infrastructure. Nonetheless, the Northern Norrland region has been classified Objective 1 for EU Structural Funds; it thus can

be said to be a depressed part of Sweden and the EU (though per capita GDP is in fact slightly higher than the Objective 1 cutoff of 75 % of EU average). Many of the smaller settlements are suffering from outward migration as people (especially younger people) move to Sweden's larger or more southern cities; within the region, Umeå has become a magnet for inward migration (leading to nearly a doubling of Umeå's population).

The Swedish National Union of Students (SFS) recently named Umeå as the "2006 Student City of the Year" for its steady work in seeking better to suit its growing student population, and to bring a student perspective to all levels of local life.

Some of the municipalities around Umeå have banded together for better positioning themselves as a single labour market. Their umea.nu website explains local demographics as follows:

"The university's establishment in the 1960s heralded the beginning of a substantial increase in population. In a little over 40 years, the number of residents has just about doubled - from 54,417 to almost 110,000 by the end of 2004.

It's estimated that the population will increase by 700-800 residents per year for the next five years. By 2050, the city's population will be about 150,000.

Economic growth is following the same pattern. The magazine Affärsvärlden, which bases its calculations on total wage increases, reported that economic growth in the Umeå region between 1990 and 2003 was 29.7% (33.5% for the city alone), making it the sixth fastest growing economic region in the country. In 2003, the region grew by 2.4%, more than any other metropolitan area in the country."

Perhaps the most important dimension to this is that the growth of the Umeå region has taken place in spite of (and partly has been a cause of) steady depopulation among the great majority of Sweden's northern communities.



Outreach

A special characteristic of the university is with its outreach activities. There is a Summer University, which is otherwise uncommon in Sweden. Courses are being successfully conducted in many municipalities around Sweden's far north. Distance education is a focal activity, with 400 programs enrolling 7,000 students. There are Umeå University satellite campuses, educational & research programs in Skellefteå, in Lycksele, in Örnsköldsvik, and in Kiruna.

An example of the ideas behind these broad-based efforts can be seen in the "Project Vision 2008 to shape Örnsköldsvik" - developed by a regional municipality in direct response to depopulation pressures. It is representative of competitive thinking in this northern part of Sweden (though perhaps more systematic and outward-looking than many places in having successfully put together substantive networks of key stakeholders, created a logo, publicity materials, a website, and substantive goals). They are 500 active people seeking to create 2000 new jobs, "and to have more people moving into than leaving the municipality by the target year of 2008." (<http://www.ornskoldsvik.se/sprak/english.4.1169fb2fff4f12f8a800017983.html>):

"The goal for our area group 'Education for future needs' is to develop Örnsköldsvik as a region of knowledge and expertise. This is being achieved mainly through the development of, and collaboration between, Mitthögskolan (Mid Sweden University) and Umeå University. The goal is that all training and education courses will have an international perspective. Advanced professional training within carefully selected areas is one feature of the further development of Örnsköldsvik's education opportunities. The project groups consist of: Representatives from commercial and industrial life and from the Chamber of Commerce, Örnsköldsvik's Industrial Group, Företagarna (The Federation of Private Enterprises), Näringslivskontoret (Office of Business and Industry), Mitthögskolan (Mid Sweden University), Umeå University, the Students' Union and others.

Our project groups in the principal area of 'Living conditions for our younger inhabitants' are working on promoting the well-being of the region's youth by improving opportunities for them in different areas. Part of our work is to encourage the younger people themselves to become involved in issues related to entertainment and pleasure, education, student activities, leisure pursuits and hobbies. One of our main concerns is the need for a youth meeting place in the city centre.

Five project groups are working to create more employment and improve the collaboration between trade and industry and schools:

- *The business group* is working to develop the skills and expertise in companies and to create networks. One result of this group's work has been the organisation of an advanced management training course. Another aspect of the group's work is the development of small-scale enterprises and also the creation of a credit guarantee society.
- *The establishment group* provides assistance and service to new companies that are moving to Örnsköldsvik with the aim of establishing themselves here.
- *Women's enterprise* arranges mentor programmes and further education for developing networks and works to support and encourage women with their business enterprises.
- *The job alliance* works with employment opportunities for those moving to the area. This network comprises some 50 companies collaborating to help find various positions of employment for newcomers, whose spouses now work locally.
- *The entrepreneur group* works to improve the entrepreneurial climate in the municipality. One major result of the project group's co-operation is 'Portalen'. Here, under one and the same roof, new businesses can find the support and the expertise they might need during their start-up."

In the Örnsköldsvik municipality of 56,000 inhabitants, about 1,000 are studying at Umeå University's Örnsköldsvik campus. As with other Umeå campuses, they make much of the fact that good student housing is guaranteed (a point that is often a serious problem in Stockholm and other large Swedish cities). Many of Sweden's universities market their closeness to nature, the outdoors and sporting / leisure possibilities. Sweden in general prides itself on the possibility of a wholesome lifestyle, clean air & water, and nearby wilderness.

Umeå university is reportedly concerned with being competitive in attracting students. A large percentage of students from elsewhere in Sweden attend university in Umeå (nationally the highest amount with the exception of Uppsala, which draws many commuters from across their border with nearby Stockholm). It is difficult to determine the competitiveness of academic posts. In terms of professor's median salary, Umeå is 3% lower than the Swedish average (Swedish Association of University Teachers, SULF data).

The locations of these satellite campuses is also interesting in becoming magnets for innovation and competing programs; Skellefteå, for example, has combined into a multi-university 'Campus Skellefteå' - offering programs from four higher education providers: Umeå University, Luleå University of Technology, the Swedish Agency for Advanced Vocational Education (Kvalificerad Yrkesutbildning), and Skería Utveckling.

A leader in distance education

In terms of electronic learning and distance education, Sweden universities are cooperating via a national *Swedish Net University*, exchanging information, know-how, and jointly providing a search platform of course offerings (<http://www.netuniversity.se>). The project offers 2600 courses, including about 150 in English, from 35 universities and university colleges. Registration is with each individual provider; some require a physical attendance component; and as with regular courses in Sweden, no tuition is charged. To give some idea of relative activity in this field among our cases, (as of 2005-12-04) Umeå lists 124 such courses, Lund 93, KTH 41, and Jönköping 16. As already mentioned, Umeå University's distance education overall (including satellite campus activities) has 400 programs enrolling 7,000 students. Umeå claims that it is the largest such provider in the Nordic region.

The Swedish state has wide ranging ways to coax or direct change in universities, in part because they pay many of the costs. Universities are not allowed to charge student tuition. The result of this is that some of the levers for reform available in other nations do not exist in Sweden.

Bolstering professionalism in External Relations

One of the biggest agents of change, and a point of considerable contention at Umeå University, is the ENS (Enheten för näringsliv och samhälle; External Relations at Umeå University). This office collaborates with key outside businesses and with public offices such as the County Administrative Board (Länstyrelsen, Västerbottens län). ENS was designed to operate as a single large doorway to activities taking place at the university. Their foundation was a top-down decision championed by Umeå University's Board of Directors. ENS is assisting with a growing number of business development projects to the benefit of the university, the researchers, the community of surrounding business, and ultimate customers. There has been some resistance to their being positioned as the inward and outward gateway to the university, in contrast to the previous *ad hoc* arrangements where each and everybody developed their own interaction. The unit employs 42 people, with regional representatives at the three satellite campuses in Lycksele, Skellefteå and Örnsköldsvik, as well as in Brussels. Their main offices are located in the centre of the university campus in a modern, new facility purpose-built as a base for up to 120 workers (this is the University Liaison Building / Samverkanshuset). But most of the ENS budget is assessed to the various departments; and it was clearly reported to us that some would prefer to spend their money elsewhere. The organization is still quite new, founded in its present form in 2003, and perhaps would benefit from improved efforts at internal marketing, most specifically with better explaining (or offsetting, or at least disguising) their costs as assessed / imposed in the departments. We were told that "The assessment of

ENS costs, being shared among faculties with already small budgets, might be better solved." It still remains to be seen if the single portal idea will be successful or not, and it is impossible for us to disaggregate the antagonism raised by their billing, from resistance to their other innovations. As a major developing center of entrepreneurship at the university, most certainly ENS should be carefully monitored and analyzed.

Umeå Plant Science Centre (UPSC)

Many of our contacts at Umeå mentioned the Umeå Plant Science Centre, UPSC, as an example of an entrepreneurial organization. The Umeå University Vice-Chancellor (*Rektor*), Professor Göran Sandberg has been an instrumental factor in its development as a highly-regarded international centre of research and development in plant sciences, genomics, etc., with strong links both to local industry and to a worldwide network of top-level academic and commercial laboratories. The Centre has reportedly been very successful in attracting world-class researchers to Umeå, and has excellent research results as well, bringing Umeå considerable positive attention. The centre is characterized as being "cutting-edge" with substantial critical mass in a healthy international environment. Certainly the marketing materials for the centre and its programmes are highly professional.

Case study quotes, Umeå

(transcribed / translated)

The EUEREK consortium decided upon a common interview question format for at our case study universities around Europe. Next follow the questions posed, and in italics, key quotes from those interviewed at Umeå.

General details and introductory remarks

Until 1997 the Faculty of Medicine was very small. Since then, we took over training for nurses, occupational therapists, physio-therapists, bio-medical analysts from the county council and our size doubled. In 1998, we incorporated odontology into the Medical Faculty. We have 2500 students, 450 post-graduates, 750,000,000 SEK budget of which 250,000,000SEK is external.

The Business School has 1500 students of 28,000, but with 50% of the university's exchange students and 60 exchange agreements. From 2005, we offer a Bachelor's degree taught in English and 4 new programs from 2006. We have 6 MA programs and an MBA in sustainable management.

There was a huge competition among northern Swedish regions to attract this university. The university has had a great local impact: the city has grown from 50,000 to become 110,000 residents.

There are 6000 students in the Faculty of Technology – Natural Sciences; there are 8 MSc degrees in branches of engineering. There are extensive links with other regional campuses in Kiruna, Gällivare, Paella, and much is done via distance education.

6. Mission and strategy

6a) To what extent is the university's mission and strategy influenced by state policies or by its systematic positioning and to what extent is it self determined or adopted for the purpose of fulfilling particular institutional objectives?

Umeå began weakly, and added our technical dimension to compete with Luleå. We successfully lobbied for expansion to become a full-fledged university. (U1)

One cannot administer development within a field of research. The researchers are often following their own way (often following money). (U2)

Our mission is given by the State by university law. With strategy we have much more freedom. We are working with the region and active outreach. Goals (mål) have a growing influence. (U4)

There's much greater research competition; compared with elsewhere, humanities are sometimes more narrow, focused on individual interest. Many feel that researcher autonomy and intellectual potential are threatened. Humanities must now prove they can be useful. (U5)

The university is self-determined, and competing in an international arena. There is emphasis on strategic positioning. Great people make good research. (U6)

There is a yearly report to the government. Visits to industry are also reported. Interaction is important for attracting students. Umeå has a wider catchment area than other Swedish universities (52% of students are from outside the area). (U7)

6b) Has this changed over the last decade?

The university changed the faculty's format 10 years ago. This department gets 24% of its budget from the Research Councils. We refine the goals and strategies annually but basically emphasis is still on researchers and their interests. (U2)

With 1994 implementation of the 1993 reforms, strategy became more important. (U4)

There is more of a fight for external funding. (U6)

More money is linked to the 'triple helix' model. (U7)

6c) If so, can you identify the factors which have influenced the change: state policy, market forces, internal dynamics, or external economic or social factors?

Our international links have improved our stature and our ability to better position ourselves. Sweden now has 39 universities and university colleges, and we must be able to compete. (U1)

We have identified hotspots and are working on positioning. (U2)

There is competition for student recruitment. Some believe international competitiveness is more important, rather than regional development. Our triple helix co-operation involves businesses and the county, city, and nearby municipalities. (U4)

Social demands: interpretation of violence, criminality, intercultural blending; there is no refuge in academia. (U5)

Funding in part is a validator. Researchers also compete for faculty-financed research time. (U6)

Government working through market forces. (U7)

External economic factors. (U8)

7. Governance and organisational structures

7a) What changes in governance, organisational structures and decision-making have taken place over the last decade?

In terms of co-operation with wider society, our structure has changed considerably. Do we need a special house for collaboration? This bypasses/parallels the faculties. The medicine and technical faculties use it, the social sciences don't. (U1)

Do we need the Brussels liaison office? (U1)

We are developing a group to share expertise for applying for FP7 projects. (U1)

Governance should be collegial there should be no top-down governing for research. In 1968, it was decided that all post high school education should be administered by the national government but nurses and some other health workers were not changed. (U2)

We've made allowances for more independence. We have a three-level system and the different level leaders are much more responsible and accountable. (U4)

In practice there has been centralization although there have been moves to decentralization. Decisions have been pushed down but there is too little flexibility to truly lead. After being elected for three years, the prefect or dean makes decisions, but then must drop down again to join colleagues. Academic leadership is ambiguous. (U5)

The organization has shifted to larger departments (in 1996 there were 15 or 16 departments, now there are 10). (U6)

Seven years ago the Pro-Rector for External Affairs was appointed. Ten years ago these functions employed 10 people, now there are roughly 60 people. ENS has come to be part of the university administration. Uminova Innovation and Uminova Invest are important. The university is part-owner of an ethanol pilot plan. (U7)

[Comment: Regular mention was made of projects and functions for which units were billed; those outside the central administration seemed to resent that they had little control over such costs.]

7b) Are these changes a cause or a consequence of the development of entrepreneurial behaviour at the university or have they been initiated by the state?

We have had good results with EU structural funds objective one but we have been less competitive for general ones. (U1)

The Board of the University changed from that run by teachers to government appointees. Since 1993, we've been more open to society. The trade union representative was taken away

from the Board. The Chairman of the Board is no longer the Vice-chancellor, and there are a majority of external appointments. Students are always represented. (U2)

Young universities are more dynamic. Perhaps we mistrust the establishment. (U3)

State influence. (U5)

Developed in response to the demands of the former Vice Chancellor. (U6)

This has nothing to do with the state. We have developed good Alumni Relations. We have good University Licensing Officers and Development Directors. (U7)

The fundraising consulting firm Brakeley assisted with a 3-year efficient fundraising system that was the best in Sweden. We used prominent people such as people from the Board of ABB, etc., and raised 60 million sek. (U7)

The municipality was a strong-driver of projects in the mid 1980s. This has now fallen off somewhat. As of mid 1985 in Sweden, there were 144 science parks. Local government (Länstyrelsen), the county administration of Västerbotten and the Chamber of Commerce are great hopes. (U8)

7c) Could it be said that there is an entrepreneurial organisational culture at your university, or in particular parts of it (units, departments) (in that case which ones) or is it your opinion that such a culture does not exist?

There were many doubts at Umeå's start up; it has been important to be active, and to lobby. (U1)

Medicine has an entrepreneurial climate and is quite integrated. Many work as private doctors or dentists, others work and operate small businesses. The Faculty is not encouraged to go out. The Medical Department has a spin-off effort 'Incubator'. We've had ethics Boards since long ago on the Helsinki Declaration. Overall, Umeå is not very entrepreneurial, lots of training for the public sector. (U2)

It's difficult to find support poor for a truly new idea. We're proud of our newly developed program in Strategic Entrepreneurship with Hanken, Denmark, to launch in 2006. (U3)

We have an entrepreneurial leadership culture: the new VC very much so. Some departments or units are driving to develop, some less so. (U4)

Entrepreneurialism is not yet general but it is growing. There's a need for more internationalization such as courses in English to fit the Bologna Process. Administrative details such as acceptance letters, etc. are still done in Swedish. Admissions are handled centrally through VHS. The new rector is very entrepreneurial and eager to work with the humanities and arts faculties. (U5)

The business faculty seems to be a good example. It becomes a question of survival. After being examined it is necessary to move on; if an internship can be found for some months, it becomes possible to stay on. (U6)

Yes – but not in the Humanities. Unrealistic? (U7)

There is growing entrepreneurial culture due to lack of money. (U8)

8. The funding base

8a) What are the sources of non-core/non-state budgeted funding and how have they developed?

Eklund Fonden.

We have our own foundation in the Medical Faculty which raised 4.5 million in donations. (There's another at the Business School). (U2)

More and more funds are from competitive evaluation. Of our three billion SEK total, 1.1 billion is educational grant, 700-800 million is faculty funding, 1.2 billion is external. (U4)

Structural funds have squeezed out FP6 and FP7. We have a university-wide group trying to organize the learning process to make good applications. Lund and Uppsala Universities have more of the 'ancient' funds for travel, etc. (U5)

Göran Sandberg at UPSC; SSF application; scientist contacts are global, and there is effective outreach to many people elsewhere. Kempe and the Wallenberg Foundation have been good; the latter sponsored some expensive equipment (Nuclear Magnetic Resonance Machines) (U6)

Other than 'core' funding, 40% of total budget is external funding. Sources are Västerbotten County, the EU, Kempe, Objective I EU Structural Funds, etc. (U7)

8b) What impact have these resources had on the university's academic and organisational structure?

External funds are critical to our research. (U2)

We have been drawing funds to the north of Sweden. Funds are vital for research. We've had some linking centers: the Swedish University of Agriculture and our Plant Science Center do good research with extensive funding. (U4)

There is little or no development money. The reform requiring four years full funding for doctoral students was well-meant, but has become a bottleneck and a limiting factor. (U5)

Some spillover effects. (U6)

ENS is spearheading a group discussing how to organize EU funding. Faculties must carry the cost, however, so they are famously resisting. (U7)

8c) What academic or financial risks, if any, were involved in particular ventures?

There is exposure when using external funds. You may need to lay-off people. The Wallenburg Foundation provided money for expensive bio-tech scientific platforms, but we've had to make a budget to pay for maintenance. (U4)

There is no strategic risks funding pot; seed money is needed. (U5)

Older, less experienced researchers are perhaps being laid-off; the profile of UPSC is changing. Some people lose stability if hired onto an external grants budget. (U6)

There is much short-term money to be had. The Structural Funds of 128 million sek is going to suddenly evaporate. The North Sweden Office in Brussels is costly. (U7)

8d) Have any ventures failed? If so, for what reason?

We're now 27 departments and units. We have some shared staff. (U1)

Relations with Ericsson deteriorated. When times were good, students left the university because they didn't need a degree to get a good job; but now the IT crash has meant problems. (U6)

The small places where we have satellite campuses have limited local talent; only a few courses can be offered. (U6)

Umeå Miljö Högskolan failed; it was based on the environment, but poor profiling and bad management, led to its complete failure 8 years ago. (U7)

8e) Is external funding (non-core funding) for particular activities used to cross-subsidise other academic activities or is it planned to do so?

400,000 SEK/year for four years for competence development has been distributed. The Department of Sociology may be the richest: they are a strong research organization and they can deliver cost-efficient results and assist others. The Department of Informatics was very successful to the year 2000, but collapse of the IT sector gutted their budget and they need to find a new profile. (U1)

Equipment is good for other projects or teaching. Research Faculty can be used for teaching. (U4)

Schedule reallocation; 'buy time' (U5)

We get some positive spillovers from foreign students. The Umeå Plant Center (USPC) has been very successful, perhaps it is the best post-doc center outside the USA this year. The Institute of Design is also excellent. (U6)

Risks are very small. (U7)

9. The development of new knowledge from entrepreneurial activities

9a) Have you got any illustrative examples of how new knowledge has been developed from entrepreneurial activities?

Demographic database on medical history is unique: Government provides support of 20 million SEK per year (200 million SEK spent thus far) working with church records. The Kiruna Initiative has been successful to some extent but it is difficult to find good workers who want to be there. (U1)

We've developed new products and new ways of care. We are near to a Lyme disease vaccine. We've done important research on malaria but it is non-profitable. (U2)

Internal training of leaders has become extensive from three years ago. These courses are open to everyone. We've more English language education but general information for our international faculty is lacking in English. Throughout the organization people are pressing the boundary. (U4)

Our cultural analysis program is much needed though many don't know it. We have developed a program on the experience industry. We've made media relations courses: How to handle hard questions. 'Northern Education/Sami' can be sold well but there are administrative bottlenecks. (U5)

Co-operation with industry can truly supplement academic life and career. (U8)

9b) Have these activities been generated by bottom-up or top-down initiative (or both)?

ENS narrowly defined entrepreneurship as outside the humanities. (U5)

ENS has been top-down but identified with any one leader. It focuses on application; the interface of science and technology. We are providing the know-how of contact and interaction management. There are 42 people within ENS. (U8)

A course in Pharmacy was run under request from Apoteksbolaget, who originally promised to hire all its graduates; but there arose problems with the firm, and they didn't hire anyone. Some IT-driven courses received funding from our program development budget (local outreach, also two or three distance education programs). (U6)

9c) Was the driver primarily academic or primarily financial (or both)?

Mostly academic (can't get rich on it). (U2)

We've had a fund-raising campaign with top Swedish industrial leaders. ABB CEO Göran Lindahl headed this, but then the IT bubble collapsed. This was directed at big companies not alumni. (U4)

Architectural education has attracted new art and design inputs. The program in civil engineering has a special course on rebuilding & renovation. (U6)

9d) How have they been financed?

We've seed money at the University Board level, and moving some to the faculty level. We've 9 million SEK strategic money. The Board administers 8 million and the Vice-Chancellor, 1 million. We now are boosting these funds by 6.5 million and plan to further increase this central fund to between 30 and 50 million SEK; we've a goal this should be one percent of budget. (U4)

Two hundred thousand SEK labor market analysis. (U5)

9e) If funding was made available, where did it come from and was it competitive?

We are trying in future for alumni funds. We have an alumni contact database but the culture is hard the tax rules don't allow deductions for donations. (U4)

Cross-disciplinary courses draw more student funds from government than if they were humanities courses. (U5)

10. The dissemination of knowledge

10a) Apart from regular teaching, what steps does the university take to organise the dissemination of knowledge (through teaching, short courses aimed at external audiences or otherwise) in accordance with the demands of employees and others outside the academic world?

We had special weeks for the 40th anniversary. We have a photo museum. (U1)

We publish in scientific magazines; we have an open day 'Day of Research'; we distributed a general book on prostate cancer. (U2)

Open days; drawing-in outside speakers; generating local contacts. (U5)

Local industry is resistant to academia. We offer free continuing education for teachers that has been popular (400 attending). We have collaboration with companies and business /technology programs (När Kontakt). (U6)

11. Mechanisms for exploitation of knowledge/knowledge transfer

11a) What mechanisms have been created for the exploitation of knowledge/knowledge transfer?

Uminova, Uminova Holding, ENS seem to have been successful since their establishment in the early 1980s. (U1)

We've developed our distance education, it has low entry barriers. We have outreach campus and work with the regions to develop courses where there are needs. This is part of the regions strategic plans. We've developed outside patents and ENS has been a top-down initiative. (U4)

Fundraising from big firms. (U5)

Uminova Innovation; ENS. (U7)

We had a Liaison Office and Science Park Uminova, and UNICUM in 1987. (U8)

ENS is one door instead of many. We are a bridge to society. The University Board was a driver to form ENS and revamp Uminova Innovation in 2003. Uminova Innovation takes a capital position with firms it assists. It is 90% owned by the university and 10% owned by SLU. (U8)

11b) How successful have they been?

The Design School has been working with the car industry. The Business School is important: they are looking for EQUIS accreditation. (U1)

We have an incubator but no holding company yet. We are trying to build a profile. We have press releases every day of what we think is 'newsworthy'. (U2)

The Business School is encumbered as part of the Social Science Faculty. We've a good level of independence much more freedom than a department but still have centralized rigidities: how to recruit professors, salaries to be paid, etc. is limited. It is difficult to develop selectivity. (U3)

We have a pragmatic dean: many see the need to face modern society but many others resist. (U5)

International benchmarking & evaluation has been very good. The Vinnova Incubator attracted IRC (Intellectual Rights Center) which was placed in Umeå. (U7)

We have set-up new companies connected to research. We are sharing the risks. Almost all ventures are in bio-tech. We pay for some development costs. We do a 'researcher check', help them make business plans, and can provide 50/50 financing. (U8)

11c) Has the external climate, e.g. the political, legal and administrative situation encouraged the exploitation/ transfer of knowledge?

Yes!

HumLab idea in 2000: the faculty board resisted, but ultimately OK. (U5)

Encouragements? Innate Pharmaceuticals spinoff (bought by Astra Zeneca); Eumetrics; Univex. (U6)

There have been some dramatic changes. Government has followed; some activities fall between the Ministry of Education and the Ministry of Trade. We need more good examples that are both highly ranked in research and excellent with 'third mission' outreach. (U7)

12. Competition

12a) In what fields or ranges of activities does the university compete with other universities and/or enterprises and for what?

We compete for students and research funding, especially with Luleå and Mitt-Universitet. Örebro University drew many new students away. (U1)

We're involved in both collaboration and competition. We support open research but of course compete for research money. (U2)

Luleå and Umeå try to co-operate together. We have some natural synergies. (U4)

Linköping is mentioned regularly as a competitor. Our strengths include: digital heritage; participatory media; electronic literature; digital art; activities at the intersection of humanities and IT. (U5)

Customers and the departments are buying our services so we need to be responsive. (U8)

Biomedicine! Also, the engineering group IVA is looking at the university of the future. We offer prizes for research, and sometimes to teaching. We need to better link 'third stream' outreach activities to outputs as a teacher and researcher. (U7)

[Comment: There was little or no sense of resentment over the need to compete; perhaps those interviewed have come to feel this is a necessity - futile to resist.]

12b) Is there any evidence that competition encourages or discourages new developments?

There is inflexibility but we have attracted some international celebrities; this has helped departmental outreach. (U5)

We are a positive driver but ENS has only been here two years. (U8)

13. Human resource management

13a) What changes, if any, to reward systems have taken place and how have they affected staff behaviour?

There are clear criteria for salary. (U1)

We are very, very bad at reward systems. Departments get rewards but not individuals. (U2)

We use success has a criteria for salary. We look at how people perform and we monitor the market because good people have potential to go elsewhere. (U4)

Awards and prizes have great symbolic value. (U5)

One big change is simply the mentality that can consider incentives. (U6)

Recognition can lead to colleague envy. We hope people can develop a sense of generosity. (U8)

13b) Have these changes enhanced or hindered an entrepreneurial approach to academic/financial activities (the search for or creation of new economic resources)?

Salaries at Stockholm University and Umeå are the worst in Sweden. (U1)

Our outreach and information are integrated into education and research. (U4)

We hope to do alumni fund-raising and also develop alumni recognition mechanisms. (U8)

14. Inhibitors to entrepreneurial behaviour

14a) What factors could be said to inhibit entrepreneurial activity at the institutional or the individual staff member level - state regulation, history and tradition, (or culture) organisational, budgetary or any other?

Outside work is allowed but discouraged. Umeå has still not completely grown away from its "red color." (U1) (as a base for anti-capitalist activism)

Unions are inhibitors as is location (distance to pharmaceutical companies). (U2)

There are many bureaucratic and managerial obstacles. (U3)

Culture is an inhibitor. There is too much comfort. The State restricts our activities and we wish for more autonomy. There is too much administrativia. The career path from PhD to professorship is sometimes murky. Chalmers and Jönköping have more freedom with human resources. (U4)

There are legal limits on extra subsidies. There is a rigid academic culture in the humanities. (U5)

Nothing notable. (U6)

We need more rewards. There is great time pressure (increased when chasing for money). We have no time to be entrepreneurial, especially if professionally it doesn't count. These activities are & should be incorporated into research & teaching, but need to be better linked in order to be considered 'merits.' (U7)

Business and industry need to be better primed to take advantage of university-based opportunities. Needs arise at various times so solutions must be fluid. (U8)

[Comment: People spoke to us quite freely during the interviews, seemingly with little concern for confidentiality. Yet there are disincentives to sharing information, and proprietary dimensions to organizational operations that strategically perhaps should be hidden. That this was not apparent might reflect a highly-sophisticated system, but more likely it is the case that many Swedish academics and administrators do not recognize the potential value of their enterprise, and as such, do not adequately protect it.]

14b) Are there rigidities whose removal would encourage greater entrepreneurialism at institutional or individual level?

There's been a sell-out on ethics and academic norms. (U5)

To take away the 'teacher's exception' (teachers now own their intellectual property) will be a disaster. (U7)

Success stories are very important. (U8)

The assessment of ENS costs, being shared among faculties with already small budgets, might be better solved. (U8)

Additional comments

It would be good to make every student an entrepreneur. We need to think of how to integrate entrepreneurship into general education. (U4)

EUREK Sweden Team: Bruce Henry Lambert, Aljona Sandgren, Görel Strömqvist

Entrepreneurship is a hot topic. We really need to generate new alternatives with applied research. Early career people may be more receptive. (U8)

Interviews completed at Umeå University, Autumn 2005 (in alphabetical order)

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Kvalitetssamordnare, Planeringsenheten

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Pro-Vice Chancellor (External Liason)

Mrs. **Ulla-Maria Granåsen**
Project Manager/Seller
Projektledare/Säljare
Uminova Innovation AB (Inc.)

Svante Lampa
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Kanslichef, fakultetskansliet för Medicin och odontologi

Professor **Britta Lundgren**
Dean, Faculty of Humanities
Dekanus, Humanistisk fakultet,

Dean **Agneta Marell**
Docent (Associate Professor)
School of Business, Social Science Faculty

Senior Lecturer **Eva Norling**
Universitetslektor
Chairperson, SACO-council, elected union representative, negotiator academic salaries etc.
Ordförande, SACO-rådet, förhandlare av anställningsvillkor, löner etc.

Elisabeth Nyberg
Regional coordinator (also responsible for applied research & enterprise-research cooperation)
External Relations, Enheten för näringsliv och samhälle

Dr **Jan-Erik Ögren**
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Universitetsdirektör
Chairperson, Uminova Holding

Professor **Ulf Wiberg**
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Dekanus, Samhällsvetenskaplig fakultet

Göran Wikander
Director of the Technical-Natural Science Faculty Office
Kanslichef, Teknisk-naturvetenskaplig fakultet

Foundations, firms & organizations affiliated with Umeå University

(Stiftelser, bolag och organisationer med anknytning till Umeå universitet)

Source: http://www.umu.se/umu/om_umu/organisation/stiftelser.html

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Telefon: 090-71 14 00

[Idrottsklubben Studenterna i Umeå \(Iksu\)](#)

Postadress: Box 7092, 907 03 Umeå
Telefon: 090-17 08 10

[The Interactive Institute/Q-Life](#)

Postadress: Box 7964, 907 19 Umeå
Telefon: 090-18 51 30
Föreståndare: Torbjörn Johansson

[Shop Umensis](#)

Telefon: 090-12 80 82

[SLU \(Sveriges lantbruksuniversitet\)](#)

Postadress: 901 83 Umeå
Telefon: 090-786 58 00

[Sommaruniversitetet](#)

Sommaruniversitetets kurser administreras av Umeå universitet.

[Statens institut för ekologisk hållbarhet \(IEH\)](#)

Postadress: Box 7980, 907 19 Umeå
Telefon: 090-786 93 00
Direktör: Ola Engelmark

[Stiftelsen Gene fornby](#)

Postadress: Bäckagården, 892 43 Domsjö
Telefon: 0660-537 10
Ledamot för Umeå universitet: Bozena Werbart (suppleant Thomas Larsson)

[Stiftelsen Lars Färgares gård](#)

Postadress: Umeå universitet, 901 87 Umeå
Telefon: 090-786 50 00
Ordf: Rektor Inge-Bert Täljedal
Sekreterare: Håkan Lindkvist

[Stiftelsen natur- och kulturvårdsleden i Umeälvens dalgång](#)

Intressenter: Umeå kommun, Umeå universitet, SLU, Länsstyrelsen, Vattenfall, markägare
Postadress: Umeå Fritid, 901 84 Umeå
Telefon: 090-16 23 57
Ordf: Bengt-Olof Karlsson
Sekreterare: Rabbe Sjöberg <rabbe.sjoberg@umea.se>

[Stiftelsen studenthälsan i Umeå](#)

Postadress: Box 7656, 907 13 Umeå
Telefon: 090-786 90 50

[Stiftelsen Universitetshallen](#)

Postadress: Box 7088, 907 03 Umeå
Telefon: 090-17 08 10
Ordförande: Gunnel Gustafsson
Vd: Jan Aman <jan.aman@iksu.se>

[Studentprästerna](#)

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[Teknikbrostiftelsen i Umeå](#)

Postadress: Box 7984, 907 19 Umeå
Telefon: 090-15 48 34
Ordförande: Anders Eklund, Skellefteå
Vd: Maria Wallin

[Totalförsvarets forskningsinstitut \(FOI\)](#)

Postadress: 901 82 Umeå
Telefon: 090-10 66 00

[UmanGenomics AB](#)

Postadress: UmanGenomics AB, c/o Balticgruppen Pionjär AB, Box 489, 901 09 Umeå
Telefon: 090-71 80 90
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[Uminova Holding AB](#)

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Telefon: 090-786 50 00
Ordförande: Lars Johansson
Vd: Sune Karlsson

[Uminova Innovation AB](#)

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Telefon: 090-15 49 62
Ordförande: Nils-Eric Öqvist
Vd: Nils-Olof Ekholm

[Universitetshälsan](#)

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Umeå University: summary facts

<http://www.umu.se/umu/eng/about/facts.html>

Five Faculties:

- [Arts](#)
- [Medicine](#)
- [Science and Technology](#)
- [Social Sciences](#)
- [Teacher Education](#)

Seven University Colleges:

- [Umeå Institute of Design](#)
- [Umeå Institute of Technology](#)
- Umeå School of Environmental Studies
- Umeå School of Fine Arts
- [Umeå School of Business](#)
- Umeå University School of Physical Education and Sports
- Umeå University School of Restaurant and Culinary Arts

Total students: 28,080

Undergraduate Studies:

- 26,689 students
(61 percent women, 39 percent men)

Post-graduate Studies:

- 1,391 active research students
(52 percent women, 48 percent men)

Personnel (as of Dec. 2004):

- 4,246 employees (2,235 women, 2,011 men), equalling 3,899 fulltime posts
 - 1,611 teachers/researchers incl. 272 professors
 - 1,580 technical/administrative personnel

Finances (budget year 2004):

- Receipts: SEK 2,816 m
- Costs: SEK 2,874 m

Campus size (Dec. 2004): 228,100 m²

International co-operation:

- 403 international contract students arriving
- 201 contracts students leaving for other countries
- 270 courses and 22 master's programmes taught in English
- 290 partner universities in 46 countries

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------(Statistical data follows)-----

Further Statistical Data

Umeå University Personnel Numbers (Umeå universitet)

(full time equivalents / heltidsekvivalenter)			Male	Female	Total
Administrative personnel	(Administrativ personal)	2004	468,9	166,1	634,9
"	"	2003	467,4	159,1	626,5
"	"	2002	462,0	147,3	609,3
"	"	2001	428,9	132,9	561,8
"	"	2000	407,0	134,0	541,0
"	"	1999	392,0	128,0	520,0
"	"	1998	499	163	663
"	"	1997	463	170	633
"	"	95/96	420	115	535
"	"	94/95	425	120	545
"	"	93/94	417	104	521
Library personnel	(Bibliotekspersonal)	2004	60,7	25,5	86,2
"	"	2003	62,0	26,2	88,2
"	"	2002	67,9	24,3	92,2
"	"	2001	66,4	23,5	89,9
"	"	2000	63,0	28,0	91,0
"	"	1999	67,0	25,0	92,0
"	"	1998	74	25	98
"	"	1997	68	24	91
"	"	95/96	66	20	86
"	"	94/95	64	20	84
"	"	93/94	65	17	82
Technical personnel	(Teknisk personal)	2004	311,1	368,1	679,2
"	"	2003	309,7	379,0	688,7
"	"	2002	307,2	340,6	647,8
"	"	2001	282,8	328,5	611,3
	(Teknisk/övrig personal)	2000	340,0	264,0	604,0
"	"	1999	349,0	277,0	626,0
"	"	1998	313	203	516
"	"	1997	334	230	564
	(Teknisk personal)	95/96	389	286	675
"	"	94/95	386	280	666
"	"	93/94	394	281	675
Custodial staff	(Lokalvårdare)	2004	78,8	8,0	86,8
"	"	2003	85,0	8,4	93,4
"	"	2002	89,2	11,0	100,2
"	"	2001	89,4	8,5	97,9
Doctoral research students	(Forskarstuderande)	2004	306,0	238,1	544,0
"	"	2003	318,6	259,6	578,2
"	"	2002	294,0	282,9	576,9
"	"	2001	253,0	241,6	494,6
	(Anst. som Doktorand)	2000	241,0	255,0	496,0
"	"	1999	227,0	267,0	494,0
	(Doktorandtjänster)	1998	246	272	518
"	"	1997	204	268	473
"	"	95/96	170	263	433
"	"	94/95	147	235	382
"	"	93/94	124	212	336
Total teachers	(Summa Lärarpersonal)	2000	469,5	805,0	1274,5
"	"	1999	449,5	801,5	1251,0
Teachers	(Lärare)	1998	475	841	1316

	"	"	1997	356	821	1177
	"	"	95/96	362	829	1191
	"	"	94/95	355	822	1178
	"	"	93/94	323	810	1133
Other teaching staff	(Övr. underv. personal)		2000	142,5	149,0	291,5
	"	"	1999	132,0	125,3	257,3
	"	"	1998	107	109	216
	"	"	1997	97	138	235
	"	"	95/96	56	62	118
	"	"	94/95	68	60	128
	"	"	93/94	52	46	98
Guest / Part-time teacher	(Gäst/Timlärare)		2004	3,2	4,2	7,4
	"	"	2003	1,7	2,3	4,0
	"	"	2002	1,4	2,3	3,7
	"	"	2001	1,5	1,9	3,4
	"	"	2000	1,0	4,0	5,0
	"	"	1999	5,4	11,0	16,4
Junior lecturer	(Adjunkt)		2004	254,6	219,3	473,9
	"	"	2003	262,0	228,2	490,1
	"	"	2002	251,5	225,0	476,5
	"	"	2001	247,9	220,5	468,4
Other research & teaching staff	(Annan forskande och underv. personal)		2004	67,7	98,3	165,9
	"	"	2003	75,0	107,2	182,2
	"	"	2002	77,5	90,9	168,5
	"	"	2001	88,9	96,0	184,9
Limited-contract teachers	(Arvodister)		2004	41,3	42,0	83,4
	"	"	2003	48,1	59,5	107,6
	"	"	2002	45,7	61,5	107,2
	"	"	2001	61,4	66,3	127,7
Post-doctoral assistant	(Forskarassistent)		2004	37,2	53,4	90,6
	"	"	2003	36,9	53,0	89,9
	"	"	2002	33,5	54,0	87,4
	"	"	2001	22,3	49,3	71,6
Lecturer	(Lektor)		2004	162,6	310,8	473,4
	"	"	2003	163,3	308,1	471,4
	"	"	2002	142,2	295,1	437,4
	"	"	2001	139,6	297,8	437,3
Professor	(Professor)		2004	48,1	188,6	236,7
	"	"	2003	40,6	191,7	232,3
	"	"	2002	36,2	189,9	226,1
	"	"	2001	30,9	185,7	216,6

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

Swedish Higher Educ. 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, högskolenyborjare	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, högskolenyborjare (%)	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
% 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 licentiatexamina	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

	2001	13,2	-	16,3	17,2	16,5
	2000	14,9	-	16,3	20,9	19
Indicator or statistic		Nationally	Jönköping	KTH	Lund	Umeå

http://nu.hsv.se/NUController?event=NYCKELTAL_RESULTAT

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. psykoterapeututb.	196	100	9.5				16
Ericastiftelsen	33	100	5.4				14
Ersta Sköndal högskola	774	89	10.9				32
Gymnastik- och idrottshögskolan	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							
Ingesunds 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 EUERЕК cases Reported totals do not match: subtotals add to 302,565; 302,562 reported.
http://nu.hsv.se/NyckeltalController?event=NYCKELTAL_URVAL

Attachment A:

Umeå University. (2004c) *Development Programme for Umeå University*. (includes "Vision for Umeå University, 2010"; Approved by the University Senate 17 December 2003); available online via: http://www.umu.se/umu/eng/utvprog_eng.pdf

Development programme for Umeå University





foreword by the vice-chancellor

Various people have great expectations of universities' and colleges' abilities to help with development. A period of significant change is upon us. The phenomena we see taking place in Sweden reflect those taking place in other industrial nations. Of course, most striking is the fact that college education, in one form or another, is now in demand among ordinary people to an extent never before experienced. The fact that "ordinary people" are actually more often women, at least in this country, is another of the characteristic signs of such changes.

Representatives of society's political organisations – from municipal and regional authorities via governments and parliaments to the EU – want to see more of colleges' direct contributions towards economic and social development and are discussing how best to encourage such development. At the same time, there is a more traditional, academic perception of dream-like opportunities and breakthroughs on various research fronts; if only independent research, driven by curiosity and long-term motivation, could receive sufficient resources. Competition for funding and people – between research groups, universities and countries – is on the increase.

Given this background, we at Umeå University have spent two years implementing a systematic analysis of our hopes and realistic opportunities for the future. This analysis has taken place in project 3 form in such a manner as to ensure that our students and staff have had a

genuine opportunity to assert their opinions. A large number of meetings have been held both within the university's normal bodies and in specially created project groups. All of this has taken place under the overall management of the university senate and its chairman, Lars Anell, with the Vice-Chancellor as the project owner and head of information office Ulla Nordlinder as the project manager. But many, many more staff members from all parts of the university have made it possible to bring this major project to a successful conclusion thanks to their devotion and commitment. I am quite convinced that our resources have been invested wisely.

Certainly, as in many similar contexts, the written results of their efforts may seem to be relatively simple. However, the intensive project work has meant that the new development programme decided upon by the senate on 17 December 2003 is a genuine expression of the university's self-understanding as regards both its vision for the future, and overall strategies for realising that vision. It is my hope that this reborn self-awareness will set free new assets in the form of job satisfaction and creative forces.

“Vision 2010” describes Umeå University's aims for the development of its inner character and position in society over the next six years or so. The idea is for this vision to form the basis for the university's Annual budget and business planning work. The university senate is expected to bring to life the strategies cited in the development programme, within the scope of the annual planning cycle, in the form of specific, measurable objectives and actions for every year.

It is with great satisfaction and expectations for Umeå University that I have the privilege of writing this foreword to the Umeå University development programme. I do so with enormous gratitude to all the people who have contributed in a variety of ways to its creation, and I wish the very best of luck to all the people who will now realise its objectives.

Umeå, 16 January 2004

A handwritten signature in black ink, appearing to read 'Inge-Bert Täljedal', written in a cursive style.

Inge-Bert Täljedal
Vice-Chancellor



vision for umeå university, 2010



respected and committed

Umeå University is an internationally and nationally respected university committed to its region.

We have researchers in all disciplines who are successful in the international arena. We are focusing on developing both new profile areas and areas already established. Top-class postgraduate research with committed tutors paves the way for success both at our own university and out in the world.

Our students know that the education they receive is of top quality. Umeå University is a natural choice thanks to its stimulating environment for study, its close proximity to research and professional life, good lecturers and plenty of access to student accommodation.

Umeå University is an equal opportunities university.

desire for development

Umeå University has an organisation and management that promote the satisfaction and desire for development of both students and staff; the most important driving forces for successful education and research at our university.

We offer a broad range of options and career paths. Inquisitive people with true talent choose us to help them realise their personal and professional aims in life.

Respectful and open discussions between people with various backgrounds, perspectives and skills form the basis for learning, creative power and development.

Our multicultural campus never sleeps; it is home to both serious academic endeavour and social fellowship and high-spirited fun.

success together

We listen – to one another and to our partners. We share our discoveries and experiences and take on board those of others.

Co-operation with other universities, trade and industry, and public organisations in Sweden and throughout the world leads to mutual inspiration and development.

Umeå University brings Europe and the world into Northern Sweden and takes Northern Sweden out into the world.



to realise
our vision
respected
and committed
we must...

... develop our research and postgraduate research.

The basis for everything we do is a culture that centres on objectivity and critical thinking and paves the way for new perspectives.

We must support research that is already successful so that our profile areas can continue to grow, and at the same time draw attention to and stimulate new areas for research that offer great potential. Resources for research and postgraduate research have to be distributed in ways that promote creative and strong scientific environments within all faculties. We must formulate clear plans of action to establish and implement the priorities decided upon.

The quality standards of science are formulated at national and international level. Our operations and distribution of financial resources must be controlled by these standards. We must regularly gauge our scientific competitiveness. The specific criteria and traditions of the various disciplines must be noted when we carry out this work.

Doctoral postgraduates must be given a structured, welcoming introduction to the university. We must work to ensure that they receive the same sense of social security, irrespective of the faculty to which they belong. All postgraduate research must take place in a seminar culture characterised by creativity, a lack of power struggles, security, job satisfaction and equal opportunities. Lecturers must be given the opportunity to reinforce their skills as supervisors and to acquire further training outside of their own disciplines. Communication with and among doctoral postgraduates must be facilitated by means of a shared website and faculty-linked manuals for doctoral postgraduates.

Faculties and departments must develop career paths and a good balance between employment as doctoral postgraduates, postdoctoral researchers and research assistants. These career paths must provide promising researchers with recently defended theses with the opportunities to establish their own research and groups of researchers, as well as reinforcing the opportunities of women to form successful careers in research.

We must stimulate international exchange and co-operation. We must maintain and create new informal and formal networks with other universities, companies and organisations all over the world. Doctoral postgraduates must, to a greater extent, be able to carry out parts of their postgraduate research outside Sweden. We must work together with other parties to develop Umeå into an attractive environment for guest researchers and doctoral postgraduates in terms of the way in which they are treated, their accommodation, social security and access to inspiring leisure activities.

We must market our strategic areas for development to various financial backers of research and acquire the requisite additional financing. All researchers are responsible for applying for grants for their projects. To stimulate and facilitate external financing, not least from the EU, plans of action must be compiled and necessary support resources allocated.

7

... develop our undergraduate courses to focus on students' learning.

All undergraduate studies must take place in close contact with a departmental environment characterised by a scientific attitude. Flexible ways of linking research and courses must be developed with a view to promoting both educational efficiency and scientific quality. Our courses must be constantly assessed and improved in accordance with the university's educational action programme.

We must develop the range of courses we offer in terms of form, availability and content so that they meet the needs of both undergraduate studies and further education and training in lifelong learning. In this work, we must make the most of the opportunities offered by information technology to create courses tailored to individual requirements.

... develop interdisciplinary contact and promote links between different sectors.

Ever since the very beginning, links across subject boundaries have characterised our university and been facilitated by our compact campus. Our links between subject areas create multidisciplinary thinking that opens up new perspectives on research problems and creates stimulating new courses. Students must encounter multidisciplinary approaches starting from undergraduate level.

... create a rational distribution of work which provides maximum resources for education and research.

The most important resource for our university is the time devoted to research, research supervision and teaching. Administrative reform work must be focused vigorously on enhancing this resource.

We must improve our administrative processes by creating simpler procedures, reducing duplicate work, prioritising tasks and lowering the number of infrequent users of administrative systems. We must improve the organisation of the support functions on all levels to create an optimal working method. Our internal resource distribution system must focus clearly on enhancing quality and efficiency. We must provide specific and relevant objectives and follow up administrative reform work.

We must ensure further development of the University Library as a shared resource to provide good access to scientific information. Through training, we must enhance the abilities of researchers, lecturers and students to search and assess this information.

8

... enhance knowledge of and interest in Umeå University among potential students.

We must develop our marketing strategy and new ways of marketing the university to various target groups. The distribution of responsibilities among various levels and units within the university must be specified clearly. We must work actively to reach new groups of students and reinforce our ability to deal with them. This work must take place in co-operation with the municipality of Umeå and other municipalities in which we run programmes.

We must join forces with the student unions, the municipality of Umeå and parties on the property market to guarantee new students somewhere decent to live at the start of term when they receive their confirmations of admission to the university. This work must focus on building student accommodation as near to campus as possible.



... develop our work for equal opportunities, diversity and equal treatment.

Our equal opportunities policy must be revised constantly to ensure active and sustainable endeavours to achieve equal opportunities among men and women in everything we do. Knowledge regarding the lives, work and influence of men and women must be taken into account in a manner which promotes equal opportunities. Positive discrimination, rewards and various forms of support are all instruments which will allow us to promptly achieve equal recruitment of men and women for our courses, and for management positions at all levels.

Greater diversity may involve broader communication, new perspectives and critical examination of conventions. Therefore, we must more actively focus recruitment on enhancing diversity with a view to reinforcing our competitiveness.

All staff must be made more aware of equal treatment issues. Our work against discrimination based on sex, ethnic origin, religion, sexual orientation or disability is central and must be followed up regularly.





to realise
our vision
desire for development
we must...

... view students as fellow players and resources.

10

The fact that students must be represented on decision-making and preparatory bodies is not just a constitutional obligation but also a resource that must be utilised to promote the development of the university. All activities which affect students' education and situation at the university must be based on co-operation between staff and students, and characterised by attempts to ensure mutual trust and responsibility.

We must work actively together with the student unions to bring about more commitment from these unions. All students must be aware of the fact that they have the opportunity – and increasing numbers should have the desire – to take on positions of responsibility within the student unions and the university. Work on implementing the policy for student influence must continue and its results must be followed up.

... make Umeå University an attractive place to work.

Already, it is easy to establish partnerships across subject and departmental boundaries. We must make the most of these unique criteria to bring about a creative and challenging working environment, crucial to the competitiveness of our university. Academic demands for scientific quality and a critical attitude must be developed in harmony with respect for people who think differently, camaraderie and team spirit.

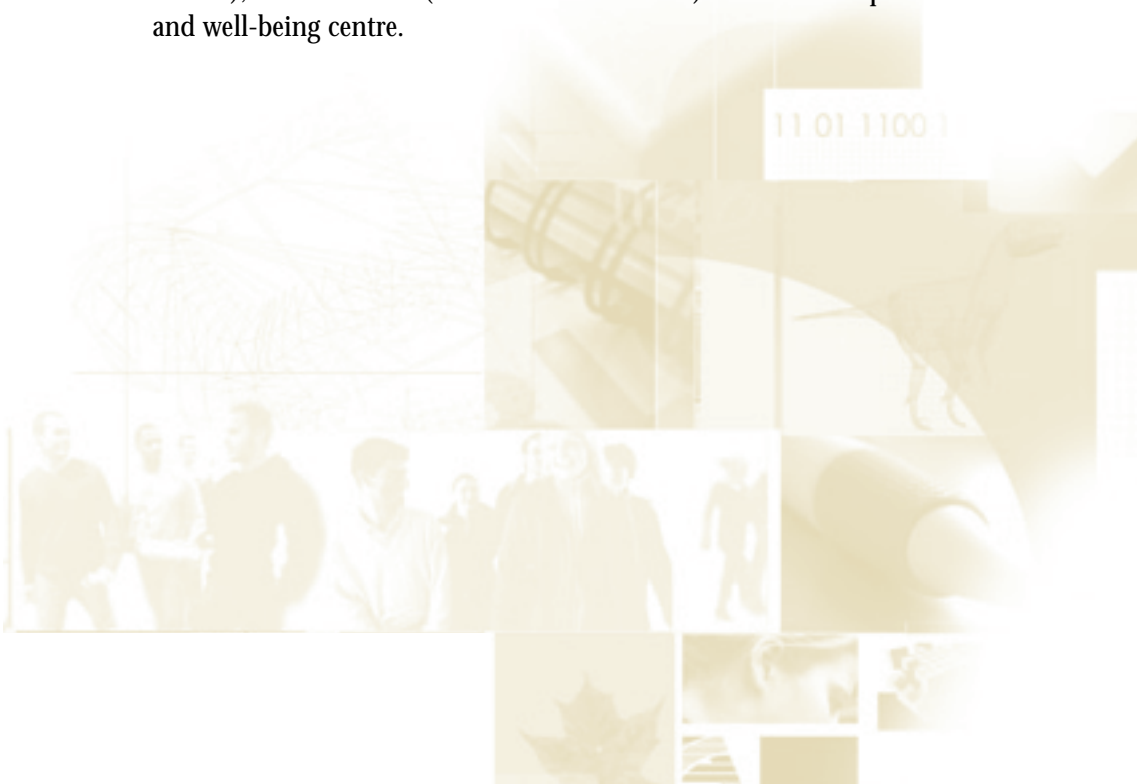
Good communication that paves the way for objective criticism and “difficult” points of view must characterise relations at departments and in conference rooms. By working with attitudes and values, we must develop communication that works well between various operations, groups and levels.

Staff must be able to combine their professional and personal projects in life. Students must receive top-quality education but also opportunities to grow as people. Our university must provide people with a stimulating meeting place.

By actively marketing Umeå University to partner universities, and by creating contacts with other international environments, we will attract both students for undergraduate studies and postgraduate research and lecturers and researchers from all over the world. Active commitment to internationalisation work must be a clear plus for our lecturing staff.

We must analyse what skills are required to allow our strategies to be Implemented, and allocate time to skills development for all staff. Mobility between academic and administrative services and tasks must be encouraged. We must seek to achieve and implement target oriented recruitment of new staff with high skills levels. We must work in co operation with other employers in the region to develop methods for the recruitment of accompanying spouses or partners.

Regular student and staff questionnaires must form the basis of discussions on the form and content of what we do, and be used as part of our constant improvement work. Absence due to illness must be reduced by developing preventive activities to promote good health in co-operation with Universitetshälsan (University Health Centre), Studenthälsan (Student Health Centre) and the Iksu sport and well-being centre.



... develop leadership.

All leaders must work actively to promote equal opportunities for men and women and to encourage a working environment that promotes the satisfaction and desire for development of both students and staff. We must extend our recruitment base by means of training. To make management and leadership more attractive, we must analyse and deal with such criteria as: the length of terms of office, procedures for job introductions and conditions concerning the working environment. Good leadership must be rewarded.

Our decision-making processes must be made more transparent and readily accessible at all levels so that the people affected can exert an influence on the foundations on which decisions are made. We must improve how we implement and follow up decisions made. Our information policy states that everyone is responsible for finding the information required to enable them to do their jobs.

... develop the Umeå University campus.

Academic communication resides on campus, while at the same time serious endeavour is mixed with fun. We utilise the winter environment as an asset to make our campus attractive. We must work in cooperation with other parties to create a broad range of activities, services, culture, entertainment and practical childcare solutions for students, staff and guests at our university. The Iksu centre must undergo further development to make it into a place where people can both keep fit and encounter a wide range of people connected with the university.

The University Library must be extended and undergo further development as an intellectual meeting place and a place for learning. Reading rooms, seminar libraries and computer rooms will be kept open to the greatest extent possible.



to realise
our vision
success together
we must...

... learn from the best.

13

We must reinforce our future competitiveness by means of benchmarking. Universities all over the world face the same challenges as we do as regards research, education, administration and co-ordination with the rest of society. We must maintain an open attitude towards the knowledge and skills being developed in the rest of society, taking on board solutions that others have found to be successful. Therefore, the ways in which we work must focus on quickly and systematically incorporating the best ideas available to us.

... work together with the rest of society.

We take regional responsibility to a greater extent than other universities, encouraging broader recruitment to higher education and providing the labour market with qualified staff. Our ambition to further develop this work, to the mutual benefit of the university and the region, can be realised with the support of the State authorities and the EU.

Umeå University's activities extend throughout Sweden and the rest of the world. We must further develop our position as a driving force in national and international consortia together with authorities, trade and industry and other colleges.



Representatives of various public interests must be offered, to a greater extent, various forms of co-operation with regard to our education and research. Students must be able to complete part of their education through placements with companies and organisations. We must encourage and support lecturers, researchers and students with regard to implementing business concepts. Through its holding company, our university takes responsibility for supporting researchers, from business concepts to commercialisation.

Commitment to our co-operation with others must be viewed as a clear plus point. We must develop opportunities for professionals from outside the university to work with us as lecturers and researchers. Corporate research colleges and visiting professorships are all forms of such co-operation, as are other types of part-time employment at the university.

We must develop a well thought-out communication strategy to increase knowledge of our activities and to reinforce positive attitudes towards them. Alumni and honorary doctors have an important part to play in our work on developing contacts with interested parties in society. We must implement targeted marketing efforts together with municipalities, county councils, county administration boards and other national and international parties.



conclusion

The university senate has previously established a number of policy programmes and plans of action for important elements of the university's various activities. These will not cease to apply simply because the development programme has come into being; instead, they must form the basis for all business planning at department, faculty and university management level together with the development programme. The development programme and other policy documents and plans of action can all be viewed at the Umeå University website.

Umeå University

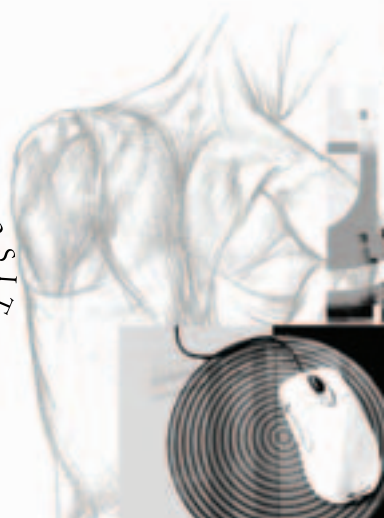
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Attachment B:

Umeå University. (2002c) *Program to Promote Internationalisation at Umeå University 2003-2008*. (Confirmed by the University Board 18 November 2002); downloadable from:
http://www.umu.se/international_office/Pdf/Policy_for_internationalisation_english_version.pdf



Program to Promote Internationalisation at Umeå University 2003-2008

Confirmed by the University Board 18th of November 2002

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Background

Internationalisation means cooperation and exchange over national borders. When Umeå University was founded in 1965, a clearly articulated ambition was to conduct research, graduate training and undergraduate teaching at a level that could be compared to the best available nationally and internationally. Our peripheral geographic location meant that it was important from the beginning to promote cooperation with colleagues and students in other countries. For this reason, Umeå University has a long tradition of international exchange among researchers, teachers and students. Over the years the University has worked to make internationalisation an integrated part of all activities, both in word and deed. This commitment to internationalisation is manifest in a variety of ways, including through agreements signed by us and our many partner universities outside of Sweden. These agreements help to ensure that the activities undertaken at Umeå University can be done in close interaction with the international research and teaching community.

Today, international cooperation is rightfully seen as an indicator of quality and mark of excellence. Internationalisation has become more important because we live in a globalised world in which universities play an increasingly important role as nodes in a knowledge network which links together many different actors. For this reason, Umeå University has decided to raise its internationalisation ambitions even higher. This commitment is reflected in this Program to Promote Internationalisation, which formulates a vision for the future, goals and ambitions for the period 2003-2008, and an overarching strategy designed to realise the goals that have been prioritized for the coming five-year period.

Vision

The overarching goal of the Program is to continually develop all activities at Umeå University to ensure that they are of the highest quality as measured by international standards. Inter-cultural understanding, diversity and the free exchange of ideas is to characterize all activities. The University's ambition is that internationalisation will help all employees and students develop a high level of cultural competence, good knowledge of conditions in other countries, insights about the relativism of one's own situation and values, and respect for democracy and the equal value of all people. A necessary prerequisite for realising these goals is a holistic view of internationalisation. To promote this, the connections among undergraduate teaching, research and graduate training should be clearly articulated and visibly practiced by faculties and departments.

All students should benefit from internationalisation regardless of their program of study. Those educated at Umeå University are to receive, in addition to a high-quality academic education, good professional, language and cultural awareness so that they can successfully operate in international environments. All students who are interested in and qualified to study abroad will have an opportunity to do so. Opportunities to experience an international environment at home will be available to those students who cannot or do not want to study abroad.

Umeå University's teachers, researchers and other employees are encouraged to participate in international dialogue about research, teaching and interaction between universities and society at large. Teachers, researchers and other employees interested in working at universities abroad, either for shorter or longer periods, will have an opportunity to do so. Teaching and conducting research abroad, as well as other efforts to promote and/or participate in internationalisation are to be considered meritorious in connection with hiring and promotion decisions.

Goals and Ambitions 2003-2008

The University's ambition is to formulate and realise both qualitative and quantitative goals for internationalisation. To this end, the following goals are to have been achieved at the end of the 5-year period 2003-2008.

- Every faculty/institution/program will offer courses directed at foreign students/teachers. (These will normally be taught in English.)
- The number of students studying abroad is to increase so that 20% of those who earn a degree at Umeå University will have studied abroad for a shorter or longer period of time.
- The number of incoming exchange students studying at Umeå University is to be about the same as the number of outgoing exchange students.
- The number of teachers/researchers who have worked/are working abroad for shorter or longer periods is to be equal to at least 20% of all those employed as teachers at Umeå University.
- The number of foreign visiting teachers/researchers who have worked/are working at Umeå University for shorter or longer periods is to be about the same as the number of Umeå employees who have worked/are working abroad.
- The activities of visiting students, teachers, and researchers are to be organised in such a way that it promotes internationalisation at home.
- Agreements with foreign universities are to be continually evaluated, and renewed and adjusted to meet changing needs.

The overarching qualitative goal is to conduct internationalisation in a manner that strengthens the connection between research cooperation and teacher and student exchange. What this means in practice is that student and teacher exchanges should be concentrated in fields in which research and teaching at Umeå University are active and successful. In some cases, student exchange can increase the quality of education by giving students an opportunity to take courses that are a complement to those offered at Umeå. In the same way, some incoming foreign students can be attracted to Umeå by courses they cannot take at home, but which complement them.

Strategies

In order to ensure that all aspects of internationalisation are of the highest quality, all those involved in internationalisation must continuously formulate specific tasks to be carried out in order to promote the goals outlined above. Because internationalisation is an aspect of virtually all activities at Umeå University, a continuous dialogue among all parties whose work is affected by these goals must be established. Among those who should interact with the University's Central Leadership for the purpose of promoting internationalisation are faculties, departments, student union organisations, StudentCentrum, the Information Office and the Office of Support Services. At the same time, internationalisation as a specific activity needs to be more visible in order to ensure that the goals and ambitions of internationalisation are not neglected when other high-priority activities are discussed and decisions made.

Internationalisation demands a strategy similar to those used when other cross-cutting quality indicators (e.g. gender equality and quality-control more generally) are integrated with the University's main responsibilities for research, teaching and outreach. A prerequisite for success is the establishment of a dialogue among teachers/researchers, students, administrators and others which functions to promote the University's internationalisation goals. As part of this, an Internationalisation Committee should be created to act as a working group and advisory body for questions about operationalising and implementing the goals presented above.

The Internationalisation Committee is to be composed of vice-deans from each faculty (or other persons appointed by the deans). In addition, students and organisations representing university employees have the right to be represented on the Committee. The University Rector appoints the Committee's chairperson, who must be a professor or docent at Umeå University. The Committee's tasks are to operationalise and further develop both the goals outlined in the Program to Promote Internationalisation and procedures to realise these goals. One necessary step is to develop incentives to encourage teachers, students and others to make efforts to promote internationalisation. Another is the development of an appropriate division of labour among all those affected by the process of operationalising goals and establishing specific measures to realise them. The Internationalisation Committee is also responsible to evaluate internationalisation efforts of faculties, departments and other units and, if necessary, to propose changes and improvements.

A concrete plan that includes further development of both the qualitative and quantitative goals as well as measures to be used to reach them is to be developed by the Committee. The division of both responsibility and labour between and among faculties, institutions, the International Office and other university units is to be addressed in this document. It must also include a timetable specifying when particular sub-goals are to be reached. Other practical issues that should be covered include the dissemination of information internally and externally, the importance of faculty resource persons with responsibility for internationalisation and standard rules and procedures to be used when developing agreements with partner universities. This plan is to be approved by the Rector during 2003.

Faculties and other units are to prepare annual reports that review their progress in meeting the goals outlined in the Program to Promote Internationalisation as approved by the Board of Umeå University and the goals and targets specified in the plan for implementation as approved by the Rector. The Internationalisation Committee is to engage in ongoing discussions about how internationalisation can be developed and, when necessary, to propose changes in the plan for implementation to the Rector.

The University's higher international ambitions and goals can only be realised if additional resources are devoted to internationalisation. The administrative staff for internationalisation should be headed by someone with a doctoral degree and broad experience in internationalisation. This person is to lead and coordinate the work of the International Office and to serve as secretary to the Internationalisation Committee.

Proposal¹

The University Board decides:

- to approve the proposed Program for Internationalisation at Umeå University 2003-2008.
- to establish an Internationalisation Committee to serve as a working and advisory group for questions regarding the operationalisation and implementation of the Program for Internationalisation at Umeå University 2003-2008.
- to increase resources devoted to international cooperation so that internationalisation efforts can be carried out in accordance with the proposed program.

¹ The proposal has been produced by a working group composed of the following people: Professor Gunnel Gustafsson (vice-Rector/chairperson), Division Head Lars Lustig (StudentCentrum/secretary), Senior Lecturer Tommy Olsson (Technical & Natural Sciences Faculty); international secretary Anita Elmqvist (Medicin – Dental Faculty), Senior Lecturer Jan-Erik Jaensson (Social Sciences Faculty), Professor Tom Ericsson (Humanities Faculty), Professor Gaby Weiner (Faculty Board for the Education Faculty), Eva Runvald Bergström (Umeå Student Union), Anders Vestlin (Umeå Student Union for Natural Sciences & Technology), Annelie Magnusson (Student Union Corpus). Eivor Lundgren and Britt-Marie Nordgren of the International Office have also participated in the meetings of the working group.

The group unanimously supports the proposed Program for Internationalisation at Umeå University 2003-2008.

Attachment C:

Formal framework of questions used for case studies by the EUEREK Sweden team, Autumn 2005.

Appendix: Interview format used by EUEREK Sweden Team (English / Swedish)

EUEREK questions / EUEREK frågor

6. Mission and strategy

6. Mål och strategi:

To what extent is the university's mission and strategy influenced by state policies or by its systematic positioning and to what extent is it self determined or adopted for the purpose of fulfilling particular institutional objectives?

I vilken utsträckning är universitetets mål och strategiska plan påverkad av statliga policies eller av universitetets egen systematiska profilering / positionering och i vilken utsträckning är den till för att uppfylla/ genomföra de institutionella målen ?

Has this changed over the last decade?

Hur har detta förändrats under det senaste årtiondet ?

If so, can you identify the factors which have influenced the change: state policy, market forces, internal dynamics, or external economic or social factors?

I så fall, kan Du säga vilka faktorer som har påverkat denna förändring: statlig politik, marknadskrafter, intern dynamik eller externa ekonomiska eller andra samhälleliga förhållanden ?

7. Governance and organisational structures

7. Styrning och organisation:

What changes in governance, organisational structures and decision-making have taken place over the last decade?

Vilka förändringar vad gäller styrning, organisatorisk struktur och beslutsfattande har ägt rum under de senaste tio åren?

Are these changes a cause or a consequence of the development of entrepreneurial behaviour at the university or have they been initiated by the state?

Är dessa förändringar orsakade av eller en följd av ett framväxande entreprenöriellt beteende inom universitetet eller har de initierats av staten ?

Could it be said that there is an entrepreneurial organisational culture at your university, or in particular parts of it (units, departments) (in that case which ones) or is it your opinion that such a culture does not exist?

Kan man säga att det finns en entreprenöriell organisationskultur på Ert universitet generellt eller på vissa enheter eller institutioner (i så fall vilka) eller anser Du att en sådan kultur inte finns ?

8. The funding base

8. Ekonomiska resurser:

What are the sources of non-core/non-state budgeted funding and how have they developed?

Vilka typer av icke-budgeterade (statliga) resurser förekommer vid universitetet ?

What impact have these resources had on the university's academic and organisational structure?

Vilken betydelse har dessa resurskällor haft för universitetets akademiska eller förvaltningsmässiga organisationsstruktur ?

What academic or financial risks, if any, were involved in particular ventures?

Kan man säga att det funnits akademiska eller ekonomiska risker knutna till vissa nya åtaganden ? I så fall vilka?

Have any ventures failed? If so, for what reason?

Har några sådana åtaganden / projekt misslyckats ? Varför i så fall?

Is external funding (non-core funding) for particular activities used to cross-subsidise other academic activities or is it planned to do so?

Används externa resurser särskilt för att understödja/subventionera andra akademiska aktiviteter eller planerar man att göra det ?

9. The development of new knowledge from entrepreneurial activities

9. Utveckling av ny kunskap genom entreprenöriella aktiviteter :

Have you got any illustrative examples of how new knowledge has been developed from entrepreneurial activities?

Har Du några illustrativa exempel på hur ny kunskap skapats genom sådana aktiviteter?

Have these activities been generated by bottom-up or top-down initiative (or both)?

Har den utvecklats via initiativ nerifrån verksamheten eller på initiativ av ledningen?

Was the driver primarily academic or primarily financial (or both)?

Var drivkraften huvudsakligen akademisk (nyfikenhet, sökande efter ny kunskap) eller ekonomisk eller både och?

How have they been financed?

Hur har dessa aktiviteter finansierats ?

If funding was made available, where did it come from and was it competitive?

Om vissa medel tillskjutits, varifrån har de kommit och har man konkurrerat om dem ?

10. The dissemination of knowledge

10. Kunskapsförmedling och spridning :

Apart from regular teaching, what steps does the university take to organise the dissemination of knowledge (through teaching, short courses aimed at external audiences or otherwise) in accordance with the demands of employees and others outside the academic world?

Vid sidan av det gängse undervisningsuppdraget, vilka åtgärder har universitetet genomfört för att organisera förmedling av kunskap (genom undervisning, kortare kurser med externa målgrupper eller en bredare publik) i linje med efterfrågan från arbetsgivare och andra utanför den akademiska världen ?

11. Mechanisms for exploitation of knowledge/knowledge transfer

11. Mekanismer för exploatering av kunskap/överföring av kunskap :

What mechanisms have been created for the exploitation of knowledge/knowledge transfer?

Vilka mekanismer har tillskapats för att exploatera kunskap (knowledge transfer) ?

How successful have they been?

Hur framgångsrika har de varit ?

Has the external climate, e.g. the political, legal and administrative situation encouraged the exploitation/ transfer of knowledge?

Har det externa klimatet – politiskt, rättsligt eller den administrativa situationen uppmuntrat exploatering/överföring av kunskap ?

12. Competition

12. Konkurrens :

In what fields or ranges of activities does the university compete with other universities and/or enterprises and for what?

Inom vilka verksamhetsområden konkurrerar universitetet med andra universitet och/eller företag och om vad i så fall?

Is there any evidence that competition encourages or discourages new developments?

Finns det några bevis för att denna konkurrens uppmuntrar eller hämmar utvecklingen på något sätt ?

13. Human resource management

13. Personalpolitik (human resource management) :

What changes, if any, to reward systems have taken place and how have they affected staff behaviour?

Vilka förändringar, om några, har införts vad gäller belöningssystemen (löner etc.) och hur har dessa förändringar påverkat de anställdas beteenden i så fall?

Have these changes enhanced or hindered an entrepreneurial approach to academic/financial activities (the search for or creation of new economic resources)?

Har dessa förändringar positivt påverkat eller förhindrat framväxten av ett entreprenöriellt förhållningssätt till akademiska/ finansiella aktiviteter (sökande efter, eller skapandet av nya ekonomiska resurser) ?

14. Inhibitors to entrepreneurial behaviour

14. Hinder för företagsamhet/entreprenörsbeteende :

What factors could be said to inhibit entrepreneurial activity at the institutional or the individual staff member level - state regulation, history and tradition, (or culture) organisational, budgetary or any other?

Vilka faktorer kan betraktas som hinder för entreprenöriell aktivitet på institutionell nivå eller på individnivå för akademiker och andra anställda, som t ex statliga regleringar, historia och tradition, eller kultur, organisatoriska, budgetmässiga eller andra hinder ?

Are there rigidities whose removal would encourage greater entrepreneurialism at institutional or individual level?

Finns det några nuvarande regleringar av sådan art att man om de försvann så skulle man uppmuntra företagsamhet och entreprenörskap på institutionell eller individuell nivå och denna skulle därigenom öka ?

Additional comments

Övrigt: