



UPPSALA
UNIVERSITET

UFV 2018/641

Uppsala University: Mission, Goals and Strategies

English version 1

DRAFT – subject to revision

NB! NB! NB!

Work in progress, under revision

An autonomous university at the heart of society

To be able to develop over the long term, a university needs a strong and autonomous role in society. Uppsala University is largely publicly funded, directly and indirectly. The position of the University in society ultimately rests on public confidence in the University as an institution and in the education and research conducted there. This confidence is based on the understanding that our education and research maintain high standards, are conducted with integrity, are relevant and contribute to the development of society.

At the same time, the University needs to hold an autonomous position in society. This is a matter of freedom of action and self-determination. The University needs increased freedom of action so that it can cooperate and collaborate with other actors, internationally, nationally and locally. A further aspect of autonomy is that, to be able to carry out its tasks with integrity and legitimacy, the University must have an independent status in relation to the government, the business sector, funding bodies and other organised interests.

The University's success in asserting its independent and autonomous position and retaining a high level of public confidence depends in turn on its ability to be responsible, transparent and inclusive, to stand up for fundamental values such as democracy and equal opportunities, and to uphold good research practice. The University also needs an ability to continuously develop and renew its education and research, so as to meet steadily changing circumstances and challenges in society and working life. This requires ensuring that education and research environments have sufficient inherent capacity for renewal, and creating scope to allow new and untested initiatives to arise.

The purpose of Uppsala University's "Mission, Goals and Strategies" is to help enhance the University's capacity for renewal, strengthen our position in society, and improve our ability to meet present and future challenges.

An autonomous university at the heart of society	2
Uppsala University for a better world	4
Sustainability – the most important challenge facing society	4
External collaboration – an integral part of research and education	4
An attractive, open and inclusive environment for study and work	5
Overall goal: education and research of the highest quality and relevance	6
Highest quality and relevance	6
Strengths and challenges	7
Development goals for education and research looking towards 2030	8
Strategies	11
Quality assurance (QA) and quality enhancement (QE)	11
Internationalisation	12
Education and research infrastructure	13
Talent attraction and career development	14
Support and wider environment for the University's development	15
Our common values	17

Uppsala University for a better world

The mission of Uppsala University is to gain and disseminate knowledge for the benefit of humankind and for a better world. Universities must contribute to the development of the open society – locally, nationally and globally. Education enriches society with knowledge and fosters active and critically thinking members of society. A person who undergoes university education acquires tools to participate in and lead the future development of society, while also obtaining general knowledge and skills that will serve as a basis for continued, lifelong learning. Our research advances the frontiers of knowledge and develops methods to better understand fundamental natural, human and social phenomena, as well as contributing by scientific methods to solutions and knowledge bases for major issues for society. Uppsala University is open to the outside world. Active external collaboration is an integral part of research and education. Collaboration contributes both to the development of education and research and to sustainable solutions to the challenges facing society.

Sustainability – the most important challenge facing society

The present and future challenges facing society largely concern sustainability. The 17 sustainable development goals formulated in the United Nations 2030 Agenda relate to poverty reduction, food supply, health, access to education, gender equality, water and energy supply, economic growth, infrastructure, innovation, sustainable cities and communities, reduced inequalities, consumption and production patterns, climate change, marine environment and resources, land-based ecosystems, and functioning social institutions. Some of the challenges also have to do with threats to democracy and the open society, conflicts, migration and growing inequalities in society. The concept of sustainability is given a broad definition and the challenges themselves are complex. They span economic, social, political, technological and ecological factors and have local, regional and global aspects.

Uppsala University is well equipped to meet the sustainability challenges facing society, with deep specialist knowledge and a skills base that ranges across diverse fields, from engineering and natural sciences via medicine and pharmacy to social sciences and humanities. The potential for new and innovative combinations of perspectives and methods is virtually inexhaustible. Enabling this potential to materialise demands not just continued specialisation but also increased efforts to initiate and carry out transdisciplinary education and research, as well as further development of the University's many interfaces for collaboration. The University will proceed from a sustainability perspective both in its education and research and in its own activities. This means that the University will set an example in the management of finite resources and that it will actively address the climate impact of its own activities.

External collaboration – an integral part of research and education

The University operates at the heart of the society of which it is part. There is no conflict between asserting the independence, autonomy and integrity of the University and openness and collaboration. On the contrary. In both education and research, collaboration and interplay with a diversity of actors in society and industry are crucial, both as a means for the academic knowledge base to make an impact and be of use, and to obtain inspiration for the constant process of renewal that must characterise the University.

Collaboration with the wider community is therefore not a separate task, but a natural and integral part of education and research. In a comprehensive university, it is natural for collaboration to assume varying forms and involve varying content in different fields. However, collaboration is fundamentally relevant for all parts of the University. The University collaborates with businesses, government agencies, local and regional authorities, and civil society organisations. A substantial part of our collaboration is on a global scale. An internationally oriented research university such as Uppsala has exchanges, collaborations and points of contact throughout the world. At the same time, the University serves as a local partner and a regional educational institution both in Uppsala and on Gotland.

An attractive, open and inclusive environment for study and work

As an environment for study and work, the University will be characterised by openness and respect. The University's ability to continue to attract students and staff from around the world depends on giving everyone the opportunity to develop on their own terms. An equal opportunities perspective must therefore be integral to all our education and research environments. What we mean by 'equal opportunities' is that everyone at the University, everyone who applies to the University and everyone who otherwise comes into contact with the University's operations has equal rights and opportunities, regardless of their legal sex, gender identity or gender expression, ethnicity, religion or other belief, disability, sexual orientation, age or social background. Gender mainstreaming means that gender equality is integrated in all areas of activity, for example in decision-making and management processes. Systematic efforts for broader recruitment and widening participation of teachers, researchers and students must be conducted in all activities, employment categories and educational programmes.

Overall goal: education and research of the highest quality and relevance

Uppsala University is an integrated education and research environment. The backbone of our activities is education and research across a broad range of fields in which staff and students together create a rich environment for education and knowledge. Uppsala University will maintain and develop a leading national and international position that makes us attractive to staff and students, as an international partner for educational and research cooperation, and as a collaboration partner for businesses, public agencies and other organisations.

This position both builds on and assumes that Uppsala University achieves its overall goal: to *conduct education and research of the highest quality and relevance*.

Highest quality and relevance

Education of the highest **quality** builds on scientific evidence and proven experience, in terms of both contents and teaching methods. Education of the highest quality is a joint responsibility for teachers and students and evolves in cooperation between them. Such education attracts motivated students who develop their knowledge, skills and approaches in the course of their education. The students contribute to the development of their education by active participation and constructive dialogue. Education of the highest **relevance** gives students the opportunity to acquire knowledge, skills and approaches that enable them to meet the challenges facing society and the demands of a changing labour market. The range of programmes and contents of courses constantly evolve through continuous quality enhancement in cooperation between teachers, students and contacts with the world of work. A good **learning environment** is secure, stimulating and challenging for both students and teachers. It gives students influence over their education and good social conditions, and is alert to students' psychosocial situation. It trains the ability of students to acquire, compare and critically examine different perspectives, theories and methods. A good learning environment offers both physical and digital infrastructure, in the form of libraries, lecture halls, study spaces and pedagogical aids.

Research of the highest **quality** is conducted in accordance with good research practice and carried out independently, skilfully and boldly. It is innovative yet distinguished by scholarly depth and thoroughness. It contributes to the long-term quest for answers to fundamental scientific questions, wins prestigious competitive grants and is published in prominent journals or by leading publishers. The research attracts attention, is used by other researchers and helps to advance the frontiers of knowledge. Research of the highest **relevance** addresses the very most important issues, within its field and/or in a broader social context. Collaboration with the wider community is a natural and integral part of such research and contributes – directly or indirectly – to solutions to the sustainability challenges facing society. While this does not mean that short-term demands for relevance and utility can be made of each individual research project, the ultimate goal is that research results will make a difference in the longer term. A good **research environment** is characterised by openness and sustainable social and financial conditions. This means that the University's research environments will be distinguished by intense scholarly discussion, a culture of quality and renewal, and equal opportunities, a good work environment and respectful relations between members of staff.

Strengths and challenges

Uppsala University today is a strongly **research-oriented higher education institution**. Research and third-cycle (doctoral) education together account for more than 70 per cent of the balance-sheet total, and this percentage has increased over the past decade. The increasing volume of research over time makes it possible and desirable **to increase the volume of education**, both in terms of an expanded mandate from the state and by increasing the number of students paying tuition fees. The balance between research and education varies between disciplinary domains and faculties, and still more between individual departments. One challenge across the board is to maintain and **strengthen the connection between education and research**.

Uppsala University performs **strongly in student recruitment**, both nationally and internationally. The University has more than 40,000 students, and the number of students at Campus Gotland is increasing. Uppsala University offers a rich student experience, in which students' unions, student 'nations' and other student associations contribute to the educational and student environment. Uppsala has student exchange agreements with around 400 foreign universities and the number of internationally recruited students is increasing, both within Europe and beyond. Having said that, there is scope to **further increase our attractiveness as an educational institution**. Uppsala University should be a first-choice alternative for more Swedish students and attract more international students.

The ability to conduct high quality doctoral education in many different subjects is a particular strength. In recent years, the volume of education has shown signs of decreasing. The University will take care that its **doctoral education maintains a sufficient volume and breadth**, and seek to ensure that all doctoral students are part of or have access to a stimulating, high-quality doctoral education environment.

Uppsala University's strength derives from a substantially **decentralised organisation with strong disciplines** and autonomous departments, faculties and disciplinary domains. In essential respects, the University's development is driven by initiatives from below. Even if new subjects arise over time through progressive specialisation and new transdisciplinary combinations, the University's internal organisation, educational programmes and career systems are largely structured along disciplinary lines. The strong orientation towards disciplines at the University makes multi- and interdisciplinarity, and boundary-crossing initiatives in general, a particularly interesting area for development. The strength that lies in curiosity-driven research and intradisciplinary excellence must be preserved and enhanced, but supplemented by special initiatives to stimulate **challenge-driven research**, which often requires both **transdisciplinary cooperation within the University** and well-developed **collaboration with other actors in society**.

One of the strengths of Uppsala University lies in the many individuals, groups and environments that conduct education and research with dedication, curiosity and a commitment to excellence. In terms of the ability to attract resources for research projects in the face of tough competition when the criterion is **scientific excellence**, the University performs well. More than half of all research funding comes from external grants, predominantly awarded to individual researchers and research teams to carry out specific research projects. The decentralisation and emphasis of initiatives from below make it a particular challenge to bring about more powerful, **coordinated initiatives**, not least in the area of research infrastructure. In general, research is organised on a larger scale than in the past, with centres of excellence, centres of expertise and environmental support. More is demanded of the academic leadership at various levels to achieve coordination and concerted efforts. The University will develop effective systems and forums for thorough strategic discussion to continuously create scope for and prioritise necessary **renewal at all levels**.

Development goals for education and research looking towards 2030

Based on the strengths, challenges and areas for development identified above, five broad development goals for education and research at Uppsala University are formulated. These general goals will guide strategic development at the different levels of the University, and in general contribute to improving the ability together to stimulate, take up, prioritise between and strengthen good initiatives for the progressive renewal of education and research.

EXPAND EDUCATION AND STRENGTHEN THE CONNECTION BETWEEN EDUCATION AND RESEARCH

The University will work to increase the volume of education, making special efforts to develop the range of courses and programmes offered. The range of offerings will be varied and will allow for flexibility and lifelong learning. Education and research will increasingly inspire and influence one another and the connection between them will be strengthened.

- The number of internationally advertised second-cycle (Master's) programmes with strong links to research will increase, with the goal to attract more international students.
- The number of places in freestanding courses will increase to open the way for individually tailored degrees with unique combinations of subjects, and for lifelong learning.
- The University will offer more transdisciplinary programmes and courses based on new combinations of subjects, and will particularly encourage combinations across disciplinary domain boundaries, so as to strengthen the ability to both attract students and meet the educational needs of society.
- Work on developing eLearning and student-activating types of instruction will be stepped up.
- The volume and breadth of doctoral education will be maintained, and all doctoral students will be part of or have access to a stimulating and high-quality doctoral education environment.
- More educational areas will integrate methods for managing large quantities of data and exploiting the potential offered by digitalisation in their activities.

STRENGTHEN THE CAPACITY TO DEVELOP TRANSDISCIPLINARY, CHALLENGE-DRIVEN RESEARCH

The University will develop more high-profile, thematically oriented research environments, particularly linked to sustainability challenges. In these research environments, researchers with different disciplinary backgrounds will cooperate for shorter or longer periods on common problems, in collaboration with partners and stakeholders outside the university sector.

- The formal conditions for transdisciplinary initiatives will be developed to ensure that emerging thematic initiatives are in a form that supports a link to existing discipline-oriented research environments and the connection between research and education.
- The University will strengthen its capacity to attract external research resources from funding bodies that primarily support challenge-driven research, such as Vinnova, Formas, the Swedish Foundation for Strategic Environmental Research (Mistra) and the Swedish

Foundation for Strategic Research, in Sweden, and from the European framework programmes.

- Clearer incentives will be formulated for developing expertise in collaboration as an aspect of pedagogical and research expertise.

CULTIVATE EXCELLENCE AND STRENGTHEN THE CAPACITY TO ATTRACT PRESTIGIOUS GRANTS IN INTERNATIONAL COMPETITION

The strength that lies in individual researchers and teams driving the frontiers of knowledge forward through top-quality curiosity-driven research and publications in leading journals will be nurtured and further developed. The University will be successful in the competition for external funding, both nationally and internationally. The University already offers good opportunities for co-financing and long-term employment for researchers who obtain prestigious long-term grants. The transition to open science must take place while respecting and preserving the quality-driven mechanisms that exist in established academic publishing.

- The University will maintain its nationally leading position in the competition for free research funding, such as project funding from the Swedish Research Council and excellence-oriented grants from the Wallenberg Foundations, Riksbankens jubileumsfond or the Pro Futura Scientia Programme.
- The University will strengthen its capacity to attract excellence funding in international competition, not least from the European Research Council.
- The most proficient researchers will receive intensified encouragement and support to actively seek such funding.
- Uppsala University will offer good support and good infrastructure for secure storage and open availability of data.

STRENGTHEN THE CAPACITY TO COORDINATE AND FOCUS THE UNIVERSITY'S RESOURCES

The University will strengthen its capacity to carry out powerful, coordinated initiatives in education and research. This is not primarily a matter of augmenting 'strategic pots' at different levels; it is a matter of creating structures – at department, faculty, disciplinary domain and University level – for producing and prioritising attractive proposals on new initiatives for regular input into ordinary operational planning processes at different levels.

- Structures will be developed to ensure that the different levels of the University coordinate their priorities and mobilise resources together, and that resources are continuously freed up to make it possible to realise prioritised initiatives, in both education and research.

DEVELOP COLLABORATION AS AN INTEGRAL PART OF EDUCATION AND RESEARCH

The University will take a more proactive and coordinated approach to collaboration, both as a means of increasing the quality and relevance of the University's education and research, and as a means of turning the academic knowledge base to account in society.

- The perception that collaboration is an integral part of education and research will be more widely embraced throughout the University.

- Clearer incentives will be formulated for developing expertise in collaboration as an aspect of pedagogical and research expertise.
- The University will make it easier for businesses and other organisations to establish contacts in both education and research.
- Cooperation with the University's strategically most important collaboration partners, including Region Uppsala and Uppsala University Hospital, will be further strengthened.

DRAFT – subject to revision

Strategies

Alongside the five development goals, Uppsala University is working to create long-term conditions for education and research of the highest quality and relevance. These efforts focus on five strategically important pillars.

These are quality, internationalisation, education and research infrastructure, skills supply and career development, and support and environment. The strategies in these areas strengthen the general enabling environment and provide the foundation for creating education and research of the highest quality and relevance. Under each individual strategy, the focus for the upcoming period is indicated.

Quality assurance (QA) and quality enhancement (QE)

The University's QA and QE system has a solid foundation in the existing culture of academic quality, which is actively maintained, continuously reviewed and renewed by staff and students, with the support of management at all levels. It is important to strike a good balance between QA and QE, between what is regulated in common and what is shaped locally, at departments, faculties and disciplinary domains. The QA and QE system leads to needs-driven analyses and measures, and contributes to education and research of the highest quality and relevance.

Staff and students have a shared responsibility for QA and QE. The University management has overall responsibility, while each disciplinary domain/faculty is responsible for the quality of education and research in its own field. At the departments, the head of department is responsible for the quality of activities.

The University's overall goal of conducting education and research of the highest quality and relevance builds on the premise that the University as a whole, with all its education and research environments, is animated by academic values and an established and open culture of quality in which various forms of external review, and knowledge and experience exchange, are key elements. Ensuring that these systems are in place and work well is an important responsibility for management at all levels. University-wide guidelines for QA and QE frame these internalised procedures and are balanced against demands from the state, society and other stakeholders.

QA AND QE WILL ENSURE AND PROMOTE QUALITY IN EDUCATION AND RESEARCH

QA and QE will prevent, identify and remedy failings, support effective operations, and encourage improvements and innovative thinking. QA and QE will be systematic, include all teachers, researchers and students, and run through day-to-day activities.

QA AND QE WILL BE BASED ON AND STRENGTHEN THE ACADEMIC AND COLLEGIAL CULTURE

QA and QE will be an integral part of the academic culture and will apply a scientific approach in which objectively supported analysis and peer review are key elements, along with dissemination of results and experience.

QA AND QE WILL BE TRANSPARENT, EFFECTIVE AND EFFICIENT

The QA and QE system, its components and the division of responsibilities will be known to teachers, researchers and students, and to interested external parties. It will be decentralised, tailored to local conditions in the University's disciplinary domains and if necessary coordinated. It will be designed so that QA and QE maintains a good balance between resources used and benefit.

Internationalisation

Uppsala University operates in a global context characterised on the one hand by various types of partnerships and exchanges, and on the other hand by competition for talent and resources. Internationalisation is not an end in itself. Rather, it is a strategy that helps improve the University's activities and contributes to higher quality and relevance in education and research. As globalisation increases, society faces increasingly complex challenges, which in turn makes new demands of universities. Improving and strengthening Uppsala University as a dynamic and vital environment for education and research requires active, careful and deliberate internationalisation efforts. International cooperation, like all the University's activities, will be based on our shared, fundamental values.

INTERNATIONAL COOPERATION AND EXCHANGE WILL BE ENHANCED

Increased international cooperation and exchange strengthen the enabling conditions for renewal and development of education and research. Research at Uppsala University will contribute to the international research community and a globally sustainable development of society. Students at the University will always be made aware of links to current research and, when possible and relevant, the students will be included in an international research environment.

INTERNATIONALISATION WILL BE STRATEGIC, QUALITY-DRIVEN AND EXCELLENCE-ENHANCING

Staff and students will be given the opportunity to acquire intercultural skills, so as to improve their potential to develop and compete in a global perspective. Internationalisation at home will ensure that all staff and students can participate fully and contribute to all parts of the University's activities. Collaboration with both public and private actors abroad will be developed to further the usefulness of education and research in a global perspective. More members of staff and students will spend time abroad or gain international experience in some other way.

THE UNIVERSITY WILL BE AN ATTRACTIVE CHOICE FOR SUCCESSFUL TEACHERS AND RESEARCHERS AND MOTIVATED STUDENTS FROM ALL OVER THE WORLD

Good education and research environments at Uppsala University will be safeguarded and strengthened by making use of the resource represented by teachers, researchers and students with backgrounds in many different countries. The University's education and research environments will be sensitive to the challenges and special needs of internationally recruited teachers, researchers and students. Teachers and researchers with linguistic backgrounds other than Swedish will be better integrated across the University's entire range of activities: in education, research, administration and management positions. The University's educational programmes will be attractive and competitive in a global perspective, so as to recruit more international students.

Education and research infrastructure

Infrastructure plays a key role as a resource for education and research at an internationally leading university. Access to learning environments, research facilities, experimental equipment, databases, libraries, collections and biobanks creates conditions for scientific and scholarly breakthroughs and knowledge development. World-class facilities attract prominent teachers and researchers and lay the foundation for strengthening the position of Uppsala University as an internationally leading research university. Uppsala University hosts various infrastructure resources that are accessible nationally and internationally. By the same token, the University's teachers, researchers and students are frequent users of large-scale infrastructure and research facilities elsewhere in Sweden and abroad. The University will continue to develop good education and research infrastructure so as to support and contribute to the renewal of education and research of the highest quality and relevance.

APPROPRIATE INFRASTRUCTURE WILL SUPPORT EDUCATION AND RESEARCH OF THE HIGHEST QUALITY AND RELEVANCE

The University will provide appropriate and flexible physical and digital infrastructure for education of the highest quality and relevance. Teaching premises need development and modernisation to meet the demands of new technology for teaching and new teaching and learning methods. The University will provide support and training for the introduction of new technology and teaching and learning methods, including eLearning. The learning environments and educational resources offered will be accessible to all students regardless of any disabilities.

Research of the highest quality and relevance demands appropriate research premises and world-leading research infrastructure. The University will continue to intensify systematic and coordinated internal and national efforts for prioritisation and financing for infrastructure and instruments and for the technical support structure. Existing research infrastructure and facilities need to be highlighted and given greater visibility to improve use and coordination and to enhance the University's attractiveness. The possibilities of using research infrastructure for educational purposes will be improved.

Talent attraction and career development

Well-qualified teachers, researchers and other staff are essential to make the University attractive to students, research funding bodies and society at large. Uppsala University will be an inspiring environment in which every teacher, researcher and student is able to develop personally, professionally and academically, and a diversity of experience and individual initiatives are turned to account. The needs of education and research will govern the approach to skills supply and career paths.

A good supply of skills and clear career paths at Uppsala University demand long-term, organised and deliberate action to enable the University as an employer to attract and recruit new teachers, researchers and other staff, to develop and retain existing employees, and to reassign or phase out staff where necessary.

Systematic, long-term action on skills supply and career development is essential. Part of this strategy involves implementing the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter & Code).

RECRUITMENT WILL FOLLOW AN ANALYSIS OF SKILLS NEEDED AND STRATEGIC CONSIDERATIONS AT DIFFERENT LEVELS

Work on skills supply programmes will be developed to make considerations of long-term recruitment and development needs an integral part of the continuous strategic discussion at all levels of the University. Active efforts are required throughout the University for careful recruitment, good working conditions, competitive terms of employment, enhanced continuing professional development, good career opportunities and a positive educational and work environment.

THE UNIVERSITY WILL OFFER CLEAR ACADEMIC CAREER PATHS

The University will give all members of staff opportunities to progress in their careers. Staff in teaching positions may enter in a career-development position or be recruited at a higher level. Recruitment to the position of assistant senior lecturer has an increasingly key role as the first step on the academic career ladder. It must be ensured that such recruitment occurs on a strictly meritocratic basis and the tenure track system must be clarified. Promotion from senior lecturer to professor should be regulated to enable individual disciplinary domains/faculties to use it in accordance with the needs of their own operations. Postdocs and employees in research and education will be offered career coaching.

ACADEMIC MANAGEMENT WILL BE STRENGTHENED

Academic leaders are facing greater and more complex demands. The University will give all teachers and researchers opportunities to develop their leadership skills, and those who show potential and interest will be given a chance early in their career to prepare for academic management roles. The role of head of department is particularly vital and will be supported by targeted measures.

DOCTORAL EDUCATION WILL MAINTAIN THE HIGHEST QUALITY AND ATTRACT THE MOST MOTIVATED AND BEST-QUALIFIED STUDENTS FROM ALL OVER THE WORLD

Doctoral students are the key players of the future in academia, the public sector and industry. They contribute to education and research at the University and are important representatives of the University. Doctoral education equips a person to conduct independent research and contribute in other ways to the development of society.

Support and wider environment for the University's development

Uppsala University is a meeting place for knowledge, culture and critical dialogue. Uppsala University aims to provide an inspiring and functional physical, social and cultural environment. The cultural heritage, traditions and active student scene are an important part of the wider educational environment. Well-functioning work and education environments are essential to enable the University to conduct education and research of the highest quality and relevance.

Uppsala University operates in local settings that are characterised by change and renewal, both in Uppsala and on Gotland. The city and region of Uppsala have a strong capacity to attract people, companies and organisations, as well as knowledge, skills and capital. Uppsala University will be an active driver in innovation systems in Uppsala and on Gotland and will contribute to sustainable community planning that offers scope for regeneration and development while allowing traditions and historical values to help create an attractive, open and inclusive environment.

The campus environments in Uppsala and Visby have unique values that must be preserved for future generations and must be experienced by teachers, researchers, other staff and students today as secure, alive and future-proofed. The University will therefore, in collaboration with the municipality/region and other external actors, actively conduct long-term planning of buildings and physical and social environments that satisfy present and future demands and needs.

The University's operational support services consist of the University Administration, Uppsala University Library, Uppsala University Innovation and administrative functions at disciplinary domains/faculties and departments. The administrative support, advice and expertise provided by operational support services form an enabling framework for the University's principal tasks: education and research of the highest quality and relevance. Operational support services also ensure that the University performs its duties as a government agency in a legally correct and resource-efficient manner.

OPERATIONAL SUPPORT WILL BE COORDINATED, EFFICIENT AND QUALITY-ENHANCING

Continuous dialogue is needed on the interplay and mutual reinforcement of University-wide and local administrative support functions. Increased coordination and a clear division of responsibilities and duties will ensure the quality and efficiency of the University's support functions. The resources that the University allocates to administrative support functions will be used cost-effectively and will always be guided by the needs of the University's core activities. The University's operational support services will continuously quality assure and develop their working methods and administrative processes on the basis of context analysis and research-based facts.

THE UNIQUE UNIVERSITY ENVIRONMENT IN UPPSALA WILL BE PRESERVED AND DEVELOPED

A large proportion of the University's education and research facilities, as well as museums, gardens and other activities of high cultural historical value, are located in the middle of a rapidly growing city. The wider academic environment in Uppsala also includes the student nations, students' unions, associations, learned societies, etc. The University's ambition is to both develop and improve the existing environments and to actively participate in planning and implementing sustainable solutions that reinforce the unique Uppsala setting.

COLLABORATION WITH THE MUNICIPALITY AND REGION ON DEVELOPMENT WILL BE STRENGTHENED

The University will be an active partner in work on comprehensive plans and development plans both in Uppsala and on Gotland. The University is dependent on its location in attractive urban settings and can also contribute to their development.

CAMPUS GOTLAND WILL BE INTEGRATED AND ITS POTENTIAL USED

The small-scale education and research environment at Campus Gotland offers good opportunities for testing new paths and realising the potential of multi- and interdisciplinarity, sustainable development and regional collaboration. In combination with the large University's resources, long traditions and firm footing in the education and research community, Campus Gotland's unique character can contribute to the capacity of the University to meet the challenges facing society in the future, particularly in the area of sustainability. The target of 1,500 full-time equivalent students studying at Campus Gotland lays a foundation for continued development.

DRAFT — subject to revision

Our common values¹

Uppsala University stands up for the free pursuit of knowledge in education and research and defends the integrity, diversity and quality of scholarship and science. The independence of the University is a cornerstone of democracy and an essential prerequisite for the freedom of the individual to choose their education and for the ability of research to contribute to sustainable solutions to the challenges facing society. The University seeks to contribute to open and knowledge-based public debate with freedom of expression and human rights at its heart.

Academic freedom, collegiality and student influence are fundamental principles at the University. All staff and students share a responsibility for the University's development. The University's activities are characterised by equal opportunities. The internal culture is distinguished by open, objective and critical discussion in which ideas and scholarly theories are constantly reformulated and questioned. The University will preserve and develop its diversity and its role and visibility in society.

The University is regulated as a government agency and therefore subject to legislation on the governance of the University, requirements for the legally correct processing of official business, and other matters. Collegial influence plays a central role in the organisation. The University has a decision-making structure in which academic leaders are appointed for fixed periods on the proposal of electoral colleges or elected assemblies, and individuals with academic expertise are in the majority in management bodies that decide on the contents and quality of education and research. The students have an active role in the University's operations and participate in educational development and in consultations and decisions.

¹ This section is taken from the Rules of Procedure for Uppsala University (UFV XXXXX)