Program

Regional Cooperation in Higher Education
Challenges and Opportunities

October 6 and 7, 2011 in Essen

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	October 6 and 7, 2011 in Essen, Germany

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Dear Participants,

Once a hub of heavy industry, the Ruhr now boasts an extraordinarily diverse and dense higher education and research landscape. To exploit this potential to the full, the region's three universities have been cooperating within the "Universitätsallianz Metropole Ruhr" (UAMR) since 2007. This has led to the creation of inter-university degree programs and departments as well as collaborative research centers and research groups; every student is entitled to study at any of the three universities. The result is a new model of cooperation in higher education unparalleled anywhere else in Germany.

Stiftung Mercator, which bears the name of the great Duisburg cartographer and cosmographer Gerhard Mercator, has special links with the Ruhr area. This is where it concentrates most of its strategic effort, providing funding aimed specifically at promoting the institutional development and integration of the Ruhr area's universities. One central element of this strategy is the Mercator Research Center Ruhr (MERCUR) which the foundation set up in 2010 together with the universities of Bochum, Dortmund and Duisburg-Essen. As a funding organization, MERCUR promotes specific collaborative ventures between researchers and academics within UAMR.

With the present Conference on "Regional Cooperation in Higher Education", Stiftung Mercator and MERCUR intend to embed the extensive experience of inter-university cooperation gained in the Ruhr area into a wider national and international context and to encourage a systematic debate on the challenges and opportunities of such cooperation. We hope that this will give a powerful impetus to future progress in higher education at a time when funds are contracting, competition is growing and research is becoming increasingly complex.

Bernhard Lorentz
President Stiftung Mercator

Winfried Schulze
Director MERCUR

Introduction

In recent years, the academic landscapes of both Europe and North America have seen a trend towards inter-institutional cooperation; increasingly, institutions of higher education decide to form local or regional partnerships, and to combine their resources in order to achieve better standards in research, teaching, infrastructure, and administration. This trend corresponds with a new development on the stage of international academic competition, where the major players – besides the top tier of world-renowned universities – are no longer individual institutions but regional clusters. As these developments call for a close examination, Mercator Research Center Ruhr (MERCUR) and Stiftung Mercator are jointly organizing the international conference "Regional Cooperation in Higher Education – Challenges and Opportunities". The aim of the conference will be a comprehensive survey and comparison of different cooperation models.

Cooperation between members of different institutions has always been a defining aspect of academic life. Yet, most of the everyday collaborations in higher education do not concern the respective universities or colleges at large, as they are often project-specific and depend on the initiative of individuals or smaller groups.

In contrast, this conference examines forms of cooperation which are characterized by two main features: a high degree of institutionalization and strategic relevance and a regional focus. We look at collaborative arrangements comprising whole universities/colleges or at least major departments/faculties of different institutions which are based on formal agreements, integral to the strategic plans of the partners and long-term oriented. The participating institutions are located in relatively close proximity, sometimes even in the same city, sometimes spread across a province or (sub-)state.

For reasons of clarity and comparability, the conference focuses on collaborations between universities, universities of applied sciences ("Fachhochschulen"), and colleges. So far, inter-university partnerships have not received much attention in debates about regional cooperation. For the most part, discussion has centered on the relationship between universities and neighboring non-university research institutions, and the interactions between higher education institutions and industry. Since these aspects have been discussed extensively for some time, they are not part of the conference program, although non-university research institutions and private companies may be involved in some of the case studies.

The new prominence of regional partnerships in academics can be attributed to a number of reasons: concerns about the national and international competitiveness of higher education institutions, the growing complexity of research topics and programs, financial constraints, structural policy objectives, and changing demographics, i.e. the prospect of a shrinking student population. Particularly in regions with a high density of higher education institutions, these challenges have prompted the formation of strategic alliances or even the initiation of mergers. Sometimes, regional governments set these processes in motion; in other cases, the respective higher education institutions acted on their own initiative. Generally speaking, the aim is to enhance quality and capacity in research and teaching and to improve the institutions' national and international standing by exploiting regional synergies and reducing redundancies. Along with the academic landscape in a given region, geography naturally is an important factor with regard to the depth and intensity of inter-university cooperation, especially in teaching, administration, and infrastructure. The shorter the distances between the partnering institutions, the easier it is to set up joint study programs or share facilities.

Hence, the regional context – the opportunities and conditions it provides for inter-university cooperation – constitutes the starting point for analyzing the different cooperation models presented at the conference. The conference program includes a total of 17 case studies drawn from Germany, Europe, and the United States, exemplifying varying degrees of cooperation – from alliances and networks to institutional mergers.* Given the variety of models, the link between structural choice and strategic planning is a major question to be addressed. Why has a specific type of cooperation been chosen in a particular case? What is the relationship between this structural decision and the long-term development strategies of the participating institutions? Another key aspect is the balance between cooperation and competition within the alliance or network. Finally, the distinctive strengths and weaknesses of the various cooperation models will be examined.

**Background information on the case studies and 19 additional examples is provided in the appendix of this booklet.*

Program

Regional Cooperation in Higher Education
Challenges and Opportunities

October 6, 2011

10:00 – 11.00 a.m.	**Opening** **Words of Welcome** **Bernhard Lorentz** President, Stiftung Mercator [GER] **Opening Address** **Svenja Schulze** Minister for Innovation, Science and Research, State of North Rhine-Westphalia [GER] **Introductory Remarks** **Wolfgang Rohe** Director, Centre for Science and Humanities, Stiftung Mercator [GER]
11:00 a.m. – 12:30 p.m.	**Cooperation between Universities** **University Alliance Metropolis Ruhr (UAMR)** **Ulrich Radtke** Rector, University of Duisburg-Essen [GER] **Five Colleges** **Neal B. Abraham** Executive Director, Five Colleges [USA] **ETH Zurich & University of Zurich** **Otfried Jarren** Vice-President for Arts and Social Sciences, University of Zurich [CH] **Chair** **Josef Lange** State Secretary, Ministry of Science and Culture, Lower Saxony [GER]
12:30 – 1:30 p.m.	**Lunch**
1:30 – 2:30 p.m.	**Keynote** **Opportunities for Cooperation between Higher Education Institutions in the Berlin/Brandenburg Region** **Annette Fugmann-Heesing** Chair of the Committee for Higher Education and Research, State Parliament of Berlin [GER] **Commentary** **Frank Ziegele** Managing Director, CHE Centre for Higher Education [GER] **Chair** **Thomas May** Secretary General, German Council of Science and Humanities [GER]
2:30 – 4:00 p.m.	**Inter-University Cooperation at the Department / Faculty Level** **Scottish Universities Physics Alliance (SUPA)** **Jim Hough** Chief Executive Officer, SUPA [GB] **Niedersachsen Institutes of Technology (NTH)** **Dagmar Schipanski** Member of the NTH Board [GER] **European Medical School Oldenburg-Groningen** **Reto Weiler** Rector, Hanse-Wissenschaftskolleg, Institute for Advanced Study [GER] **Chair** **Wolfgang Rohe**
4:00 – 4:30 p.m.	**Break**
4:30 – 6:00 p.m.	**Cooperation in Larger Networks** **University System of Ohio (USO)** **Eric D. Fingerhut** former Chancellor, Ohio Board of Regents [USA] **Science Hubs and Campus Saxony/Free State of Saxony** **Nicola Hülskamp** Head, Higher Education Development Group, Saxon State Ministry for Higher Education, Research and the Arts **Pôles de Recherche et d'Enseignement Supérieur (PRES)** **Edouard Husson** Vice-Chancellor, Universités de Paris [F] **Chair** **Frank Ziegele**
7:00 p. m.	**Dinner**

Program

Regional Cooperation in Higher Education
Challenges and Opportunities

October 7, 2011

9:00 – 10:00 a.m. — Keynote

University of California
Lawrence H. Pitts Provost and Executive Vice-President, University of California [USA]

Commentary
Hans N. Weiler former Rector, Viadrina European University Frankfurt (Oder) [USA/GER]

Chair
Winfried Schulze Director, Mercator Research Center Ruhr [GER]

10:00 – 10:30 a.m. — Break

10:30 a.m. – 12:00 p.m. — Cooperation between Universities and Universities of Applied Sciences

Brandenburg University of Technology Cottbus (BTU) & Lausitz University of Applied Sciences
Matthias Koziol Vice-President for Teaching, Human Resource Development and Further Education, BTU Cottbus [GER]

Karlsruhe University of Applied Sciences (HsKA) & Karlsruhe Institute of Technology (KIT)
Karl-Heinz Meisel President, Karlsruhe University of Applied Sciences [GER]

K.U. Leuven Association
André Oosterlinck President-Chairman, K.U. Leuven Association [B]

Chair
Clemens Klockner former President, RheinMain University of Applied Sciences [GER]

12:00 – 1:00 p.m. — Lunch

1:00 – 2:30 p.m. — University Mergers

University of Copenhagen
Per Holten-Andersen Dean, Faculty of Life Sciences, University of Copenhagen [DK]

Aalto University
Ritva Dammert Director, Strategic Support for Research and Education, Aalto University [FIN]

University of Manchester
Rod Coombs Deputy President and Deputy Vice-Chancellor, University of Manchester [GB]

Chair
Lothar Zechlin former Rector, University of Duisburg-Essen [GER]

2:30 – 3:00 p.m. — Break

3:00 – 4:00 p.m. — Closing Panel Discussion

Ursula Gather Rector, TU Dortmund University [GER]

Peter Maassen Director, Higher Education Development Association (HEDDA), University of Oslo [N]

Wolfgang Marquardt Chairman, German Council of Science and Humanities [GER]

Nils Metzler-Nolte Vice-Rector for Early Career Researchers and International Affairs, Ruhr University Bochum [GER]

Chair and Concluding Remarks
Winfried Schulze

October 6, 2011
10:00 – 11:00 a.m.

Opening

Words of Welcome
Bernhard Lorentz
1999 doctorate in history; 1996 to 1998 Drägerwerk in Lübeck; 1998 to 2000 Commerzbank AG; 2000 to 2008 positions with different foundations: Project Director at Zeit Foundation, Executive Director at Hertie School of Governance and Head of Hertie Foundation's Berlin office, Head of Corporate Responsibility and Foundations at Vodafone; since 2008 President of Stiftung Mercator and since 2011 Honorary Professor at Freie Universität Berlin.

Opening Address
Svenja Schulze
1990/91 Chairperson of the Students' Committee at Ruhr University Bochum; 1996 MA in German language and literature, and in social sciences; 1997 to 2000 Member of the North Rhine-Westphalia State Parliament; 2000 to 2004 business consultant with various consulting firms, specialising in public sector projects; since 2004 Member of the North Rhine-Westphalia State Parliament; since 2010 Minister for Innovation, Science and Research of the State of North Rhine-Westphalia.

Introductory Remarks
Wolfgang Rohe
1990 doctorate in German philology; 1992 to 2002 German Research Foundation, initially in the Department for Collaborative Research Centers and then as Head of the Strategic Planning Unit; 2002 to 2008 Head of the Research Policy Department at the German Council of Science and Humanities, since 2005 also Vice-Secretary General; since 2008 Director of the Centre for Science and Humanities at Stiftung Mercator.

Panel I

Cooperation between Universities

October 6, 2011
11:00 a.m. – 12:30 p.m.

The first panel of the conference looks at partnerships involving two to five neighboring universities. Geographical vicinity and the small number of partners allow for a close collaboration which covers many aspects of university life. How can universities make "deep cooperation" work while remaining autonomous institutions? Does such an alliance enhance or dilute the distinctiveness and prestige of the individual universities? How much synergy is possible, how much redundancy in terms of faculties and disciplines is unavoidable?

↗ see appendix pages 20 – 27

University Alliance Metropolis Ruhr (UAMR)

Ulrich Radtke

1983 doctorate in geography; 1980 to 1992 Research Associate at the Department of Geography, University of Düsseldorf; 1992 to 1993 Professor at Technical University of Karlsruhe; since 1993 Full Professor of Physical Geography, University of Cologne; 2001 to 2003 Vice-Dean and 1999 to 2001 and 2005 to 2007 Dean of the Faculty of Mathematics and Natural Sciences, University of Cologne; since 2008 Rector of the University of Duisburg-Essen.

Five Colleges

Neal B. Abraham

1977 doctorate in physics; 1977 to 1980 Assistant Professor of Physics at Swarthmore College; 1980 to 1998 Rachel C. Hale Professor of Physics at Bryn Mawr College, Pennsylvania; 1998 to 2009 Vice-President for Academic Affairs and Professor of Physics and Astronomy at DePauw University, since 2004 also Executive Vice-President; since 2009 Executive Director of Five Colleges, Incorporated, and Five College Professor of Physics.

ETH Zurich & University of Zurich

Otfried Jarren

1984 doctorate in political science; 1979 to 1987 Research Associate at the Institute of Mass Communication and Media Research, Freie Universität Berlin; 1989 to 1997 Full Professor of Journalism at the University of Hamburg; 1995 to 2001 Director of the Hans Bredow Institute for Media Research at the University of Hamburg; since 1997 Full Professor of Mass Communication at the University of Zurich; since 2008 Vice-President for Arts and Social Sciences, University of Zurich.

Chair

Josef Lange

1974 doctorate in history; 1974 to 1990 various positions at the University of Bayreuth, the German Research Foundation and the German Council of Science and Humanities; 1990 to 2000 Secretary General of the German Rectors' Conference; 2000 to 2001 State Secretary for Science, State of Berlin; 2002 to 2003 Head of Department "Coordination of Ministers" in the Thuringia State Chancellery; since 2003 State Secretary, Ministry of Science and Culture, Lower Saxony.

October 6, 2011
1:30 – 2:30 p.m.

Keynote I

Opportunities for Cooperation between Higher Education Institutions in the Berlin/Brandenburg Region

The region comprising the city state of Berlin and its neighboring city Potsdam, the capital of the state of Brandenburg, has the highest density of higher education and research institutions in Germany. While there are examples of successful collaborative ventures between the universities of the region, on the whole, competition or simple co-existence has been predominant. With the creation of the Einstein Foundation in 2009, an important attempt has been made to foster collaboration and raise the visibility of Berlin as a location for top science and research. The keynote explores the perspectives for intensifying cooperation and coordination within Berlin and the broader area.

Annette Fugmann-Heesing
1983 doctorate in law; 1983 to 1985 civil service position with the District President in Detmold and at the State Chancellery of North Rhine-Westphalia; 1985 to 1991 Treasurer of the city of Herford; 1991 to 1994 Finance Minister of the State of Hesse; 1994 to 1996 Acting Professor, Chair of Public Law at Bielefeld University; 1996 to 1999 Senator of Finance, State of Berlin; since 1999 Member of the State Parliament of Berlin and since 2000 Chair of the Committee for Higher Education and Research.

Commentary
Frank Ziegele
1991 to 1996 Research Associate in Public Finance, Ruhr University Bochum; 1996 doctorate in economics; 1996 to 2006 Project Manager at CHE Centre for Higher Education; since 2004 Professor of Higher Education Management at Osnabrück University of Applied Sciences; 2006 to 2010 Member of the Executive Board of the "Gesellschaft für Hochschulforschung"; 2007 to 2008 Managing Director, CHE Consult; since 2008 Managing Director, CHE Centre for Higher Education.

Chair
Thomas May
1987 to 1995 various positions at the German Research Foundation, including Head of Division in the Department for Collaborative Research Centers; 1995 to 2003 German Council of Science and Humanities, initially as Head of the Division of Higher Education Structure and Planning, then as Head of the Division of Teaching, Studies, and Young Researchers, since 2000 also Vice-Secretary General; 2003 to 2008 Chancellor of LMU Munich; since 2009 Secretary General of the German Council of Science and Humanities.

Panel II

Inter-University Cooperation at the Department / Faculty Level

October 6, 2011
2:30 – 4:00 p.m.

An innovative approach to achieving synergy effects and gaining critical mass is the integration of specific disciplines across institutional borders. In the Scottish case, a number of alliances have been created which generally focus on a single discipline such as physics. Other models involve several faculties, in particular natural sciences and engineering. How are these forms of partial cooperation embedded in the broader strategies of the participating universities? Do they pose a special risk of creating internal frictions, e.g. between faculties/disciplines involved in the collaboration and those on the outside?

↗ see appendix pages 28 – 32

Scottish Universities Physics Alliance (SUPA)

Jim Hough

1971 doctorate in physics; since 1986 Professor of Experimental Physics and since 2009 Kelvin Professor of Natural Philosophy at the University of Glasgow; 1991 Max Planck Research Prize laureate; 2000 to 2009 Director of the Institute for Gravitational Research, University of Glasgow; since 2010 Member of the Scottish Science Advisory Council and of the Physical and Engineering Science Committee of the European Science Foundation; since 2011 Chief Executive of the Scottish Universities Physics Alliance (SUPA).

Niedersachsen Institutes of Technology

Dagmar Schipanski

1967 to 1985 Research Associate at Ilmenau University of Technology (TH Ilmenau); 1976 doctorate in solid-state electronics; 1985 to 1990 Lecturer at TH Ilmenau; since 1990 Professor of Solid-State Electronics; 1995 to 1996 Rector of TU Ilmenau; 1996 to 1998 Chairperson of the German Council of Science and Humanities; 1999 to 2004 Minister of Science, Research and the Fine Arts, Free State of Thuringia; 2004 to 2009 President of the State Parliament of Thuringia; since 2009 Member of the NTH Board and since 2011 Rector of the Berlin Studies Centre.

European Medical School Oldenburg-Groningen

Reto Weiler

1977 doctorate in neuroscience; postdoc at CNR, Pisa, Italy and University of Calgary, Canada; 1979 to 1986 Assistant/Associate Professor, LMU Munich; since 1986 Professor of Neurobiology and since 2000 Director of the Research Center Neurosensory Science at the University of Oldenburg; 1990 Max Planck Research Prize laureate; 2005 to 2008 Vice-President for Research at the University of Oldenburg; since 2008 Rector of the Hanse-Wissenschaftskolleg, Institute for Advanced Study, Delmenhorst.

Chair

Wolfgang Rohe

1990 doctorate in German philology; 1992 to 2002 German Research Foundation, initially in the Department for Collaborative Research Centers and then as Head of the Strategic Planning Unit; 2002 to 2008 Head of the Research Policy Department at the German Council of Science and Humanities, since 2005 also Vice-Secretary General; since 2008 Director of the Centre for Science and Humanities at Stiftung Mercator.

October 6, 2011
4:30 – 6:00 p.m.

Panel III

Cooperation in Larger Networks

One characteristic of the academic landscape in the United States is the existence of large networks which may span an entire state. Statewide university systems were created in order to provide for coordinated planning, improve quality and efficiency, and encourage cooperation and resource-sharing. Recently, similar models have been adopted in Europe, although in some cases on a smaller scale. In both contexts, a key question is how to organize coordinated planning among a larger number of sometimes rather heterogeneous institutions. What kind of governance structure is appropriate to ensure the effective operation of the system without unduly interfering into the management and the development strategies of the individual institutions?

↗ see appendix pages 33–40

University System of Ohio
Eric D. Fingerhut
1984 J.D. (Juris Doctor); 1984 to 1987 attorney with Hahn Loeser & Parks LLP, Cleveland; 1987 to 1989 Associate Director of Cleveland Works; 1991 to 1992 and 1999 to 2006 Member of the Ohio Senate; 2005 to 2007 Director of Economic Development Education and Entrepreneurship at the Business Administration faculty of Baldwin-Wallace College; 2007 to 2011 Chancellor of the Ohio Board of Regents; since 2011 Vice-President for Education and STEM Learning, Battelle Memorial Institute.

Science Hubs and Campus Saxony/Free State of Saxony
Nicola Hülskamp
2006 doctorate in economics and social sciences; 2001 to 2002 editorial journalist for economics at Frankfurter Allgemeine Zeitung; 2002 to 2009 Desk Officer at Cologne Institute for Economic Research; 2005 to 2008 permanent member of the first committee of enquiry of the State Parliament of Saxony; 2010 to 2011 Desk Officer at different Saxon state ministries; since May 2011 head of the higher education development project group at the Saxon State Ministry for Higher Education, Research and the Arts.

Pôles de Recherche et d'Enseignement Supérieur
Edouard Husson
1998 doctorate in history; 1999 to 2001 Researcher at the Institute of Contemporary History, Munich; 2001 to 2009 Lecturer in Modern History at the University of Paris-Sorbonne; 2009 to 2010 Professor at the University of Picardie Jules Verne and advisor to the French Minister of Higher Education and Research; since 2010 Vice-Chancellor, Universités de Paris.

Frank Ziegele
1991 to 1996 Research Associate in Public Finance, Ruhr University Bochum; 1996 doctorate in economics; 1996 to 2006 Project Manager at CHE Centre for Higher Education; since 2004 Professor of Higher Education Management at Osnabrück University of Applied Sciences; 2006 to 2010 Member of the Executive Board of the "Gesellschaft für Hochschulforschung"; 2007 to 2008 Managing Director, CHE Consult; since 2008 Managing Director, CHE Centre for Higher Education.

Keynote II

University of California

October 7, 2011
9:00 – 10:00 a.m.

The University of California is certainly the pre-eminent public university system in the United States. It unites ten campuses with distinctive strengths under a federal governance structure. Having long been a model to be emulated, the University of California system now faces severe challenges, in particular drastic budget cuts. Its going-forward strategy includes efforts to increase multi-campus and cross-campus coordination and collaborations, be it in research and training or administration. The keynote provides insight into the governance structure of the system with a focus on the relationship between the central administration and individual campuses and cross-campus cooperation.

↗ see appendix page 36

University of California
Lawrence H. Pitts
1969 M.D. (Doctor of Medicine); 1970 to 1975 Residency, University of California, San Francisco (UCSF); 1975 to 1980 Assistant Professor, 1980 to 1986 Associate Professor and 1986 to 2007 Neurosurgery Professor, University of California School of Medicine (UCSF); 1979 to 1993 Vice-Chairman UCSF; 1999 to 2001 Chair, Academic Senate UCSF; 2002 to 2004 Chair, University California (UC), Systemwide Academic Senate; since 2009 Provost of UC.

Commentary
Hans N. Weiler
1965 doctorate in political science; 1965 to 1993 Professor of Education and Political Science at Stanford University; 1974 to 1977 Director of the International Institute for Educational Planning (UNESCO), Paris; 1984 to 1986 Associate Dean for Academic Affairs, School of Education, Stanford University; 1991 to 1993 Director of the Center for European Studies, Stanford University; 1993 to 1999 Professor of Comparative Politics and Rector of Viadrina European University Frankfurt (Oder).

Chair
Winfried Schulze
1970 doctorate in history; 1970 to 1978 professorships at various universities; 1978 to 1993 Full Professor of Early Modern European History at Ruhr University Bochum; 1993 to 2008 Full Professor of Early Modern History at LMU Munich; 1996 Leibniz Prize laureate; 1998 to 2001 Chairman of the German Council of Science and Humanities; since 2007 Chair of the Board of Trustees, University of Paderborn; since 2010 Director of the Mercator Research Center Ruhr.

October 7, 2011
10:30 a.m. – 12:00 p.m.

Panel IV

Cooperation between Universities and Universities of Applied Sciences

While Germany, together with a number of other European countries, continues to have a binary system of higher education, the boundaries between universities and universities of applied sciences ("Fachhochschulen") have become blurred in the course of the Bologna reforms. There is a growing interest in exploring avenues for cooperation across the binary divide, especially in Ph.D. training. However, examples of sustainable and institutionalized cooperation are still rare. The panel presents two case studies from Germany and one from Belgium where cross-sectoral associations have been created to advance cooperation. A major question to be addressed is how differences arising from specific institutional cultures and regulations can be bridged.

↗ see appendix pages 41–46

Brandenburg University of Technology Cottbus (BTU) & Lausitz University of Applied Sciences

Matthias Koziol

1983 to 1988 Research Associate at Technical University Darmstadt; since 1988 free-lance work for the company Cooperative Architects and Engineers; 1988 to 1997 Managing Director of Infra-tec Planning Company; 1992 doctorate in civil engineering; since 1997 Full Professor at Brandenburg University of Technology (BTU) Cottbus, Department of Urban Technical Infrastructure; since 2007 Vice-President for Teaching, Human Resource Development and Further Education, BTU Cottbus.

Karlsruhe University of Applied Sciences (HsKA) & Karlsruhe Institute of Technology (KIT)

Karl-Heinz Meisel

1986 doctorate in computer science; since 1989 Professor of Computer Science at Karlsruhe University of Applied Sciences; 1990 to 2000 Head of the Steinbeis Transfer Center "Industrial Data Processing and Automation"; 2000 to 2005 Vice-President and since 2005 President of Karlsruhe University of Applied Sciences.

K.U. Leuven Association

André Oosterlinck

1977 doctorate in bio-computer science; 1981 special doctorate in electrical engineering; since 1984 Full Professor at Catholic University of Leuven (K.U.Leuven); 1984 to 1994 Director of the Division of Electronics Systems Automatization and Technology (ESAT); 1990 to 1995 Vice-President for the Exact Sciences and 1995 to 2005 Rector and President of K.U.Leuven; since 2005 Honorary Rector of K.U.Leuven and President-Chairman of the K.U. Leuven Association.

Chair

Clemens Klockner

1973 to 1978 Lecturer in Political Science at Darmstadt University of Applied Sciences; 1978 to 1985 Professor of Social Sciences at RheinMain University of Applied Sciences; 1982 to 1984 Dean of the Faculty of Social Services and 1985 to 2008 President of RheinMain University of Applied Sciences; 1994 to 2000 Vice-President of the German Rectors' Conference; 2001 to 2007 Member of the German Council of Science and Humanities; since 2007 Member of the Brandenburg State Council for Higher Education.

Panel V

University Mergers

October 7, 2011
1:00 – 2:30 p.m.

Mergers constitute the most definite form of inter-institutional cooperation. Particularly smaller European countries such as Denmark and Finland have pursued this kind of consolidation strategy in recent years. While potentially rewarding, mergers generally come with high costs. They are difficult to implement, and the participating institutions have to relinquish their distinct identities and their independence. Hence, one question to be asked is why the decision makers in our case studies opted for a merger instead of less demanding forms of cooperation. The panel also looks at the merger process in each case and the concomitant reorganization at the level of faculties and departments.

↗ see appendix pages 47–53

University of Copenhagen
Per Holten-Andersen
1990 to 1994 Assistant Professor of Mensuration, 1994 to 1997 Associate Professor of Forest Management and 1999 to 2002 Head of the Department of Economy, Forest and Landscape at Royal Veterinary and Agricultural University; 2002 to 2007 Rector of Royal Veterinary and Agricultural University; since 2007 Dean of the Faculty of Life Sciences at the University of Copenhagen.

Aalto University
Ritva Dammert
1997 doctorate in polymer chemistry; 1997 to 2000 Scientific Secretary, 2000 to 2002 Secretary General, 2002 to 2006 Development Manager, and 2006 to 2010 Director responsible for program activities and international cooperation with Japan and China at the Academy of Finland; since 2010 Director at Aalto University in charge of strategic support for research and education.

University of Manchester
Rod Coombs
1982 Ph.D. in economics of innovation and technical change; 1979 to 1993 Lecturer in Innovation in the Management School at the University of Manchester Institute of Science and Technology (UMIST); since 1993 Professor of Technology Management and 2002 to 2004 Pro-Vice-Chancellor of UMIST; 2004 to 2010 Vice-President for Research, Innovation and Economic Development of The University of Manchester; since 2010 Deputy President and Deputy Vice-Chancellor of The University of Manchester.

Chair
Lothar Zechlin
1971 doctorate in law; 1971 to 1980 Research Associate, University of Hamburg; 1980 to 2003 Professor of Public Law at Hamburg School of Economics and Politics (HWP); 1992 to 1999 President of HWP; 1999 to 2003 Rector of the University of Graz; 2003 to 2008 Founding Rector and Rector of the University of Duisburg-Essen; since 2008 Professor of Public Law at the Institute of Political Science, University of Duisburg-Essen.

October 7, 2011
3:00 – 4:00 p.m.

Closing Panel Discussion

Ursula Gather
1976 to 1986 Research Associate at the Department of Statistics and Business Mathematics, RWTH Aachen University; 1979 doctorate in mathematics; 1985 to 1986 Professor at the University of Iowa; since 1986 Full Professor in the Faculty of Statistics at TU Dortmund University; 1987 Alfried Krupp Award; since 2008 Rector of TU Dortmund University; since 2010 Chairperson of the State's Rectors' Conference and since 2011 Vice-President of the German Rectors' Conference.

Peter Maassen
1996 doctorate in public administration and public policy; 1976 to 2000 Senior Research Associate, Center for Higher Education Policy Studies (CHEPS), University of Twente; 1996 to 2000 Acting Director, CHEPS; since 2000 Chair of Hedda, Consortium of European Research Institutes; 2000 to 2010 Research Professor at Nordic Institute for Studies in Innovation, Research and Education, Oslo; since 2005 Professor of Higher Education Studies, University of Oslo; 2008 to 2012 Acting Head of Department, University of Oslo.

Wolfgang Marquardt
1982 to 1992 Research Associate at the Institute for System Dynamics and Control, University of Stuttgart; 1988 doctorate in engineering; 1989/80 postdoc at University of Wisconsin, USA; since 1993 Full Professor of Process Systems Engineering at RWTH Aachen University; 2001 Leibniz Prize laureate; since 2004 Member of the Senate and the Executive Committee of the German Science Foundation; 2007 to 2011 Member of the Strategy Board of RWTH Aachen University; since 2011 Chairman of the German Council of Science and Humanities.

Nils Metzler-Nolte
1994 doctorate in chemistry; 1995 to 2000 Junior Research Group Leader at the Max Planck Institute for Bioinorganic Chemistry in Mülheim/Ruhr; 2000 to 2006 Professor of Medicinal and Bioinorganic Chemistry at the University of Heidelberg; since 2006 Full Professor of Inorganic Chemistry at Ruhr University Bochum (RUB); since 2009 Speaker of the Ruhr University Research School and since 2010 Vice-Rector for Early Career Researchers and International Affairs at RUB.

Chair and Concluding Remarks
Winfried Schulze
1970 doctorate in history; 1970 to 1978 professorships at various universities; 1978 to 1993 Full Professor of Early Modern European History at Ruhr University Bochum; 1993 to 2008 Full Professor of Early Modern History at LMU Munich; 1996 Leibniz Prize laureate; 1998 to 2001 Chairman of the German Council of Science and Humanities; since 2007 Chair of the Board of Trustees, University of Paderborn; since 2010 Director of the Mercator Research Center Ruhr.

Appendix

Regional Cooperation in Higher Education
Challenges and Opportunities

Introduction

The following pages provide background information on the case studies presented at the conference. To allow for better comparability, each case is summarized in a one-page matrix which contains the main characteristics of the partnership. The structure of the appendix corresponds to the conference program.

For each panel of the conference, the appendix offers additional examples which are not part of the program. By broadening the selection, we aim to give an impression of the broad variety of existing cooperation models. However, this overview is not intended to be exhaustive. Moreover, there are a number of possible approaches to grouping the examples. Our approach is not meant to be exclusive.

The information contained in the matrixes stems from publicly available sources which have been complemented by the respective speakers for the case studies presented at the conference.

Regional Cooperation in Higher Education
Challenges and Opportunities

Appendix

Overview

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U = University
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TU = Technical University

University Alliance UAMR Metropolis Ruhr

Panel I: Cooperation between Universities

University Alliance Metropolis Ruhr (UAMR)

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Three	The three main universities of the Ruhr metropolitan area are located within 40 km of each other. They are all Ph.D. granting institutions. While Dortmund is a Technical University, the other two are comprehensive research universities. U of Duisburg-Essen was created in 2003 by merging two previously independent universities. Together, the three universities offer more than 210 degree programs.
2.2	Type	– Universities	
2.3	Location	– Ruhr Area	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) Ruhr U Bochum (RUB)	a) 1965; 34,000; 456; 470 (2010; incl. Medicine)
		b) TU Dortmund	b) 1968; 24,900; 300; 275 (2010)
		c) U of Duisburg-Essen	c) 2003; 35,500; 410; 448 (2010; incl. Medicine)
3.	**Objective**	Increase international recognition through a joint brand	The alliance seeks to enhance the international standing of each partner university by exploiting synergies in research and teaching, and by jointly undertaking outreach activities, the aim being to establish the Ruhr metropolitan area (with a population of 5.3 million) as a globally recognized center of excellence for research and education.
4.	**Areas of Activity**	All Areas	
5.	**Type of Activity**	– Joint Departments – Joint Programs – Joint Degrees – Joint Infrastructure – Joint Administration – Joint International Marketing	Examples: – Engineering Unit Ruhr: a virtual department founded between the Departments of Mechanical Engineering of RUB and TU Dortmund; – IT cooperation: the central IT providers joined forces to provide the UAMR with all relevant IT services; – ScienceCareerNet Ruhr: supports high-potential young academics in the Ruhr area; – RuhrCampusOnline: a virtual campus where students can participate in blended learning courses offered by all three universities. – Joint outreach offices in New York, Moscow and Rio de Janeiro/ Sao Paulo have been established.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– All three universities remain independent public institutions; the alliance itself is not incorporated.
6.2	Management	– Joint and Individual	– Collaborations may involve two or all universities. – A Coordination Council consisting of the three presidents and three vice-presidents for administration releases recommendations for the overall development of the alliance; there is a joint coordinator. – The activities may be managed individually or jointly.
7.	**Funding**		
7.1	Mechanism	– Recurring	– The alliance does not have a joint fund.
7.2	Providers	– All Partners and Third Parties	– For each program, the cooperating partners define a specific funding mechanism. – In 2010, Mercator Foundation provided 22 million euros over five years for a joint Research Funding Center of the Alliance to promote strategic cooperation among the partners.
8.	**Entry into Force and Duration**	– March 12, 2007 – Unlimited	No specific duration, renewal or expiration
	Links		www.uamr.de/index_en.htm a) www.ruhr-uni-bochum.de/index_en.htm b) www.tu-dortmund.de/uni/International/index.html c) www.uni-due.de/en

Panel I: Cooperation between Universities

Five Colleges, Incorporated

		Profile	Comments
1.	**Country**	USA	
2.	**Institutions**		
2.1	Number	– Five	Four private residential liberal arts colleges and the flagship campus of the state university system (located within a six-mile radius) form a Five College consortium. They retain their unique identities (two for women only) and each has its own admission and graduation requirements. Only UMass Amherst offers Ph.D.s; some of the colleges offer Masters. Tuition and fees vary, between $ 24,000/yr. (UMass) – $42,000/yr. (colleges).
2.2	Type	– Colleges (private) and University (public)	
2.3	Location		
2.4	Names	– Western Massachusetts	
			Year founded; # of students; # of faculty members; budget (Million US $)
		a) Amherst College	a) 1821; 1,744; 203; 230.
		b) Mt. Holyoke College	b) 1837; 2,200, 220; 200
		c) Smith College	c) 1871; 2,500; 285; 270
		d) Hampshire College	d) 1966; 1,500; 115; 70
		e) UMass Amherst	e) 1863; 27,000; 1,174; 900
3.	**Objective**	Promote the broad educational and cultural objectives of its member institutions	
4.	**Areas of Activity**	Academic Programs, Faculty Appointments, Student Cross-Registration, Shared Administration	The Five College consortium operates joint departments, joint major, and certificate programs. The consortium facilitates inter-campus transportation, administrative collaborations, instruction in two dozen less commonly studied languages, faculty seminars, lectures, and visitors.
5.	**Type of Activity**	– Joint Departments	– astronomy and dance; plus a major in film studies;
		– Certificate Programs	– 13 programs, most interdisciplinary;
		– Joint Library	– libraries coordinate acquisitions and catalogs; print depository (500,000 volumes) is jointly operated;
		– Cross-Registration	– 6000 course cross-registrations per year;
		– Joint Appointments, Faculty Exchange	– 30 joint faculty appointments and frequent faculty exchange;
		– Five College Bus	– inter-campus bus contracted with regional transit authority;
		– Administrative Collaborations	– sharing public safety, student health services, recycling, risk and compliance management, energy, career services, grants.
6.	**Structure and Organization**		
6.1	Legal Basis	– Non-Profit Corporation	– All colleges/university remain independent private and public institutions; the consortium is separately incorporated.
6.2	Management	– Five College Board of Directors, Exec. Director and Staff	– The Consortium is governed by a seven member board of directors (campus presidents/chancellor; UMass system president; executive director). Programs are developed and administered by Five College committees (business officers, academic provosts/deans, librarians, IT directors, etc.). Over 70 faculty and administrative interest groups meet regularly. The Consortium has 35 employees; executive director, treasurer.
7.	**Funding**		
7.1	Mechanism	– Recurring	Expenditures 2009–2010: $ 8.7 million
7.2	Providers	– Member Campuses, Grants, Endowment	Assessments paid by member institutions: $1 million each; in-kind joint contributions/services valued at $40 million
8.	**Entry into Force and Duration**	– 1965 (four campuses), 1966 (five campuses)	No specific duration, renewal or expiration
		– Unlimited	
	Links		www.fivecolleges.edu
			a) www.amherst.edu
			b) www.mtholyoke.edu
			c) www.smith.edu
			d) www.hampshire.edu
			e) www.umass.edu

ETH Eidgenössische Technische Hochschule Zürich Swiss Federal Institute of Technology Zurich

Universität Zürich[UZH]

Panel I: Cooperation between Universities

ETH Zurich and University of Zurich

	Profile	Comments
1. Country	Switzerland	
2. Institutions		
2.1 Number	– Two	ETH and UZH are the two main research universities in metropolitan Zurich, with their headquarters located just across the street. While ETH is focused on engineering and life science, UZH is a comprehensive university with a large medical school. Both are public universities. ETH is an institution of the Federal Government; UZH is under the umbrella of the canton of Zurich.
2.2 Type	– Universities	
2.3 Location	– Zurich Area	
2.4 Names		Year founded; # of students; # of professors; budget (Million CHF)
	a) U of Zurich	a) 1833; 26,168; 522; 1148 (2009)
	b) ETH Zurich	b) 1855; 17,100; 413; 1306 (2009)
3. Objective	Use of synergy potentials; creation of an alliance for high performance in selected fields of international research, teaching & central services	The aim of the cooperation agreement is to use synergy potential in subjects such as life sciences, mathematics, and computer sciences as well as in some areas of central services (e.g. the language center), to achieve a high level of performance and to be able to compete internationally.
4. Areas of Activity	Various Areas of Collaboration	Research and teaching: two joint departments, 24 joint professorships, two joint laboratories, six centers of competence, three joint national research priority programs, three joint research networks, five joint study programs, two joint degrees
	For two examples more detail is provided:	Central services: Language Center, Network of Libraries, Academic Sports Association, Student Housing Foundation
	(1) Life Science Zurich (LSZ)	– LSZ: collaboration in a joint Graduate School
	(2) Language Center (LC)	– LC: collaboration in central services
5. Type of Activity	(1) LSZ: – Joint Ph.D. Programs (LSZ Graduate School) – Joint Science Communication Events	– LSZ Graduate School: 13 Ph.D. programs ranging from plant sciences to systems biology including a M.D./Ph.D. program for medical students; – exhibitions and science events to communicate current research results from both universities to the general public.
	(2) LC: – Language Courses for Students and Staff	– The LC offers instruction in foreign languages at an academic level and functions as a point of reference between the two institutions on questions relating to foreign language teaching and learning.
6. Structure and Organization		Both universities remain independent public institutions.
6.1 Legal Basis	(1) LSZ:	– Executive Board consisting of two professors (1 UZH + 1 ETH), and the managing directors of the operational units;
6.2 Management	– Executive Board – Advisory Board	– the Advisory Board consists of three experts in the field of communication, business and society.
	(2) LC:	– The Board of Trustees is the supervising body of the LC and consists of six voting members and four non-voting members.
	– Board of Trustees – Executive Committee of the Board of Trustees	– The Executive Committee consists of four members.
	– Director & Pedagogical Advisory Team	– The Director manages the Center and presides over the LC, supported by a Pedagogical Advisory Team.
	– The Language Center's Conference	– The LC's Conference consists of the Director, the Heads of Units, all language instructors and the Head of the Self-learning Center.
7. Funding	(1) LSZ: Annual Funding by UZH + ETH; EU Funding	– for 2011-2013 funding by UZH + ETH is CHF 1,200,000; the LSZ Business Network is funded by EU money through Health-TIES; special events /exhibitions are funded with external money.
7.1 Mechanism		
7.2 Providers	(2) LC: Annual Funding by UZH & ETH & Fees	– LC is annually funded by UZH & ETH with CHF 2,810,000; courses offered for defined target groups are fee paying
8. Entry into Force, Duration	(1) LSZ: 2001; Unlimited	
	(2) LC: 2002, Unlimited	
Links		a) www.uzh.ch
		b) www.ethz.ch
		(1) LSZ: www.lifescience-zurich.ch
		(2) LC: www.sprachenzentrum.uzh.ch

Panel I: Cooperation between Universities

Universities of Oldenburg and Bremen

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Two	The two universities, located within a distance of 45 km, have been cooperating since 1990. Both are comprehensive research universities.
2.2	Type	– Universities	
2.3	Location	– Northern Germany	Year founded; # of students; # of professors; budget (Million €):
2.4	Names	a) U of Oldenburg	a) 1973; 10,688; 181; 142,5
		b) U of Bremen	b) 1971; 18,525; 290; 280
3.	**Objective**	Strengthen profile and competitiveness	The aim of the cooperation is to strengthen the profiles of the two universities and to improve their competitiveness by generating synergies, enhancing study opportunities, fostering joint research activities, and coordinating strategic planning.
4.	**Areas of Activity**	Research, Teaching, Administration, and Strategic Planning	
5.	**Type of Activity**	– Joint Research Activities – Joint Degrees, Teaching – Infrastructure & Administration – Planning	– e.g. cooperation within the framework of Collaborative Research Centers, Ph.D. training; – joint master programs, e.g. Hanse Law School, slavic studies und language sciences; exchange of teaching staff; – close cooperation in strategic planning, infrastructure, administration; – both universities are part of the NOWETAS Foundation (together with Jacobs University Bremen and Hanse Wissenschaftskolleg); the Foundation's purpose is to promote joint projects in research and teaching and to support the coordination of strategic planning between the members.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– Both universities remain independent public institutions.
6.2	Management	– Joint and Individual	– Decisions that affect the cooperation are made jointly.
7.	**Funding**		
7.1	Mechanism	– Project-Oriented	– The universities do not have a joint fund.
7.2	Providers	– All Partners and Third Parties	– NOWETAS is funded by Stifterverband für die Deutsche Wissenschaft (the business community's innovation agency for the German science system), Landessparkasse zu Oldenburg (savings bank) and Bremer Landesbank (regional central bank).
8.	**Entry into Force and Duration**	– March 2, 2006 – Unlimited	– A first, project-oriented cooperation agreement was concluded in 1990; a comprehensive agreement followed in 2000 and was updated in 2006; – no specific duration, renewal or expiration.
	Links		www.koopbremenoldenburg.uni-oldenburg.de/index.html www.nowetas.de/cms/

Panel I: Cooperation between Universities

Universities of Bern, Fribourg and Neuchatel (BeNeFri Network)

		Profile	Comments
1.	**Country**	Switzerland	
2.	**Institutions**		
2.1	Number	– Three	BeNeFri is a network between the Universities of Bern, Fribourg and Neuchatel. They are located within a radius of 25 km. U of Bern, where teaching is in German, is the largest; U of Fribourg is bilingual German/French. U of Neuchatel is the smallest and exclusively French-speaking.
2.2	Type	– Universities	
2.3	Location	– Western Switzerland	
2.4	Names		Year founded; # of students; # of professors; budget (Million CHF):
		a) U of Bern	a) 1834; 15,000; 350; 720 (2010)
		b) U of Fribourg	b) 1889; 9,500; 232; 192 (2010)
		c) U of Neuchatel	c) 1838; 4,200; 120; 93 (2010)
3.	**Objective**	Inter-Institutional Coordination of Studies; Efficient use of Resources	The close proximity of the three universities and years of harsh budget restraints in the 1990s have led to this joint program, which seeks to maintain the broad field of subjects while at the same time increasing quality by coordinating courses and accepting credits obtained from any of the three campuses.
4.	**Areas of Activity**	Focus on Teaching	
5.	**Type of Activity**	– Joint Studies – Joint BeNeFri Degrees	– admission of students from the partner universities and exchange of teaching staff in specific disciplines, e.g. biology, geography, economics, religious studies or history; – development of joint study programs, especially master programs with a joint BeNeFri-degree, for example in earth sciences; – the students commute between the three campuses and receive a compensation for their travel cost.
6.	**Structure and Organization**		
6.1	Legal Basis	– Framework Agreement	– Each university continues to exist as an independent institution, the network is not incorporated.
6.2	Management	– Joint Declarations – Individual	– Collaborations are defined at the level of disciplines and fields of study, and must be based on a formal joint declaration of cooperation by all partners. – Each teaching cooperation has to be accepted by the university management and is then listed among the official credit relevant courses.
7.	**Funding**		
7.1	Mechanism	– Recurring	
7.2	Providers	– All Partners	
8.	**Entry into Force and Duration**	– 1993, Update 2008 – Three Years	The agreement is valid for three years with an automatic renewal.
	Links		www.unifr.ch/benefri/de/ a) www.unibe.ch b) www.unifr.ch c) www2.unine.ch

Panel I: Cooperation between Universities

University Alliance Finland

		Profile	Comments
1.	**Country**	Finland	
2.	**Institutions**		
2.1	Number	– Three	U of Jyväskylä began as a teacher training college. Today, it offers industry-focused training from physics to health and arts. Tampere U of Technology is a Polytechnic. It was initially a subsidiary of Helsinki U of Technology (1965 – 2010) and then became an independent institution in the form of a foundation. The U of Tampere is a comprehensive university. The universities are located within 150 km.
2.2	Type	– Universities	
2.3	Location	– Central and Southern Finland	
2.4	Names		
			Year founded; # of students; # of professors; budget (Million €):
		a) U of Jyväskylä	a) 1934; 15,000; n.d.; 204 (2010)
		b) Tampere U of Tech	b) 2010; 10,400; 146; 138 (2010)
		c) U of Tampere	c) 1925; 15,200; 198; 150 (2009)
3.	**Objective**	Pooling of resources in research and education in order to compete on a global scale	– to benefit from a unique resource pool and to establish new multidisciplinary research platforms; – to offer top-quality, attractive teaching programs to domestic and international students; – to be a competitive player in the international context.
4.	**Areas of Activity**	Focus on Multidisciplinary Cutting-Edge Research	
5.	**Type of Activity**	– Joint Study Programs – Joint Research Projects – Joint Platforms	– joint MA and Ph.D. programs in place and being developed; – jointly funded research projects, for example in biological, behavioral and neuronal engineering; medical technology and life sciences; chemical safety and environmental effects; future learning and digital games; work, learning and well-being; ageing; human technology and nanosciences; – creation of multidisciplinary research platforms; – creation of a Global Venture Lab, a university based business creation platform.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	The three universities remain independent institutions.
6.2	Management	– Joint	
7.	**Funding**		
7.1	Mechanism	– Recurring	All Finnish universities are state-run and financed primarily from the national higher education budget.
7.2	Providers	– All Partners and Private Parties	
8.	**Entry into Force and Duration**	– 2008 – Umlimited	
	Links		www.yliopistoallianssi.fi/en a) www.jyu.fi/en/ b) www.tut.fi/en/ c) www.uta.fi/english/

Panel I: Cooperation between Universities

The White Rose University Consortium

		Profile	Comments
1.	**Country**	United Kingdom	
2.	**Institutions**		
2.1	Number	– Three	The White Rose Consortium is a strategic partnership between Yorkshire´s three leading research universities in Leeds, Sheffield and York, located within a distance of 100 km. The consortium was established in 1997 to optimize the combined resources of the three universities, and it is the UK's most successful university collaboration.
2.2	Type	– Universities	
2.3	Location	– Yorkshire	
2.4	Names		Year founded; # of students; # of professors; budget (Million £):
		a) U of Leeds	a) 1904; 33,585; n.d.; 505 (2010)
		b) U of Sheffield	b) 1905; 25,970; 397; 390 (2010)
		c) U of York	c) 1963; 15,265; n.d.; 237 (2010)
3.	**Objective**	– Raise the national and international profile of the universities – Establish White Rose as a key driver of regional economic development	The consortium seeks to ensure efficient cooperation between the partner universities, encouraging creativity and innovation to ensure that together they can secure funding and resources to pursue their research, teaching and enterprise initiatives. The partnership also aims at a combined research power that is comparable to that of the universities of Cambridge and Oxford.
4.	**Areas of Activity**	– Support of Collaborative Activities – Funding	– The White Rose Collaboration Fund provides small grants to launch collaborative initiatives which are likely to lead to larger, higher value and more strategic projects in the future. – The studentship networks program supports research networks each of which are allocated three fully funded Ph.D. studentships.
5.	**Type of Activity**	– Joint Projects	Examples: – The White Rose Social Science Doctoral Training Centre will facilitate collaboration across the social sciences at the Universities of Leeds, Sheffield and York. – The Centre for Excellence in Teaching and Learning in Enterprise will enable students to develop enterprise skills. – The Centre for Low Carbon Futures is a vibrant evidence-based research centre, focusing on research, development and demonstration. – The White Rose Health Innovation Partnership develops better links between academia, business and clinical delivery.
6.	**Structure and Organization**		
6.1	Legal Basis		– The three universities remain independent institutions.
6.2	Management	– Executive Board	– The Executive Board consists of the Chief Executive Officer of the White Rose University Consortium, the three Vice-Chancellors of the White Rose universities and one more university member. – Project Development Managers are based at the White Rose universities of Leeds, Sheffield and York. – Individual projects have separate management structures.
7.	**Funding**		
7.1	Mechanism		
7.2	Providers	– All Partners and Third Parties	– Since 2001, the Consortium has secured in excess of £50 million additional funding for collaborative initiatives across the three universities, in support of research, knowledge transfer and learning and teaching activities.
8.	**Entry into Force and Duration**	– 1997 – Unlimited	
	Links		www.whiterose.ac.uk/

Panel I: Cooperation between Universities

The Three-College Collaboration

		Profile	Comments
1.	**Country**	USA	
2.	**Institutions**		
2.1	Number	– Three	– All three colleges are private. Babson is a business school. Olin offers a bachelor degree in engineering. Wellesley College is a liberal arts college and until recently admitted only women.
2.2	Type	– Colleges	
2.3	Location	– Near Boston, MA	– When Olin College was established with a $460 million gift from the Olin Foundation, Babson College donated part of its own property to have Olin on its premises while the Wellesley Campus is just four miles away.
2.4	Names		Year founded; # of students; # of professors; budget (Million US $):
		a) Babson College	a) 1919; 3,250; 247 faculty; n.d.
		b) Olin College	b) 1997; 306; 34; 31,5 (2010)
		c) Wellesley College	c) 1870; 2,300; 362 faculty; 227,2 (2010)
3.	**Objective**	Build on the geographic proximity and complementary curricula to explore the synergies in the schools' three missions	The three colleges build on existing initiatives and explore new academic, social and business relationships. They aim to expand educational opportunities for students, facilitate faculty research and teaching projects across campuses, and assist one another in administrative functions. At the same time, the institutions hope to break new ground in interdisciplinary studies and projects.
4.	**Areas of Activity**	The three colleges work towards deepening their cooperation.	
5.	**Type of Activity**	– Cross-Registration	– cross-registration for courses unavailable at home campus;
		– Joint Academic Degree and Certificate Programs	– e.g. the Certificate in Engeneering Studies program offered by Olin College for students from Babson and Wellesley;
		– Courses on Several Campuses	– jointly offered academic courses on two or more campuses (e.g. "Issues in Leadership & Ethics"); courses offered by faculty from one college on the campus of another;
		– Jointly Appointed Faculty Members	– e.g. faculty in science and technology entrepreneurship, jointly appointed between Babson and Olin;
		– Inter-Campus Curricular and Research Activities	– e.g. a new initiative on sustainability launched by faculty of all three colleges;
		– Joint Campus Services	– sharing of campus services; open membership and participation in a variety of student activities and programs.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– All three universities remain independent private institutions.
6.2	Management	– Joint and Individual	– Cooperation may involve two or all Colleges.
7.	**Funding**		
7.1	Mechanism	– None	No funds are directly appropriated for this cooperation.
7.2	Providers	– All Partners	
8.	**Entry into Force and Duration**	– July, 2009	
		– Unlimited	
	Links		www.bow3colleges.org
			a) www.babson.edu
			b) www.olin.edu
			c) www.wellesley.edu

Panel II: Inter-University Cooperation at the Department/ Faculty Level

Scottish Universities Physics Alliance (SUPA)

		Profile	Comments
1.	**Country**	Scotland (UK)	
2.	**Institutions**		
2.1	Number	– Eight	These eight, mostly research-intensive, universities in Scotland count over 150,000 students and, with the exception of Aberdeen, are located in the southern part of Scotland within a radius of ca. 60 km from Edinburgh.
2.2	Type	– Universities	
2.3	Location	– Scotland	
2.4	Names		Year founded; # of students; # of acad. staff; budget (Million £):
		a) U of Aberdeen	a) 1495; 16,000; 1,414; 225 (2010)
		b) U of Dundee	b) 1967; 17,000; 1,435; 235
		c) U of Edinburgh	c) 1583; 28,000; 2,929; 634 (2009)
		d) U of Glasgow	d) 1451; 22,000; 2,288; 432 (2009)
		e) Heriot Watt U	e) 1821; 11,800; 593; 161
		f) U of St. Andrews	f) 1413; 7,200; 949; 150
		g) U of Strathclyde	g) 1796; 22,000; 1,333; 254
		h) U of the West of Scotland	h) 2007; 20,000; 584; 9
3.	**Objective**	Put Scotland at the forefront of research and innovation	The aim is to put Scotland at the forefront of research and innovation in physics through an agreed national strategy, an inter-institutional management structure, and coordinated promotion and pursuit of excellence.
4.	**Areas of Activity**	Physics and Astronomy and Applications	Major research themes being pursued are physics and life sciences, energy, astronomy, condensed matter and materials physics, nuclear and plasma physics, particle physics and photonics.
5.	**Type of Activity**	– Graduate School – Visiting Scientists – Joint Research – Joint Management	The foundations of SUPA are (i) a Scottish Graduate School in Physics where approx. 10 prize studentships are offered per year in addition to the 130 per annum funded by the UK Research Councils and (ii) a coordinated approach to research under a single management umbrella with joint grant applications and publications.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– All universities remain independent publicly funded institutions.
6.2	Management	– Joint	– SUPA has its own executive management, composed of a CEO, a director of the Graduate School and a director for Knowledge Transfer. – The management is assisted by an international Advisory Board.
7.	**Funding**		
7.1	Mechanism	– Recurring	– The Scottish Funding Council, SFC, is a major funder of SUPA, with research mainly funded by UK Research Councils.
7.2	Providers	– All Partners, SFC and UK Research Councils	– A first four year cycle (SUPA I) ended in 2009, followed by a two year prolongation (10/11). – SFC just recently awarded SUPA an 18 million euros grant for seven years from 2009.
8.	**Entry into Force and Duration**	– 2005 – Duration until 2016	Currently in second phase of SUPA
	Links		www.supa.ac.uk

Panel II: Inter-University Cooperation at the Department/ Faculty Level

Niedersachsen Institutes of Technology (NTH)

niedersächsische technische hochschule

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Three	The three main universities of Lower Saxony are all Ph.D. granting institutions. While all three offer Engineering degrees, Leibniz University is the most comprehensive one. Medicine is not part of the curriculum.
2.2	Type	– Universities	
2.3	Location	– State of Lower Saxony	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) TU Braunschweig	a) 1745; 13,500; 223; 275 (2010)
		b) TU Clausthal	b) 1775; 3,600; 97; 98 (2010)
		c) Leibniz U Hannover	c) 1831; 21,000; 309; 375 (2009)
3.	**Objective**	Create a powerful alliance for successful competition for national and European research funding	The aim of NTH is to define a single joint strategy for research and teaching at the three university locations. NTH develops future research focuses and research centers and coordinates academic programs of its members.
4.	**Areas of Activity**	Focus on MINT subjects	– NTH is one of the largest centers of academic research and education for the so-called MINT subjects (mathematics, computer science, natural sciences and engineering) in Germany.
5.	**Type of Activity**	– Joint Graduate schools – Joint Research Clusters – Ph.D. Programs – Joint Master Degree	– The NTH-Graduate-School "NTH-School of Engineering Sciences PhDcube" is one of the finalists in the German Excellence Initiative. – NTH is in the process of developing 2 Ph.D. Programs in Engineering and Natural Sciences. – In the future, NTH will offer also joint Master degrees.
6.	**Structure and Organization**		
6.1	**Legal Basis**	– Constitution	– All three universities continue to exist as independent public institutions.
6.2	**Management**	– Senate – Board – NTH Office	– The common strategies of all three members are combined into a university structure, called NTH, with the right of self-government. – The Senate is composed of 21 members (seven per university). – The Board is composed of five members (Presidents of the three member universities plus two representatives from the science community, industry or the public sector). – Board and Senate are chaired on a rotational basis with a two year term by the President of one of the member universities. – The Board meets biweekly and is assisted by the NTH office.
7.	**Funding**		
7.1	Mechanism	– Recurring	– NTH receives 25 million Euro over five years from the State of Lower Saxony.
7.2	Providers	– State of Lower Saxony and Third Parties	– NTH researchers can apply for research grants. Such NTH funds are managed by the member universities.
8.	**Entry into Force and Duration**	– December 15, 2008 – Unlimited	– The constitution calls for an evaluation of NTH every six years. – It does not contain a clause for eventual termination.
	Links		http://www.nth-online.org a) www.tu-braunschweig.de b) www.tu-clausthal.de c) www.uni-hannover.de

Panel II: Inter-University Cooperation at the Department/ Faculty Level

European Medical School Oldenburg-Groningen

		Profile	Comments
1.	**Country**	Germany – Netherlands	
2.	**Institutions**		
2.1	Number	– Two	The two universities are located in two principal border towns about 150 km apart. Both are comprehensive Ph.D. granting research universities, but the University of Oldenburg does not yet have a Medical School.
2.2	Type	– Universities	
2.3	Location	– Cross-Border	
2.4	Names	a) U of Oldenburg b) U of Groningen	Year founded; # of students; # of professors; budget (Million €): a) 1973; 10,700; 181; 142 (2009) b) 1614; 27,700; 413; 564 (2010; incl. Medicine)
3.	**Objective**	Medical degree with possibility for approbation in two countries	It is the first time that Germany has accepted a cross-border education in medicine with a degree (bachelor/master) obtained in the Netherlands and subsequent final M.D. granting exams in Germany.
4.	**Areas of Activity**	Education in Medicine	– The German Council of Science and Humanities ("Wissenschaftsrat") approved the establishment of the European Medical School in November 2010 and opened the way for its establishment. – The European Medical School (EMS) offers the Dutch degrees in medicine (Bachelor of Science and Master of Science in Medicine) and the German approbation (Staatsexamen). – EMS offers a bridging year for students from specified other disciplines.
5.	**Type of Activity**	– Joint Educational Program	– The education has to take place in both countries. – Students need to enroll in both universities for the three year master program with no less than one year at one Medical School. – A total of 80 students will be able to enroll in this program.
6.	**Structure and Organization**		
6.1	Legal Basis	– Bilateral Agreement	U of Oldenburg will establish a Faculty of Medicine and establish a university hospital in cooperation with three local hospitals.
6.2	Management	– Individual	
7.	**Funding**		
7.1	Mechanism	– Recurring	– the University with its Medical School and the Medical Center of Groningen; – the new Medical School in Oldenburg will be financed by the State of Lower Saxony and by the university; additional funds will be generated by a private foundation.
7.2	Providers	– U of Oldenburg and State of Lower Saxony	
8.	**Entry into Force and Duration**	– November 12, 2010 – Long-Term	The first courses will be offered by fall 2012.
	Links		a) www.uni-oldenburg.de b) www.rug.nl

NAWI Graz

		Profile	Comments
1.	**Country**	Austria	
2.	**Institutions**		
2.1	Number	– Two	In 2004, U of Graz and Graz U of Technology institutionalized their well-established cooperation in the natural sciences by founding NAWI Graz. They were the first Austrian universities to establish comprehensive strategic cooperation in research and teaching. The universities' main campuses are both located at Graz city center, less than three km away from each other.
2.2	Type	– University, University of Technology	
2.3	Location	– Graz, Austria	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) U of Graz	a) 1585; 30,279; 147; 189,3 (2010)
		b) Graz U of Technology	b) 1811, 11,681; 161; 111,3 (2010)
3.	**Objective**	Create synergies and achieve a critical mass	By pooling resources and know-how, NAWI Graz aims at strengthening Graz as a location for research and teaching, achieving a critical mass in the European context, and raising international visibility.
4.	**Areas of Activity**	Research, Teaching and Infrastructure in Natural Sciences	Fields included: molecular bioscience, biotechnology, plant science; chemistry, chemical and pharmaceutical engineering; earth, space and environmental science; fundamental and applied mathematics.
5.	**Type of Activity**	– Joint Research Projects – Joint Programs and Degrees – Joint Facilities – Joint Appointments – Joint Management	– existing collaborations, for instance in large research projects, are continued and new research fields are jointly selected and developed; – 15 joint BSc/MSc studies in natural sciences; – joint doctoral school NAWI GASS (Graz Advanced School of Science); – joint central labs; – professors and visiting professors are jointly appointed, for example with the Fulbright-NAWI Graz Visiting Program.
6.	**Structure and Organization**		
6.1	Legal Basis		– The two universities remain independent institutions; NAWI Graz is not incorporated.
6.2	Management	– Steering Committee – Deans – Faculty Work Groups	– The NAWI Graz Steering Committee consists of the Rectors and one member each from both University Councils. It approves the use of resources and makes strategic decisions. – The NAWI Graz Deans, nominated by the Rectors, are responsible for operative management of the businesses of NAWI Graz. – The Faculty Work Groups consist of professors from both universities. Their spokespersons form the NAWI Graz Advisory Board, which supports the NAWI Graz Deans as an advisory body.
7.	**Funding**		
7.1	Mechanism	– Recurring	– NAWI Graz funds (specifically allocated by the state)
7.2	Providers	– Both Partners and Third Parties	
8.	**Entry into Force and Duration**	– 2004 – Unlimited	
	Links		www.nawigraz.at

Panel II: Inter-University Cooperation at the Department/ Faculty Level

Scottish Universities Life Sciences Alliance (SULSA)

		Profile	Comments
1.	**Country**	Scotland (UK)	
2.	**Institutions**		
2.1	Number	– Six	The Scottish Universities Life Sciences Alliance (SULSA) is a research pooling partnership between six Scottish universities and was established in 2007.
2.2	Type	– Universities	
2.3	Location	– Scotland	Year founded; # of students; # of professors; budget (Million £):
2.3	Names	a) U of Aberdeen	a) 1495; 16,000; 1,414; 225 (2010)
		b) U of Dundee	b) 1967; 17,000; 1,435; 235
		c) U of Edinburgh	c) 1583; 28,000; 2,929; 634 (2009)
		d) U of Glasgow	d) 1451; 22,000; 2,288; 432 (2009)
		e) U of St. Andrews	e) 1413; 7,200; 949; 150
		f) U of Strathclyde	f) 1796; 22,000;1,333; 254
3.	**Objective**	Strengthen Scotland's global position in the life sciences	To maintain their competitive edge in life sciences research, Scottish Universities have formed a new strategic partnership in which expertise and resources are shared.
4.	**Areas of Activity**	Life Sciences Research and Innovation	
5.	**Type of Activity**	– Joint Research – Joint Ph.D. Studentships – Joint Recruiting – Joint Facilities – Joint Funding	– SULSA´s initial focus is on the three research themes cell biology, systems biology and translational biology; – funding for collaborative Ph.D. studentships; all students will be integrated into the SULSA research network; – joint recruiting of international research leaders; – more than 17 research facilities across Scotland are supported; all are open to researchers based at any Scottish university; – funding of projects through the SULSA Chemistry Catalyst Fund or the High Throughput Screening Fund.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– All universities remain independent publicly funded institutions.
6.2	Management	– Executive Committee	– The Executive Committee has responsibility for allocating funds and ensuring that SULSA delivers its goals.
7.	**Funding**		
7.1	Mechanism	– Recurring	– supported by the Scottish Funding Council
7.2	Providers	– All Partners, Scottish Funding Council	
8.	**Entry into Force and Duration**	– 2007 – Unlimited	
	Links		www.sulsa.ac.uk

Panel III: Cooperation in Larger Networks

University System of Ohio (USO)

Ohio Board of Regents
University System of Ohio

		Profile	Comments
1.	**Country**	USA	
2.	**Institutions**		
2.1	Number	– 14	USO is one of the largest comprehensive public systems of higher education in the US. The Community Colleges offer two year programs (associate degree). The 14 universities and 24 regional branch campuses lead to a bachelor, master or Ph.D. degree. Ohio State is the flagship university (land grant 1870).
2.2	Type	– Universities/Colleges	
2.3	Location	– State of Ohio	
2.4	Names	– USO	Year founded; # of students; # of faculty and staff; budget (Million US $): 2007; 526,760; 107,576; 5,829 (2010)
3.	**Objective**	Comprehensive Public Postsecondary Education System	– The strategic Plan 08 – 20 targets three areas: 1. increase number of graduates (+ 50%), 2. keep the graduates in Ohio, 3. attract more talent to Ohio. – The U system calls for complementary rather than competing missions among the campuses. – The U system also tries to make higher education more affordable for students.
4.	**Areas of Activity**	– Postsecondary Education Offerings from GED to Ph.D. – Research and Development	Ohio's public colleges, universities, and adult education programs offer every option from a GED (General Educational Development diploma) to a Ph.D. Each of Ohio's 13 public university main campuses have distinctive missions, which include a comprehensive, high-quality education, as well as nationally recognized Centers of Excellence.
5.	**Type of Activity**	– Credit Transfer – Ohio Third Frontier/Innovation Partnership – Centers of Excellence	– Students in USO who begin college at any institution are guaranteed that credits will transfer anywhere else within the system. – Partnership with the state's high tech economic development program to fund commercialization partnerships between higher education and industry, including the attraction of 26 research scholars. – Formation of Centers of Excellence in the state's biggest industry sectors to promote distinctive research areas and better collaboration among universities and businesses.
6.	**Structure and Organization**		
6.1	Legal Basis	– Act of Law by the State of Ohio	– An Act of Law by the State Legislature gave appointing power of the Chancellor as Executive Officer for the entire system to the Governor. – An Act of Executive Order by the Governor in 2007 unified all public institutions of higher learning into one system. – All universities and colleges continue to exist as independent public institutions, run by their Board of Trustees (who are appointed by the Governor).
6.2	Management	– Board of Regents	
7.	**Funding**		
7.1	Mechanism	– Recurring	– Compared to the national average, Ohio's public higher education system is heavily underfunded. – New performance-based funding model bases SSI (State Share of Instruction) on graduation, not enrollment.
7.2	Providers	– State, Industry and Private Giving	
8.	**Entry into Force and Duration**	– 2007 – Unlimited	No specific duration, renewal or expiration
	Links		www.uso.edu

Panel III: Cooperation in Larger Networks

Science Hubs and Campus Saxony/ Free State of Saxony

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Four plus One	The university development plan of the State of Saxony which is currently being drafted envisages the creation of so-called science hubs ("Wissenschaftsregionen"), and a Campus Saxony ("Campus Sachsen"). Science Hubs (SH) are meant to be regional networks of universities, R&D institutions, business (associations), and cultural institutions. The Campus Saxony (CS) will be a state-wide coordination and advisory body which functions as an overarching structure.
2.2	Type	– Universities, R&dD Institutions, Business (Associations), and Cultural Institutions	
2.3	Location	– Free State of Saxony	
2.4	Names		# of universities; # of univ. of music, dance or arts; # of R&D institutions (partly publicly funded); # of univ. of applied sciences:
		a) Dresden Area	a) 1; 3; 27; 2
		b) Leipzig Area	b) 1; 2; 13; 1
		c) Chemnitz Area	c) 1;0; 3; 2
		d) Freiberg Area	d) 1;0; 1, 0
		e) Campus Saxony	e) members of university boards, governmental and external experts
3.	**Objective**	Exploit synergies, tap the full (collective) potential of all institutions and, thereby, improve the position of Saxon academia and industry under conditions of global competition	– The creation of science hubs and of Campus Saxony are an attempt by the government to maintain a wide variety and excellent standards of research, teaching and knowledge transfer despite shrinking budgets. – Individual institutions' profiles will be sharpened, while becoming more complementary. – Links between universities, R&D institutions, business and other "stakeholders" will be strengthened.
4.	**Areas of Activity**	– Knowledge Management (SH) – Regional Coordination and Cooperation (SH) – Innovation (SH) – Efficient Use of Resources and Infrastructure (SH) – Joint Marketing (CS) – Advise for Policy-Makers (CS)	– A regional Knowledge Management System is intended to improve transparency for all actors. – A coherent regional strategy is meant to help maintain the current teaching and research capacity despite job cuts. – An improvement of communication between academia and industry is intended to facilitate knowledge and technology transfer and life-long learning and education. – The new structures are explicitly not meant to restrict networking and academic cooperation at the level of individual institutions and researchers.
5.	**Type of Activity**	To Be Defined	Science Hubs will mainly focus on cooperation in teaching and the use of infrastructure; Campus Saxony`s work will be more advisory and conceptual in character.
6.	**Structure and Organization**		
6.1	Legal Basis		
6.2	Management	– Each Science Hub will be steered by a so-called Science Forum. – Campus Saxony will be steered by a so-called Campus Advisory Board.	– A Science Forum has an advisory function; its members are presidents/chairpersons of U and UAS, research institutes, business (associations), plus independent experts. – The government has the option to adopt recommendations made by a Forum or the Campus Advisory Board and to include them in performance contracts with its universities.
7.	**Funding**		
7.1	Mechanism		Until 2013, the government will be offering initial financial incentives from the so-called "innovation budget". Further, the government will be allowing universities to partially keep savings gained by (e.g.) joint use of infrastructure.
7.2	Providers	– Free State of Saxony and Third Parties	
8.	**Entry into Force and Duration**	2012 – 2020 (envisaged)	The university development plan of the Free State of Saxony is still being drafted (first draft: April 2011).

Panel III: Cooperation in Larger Networks

Pôles de Recherche et d'Enseignement Supérieur (PRES)

		Profile	Comments
1.	**Country**	France	
2.	**Institutions**		
2.1	Number	– 60 Universities and many others	– PRES program is operated by the French Ministry of Higher Education and Research.
2.2	Type	– Universities, Research Labs, Medical Centers	– PRES is a complementary activity of the ministry to make French universities and research institutions more autonomous.
2.3	Location	– All over France	– Five years after its launch in 2006, the PRES Program already counts 21 "Centers".
2.4	Names	– PRES	– The members of a "Center" are independent French or European private or public institutions.
3.	**Objective**	Exploit synergies and enhance the individual potential in order to better answer to regional demands	– Due to the very subtle structure of PRES, the "Centers" are able to bring together institutions with very different orientations and portfolios in education and research, making them more coherent and complementary. – "Centers" are established either with the objective of a future merger (PRES pré-fusionnel) or to increase the critical mass in joint fields of activity (PRES de cooperation). – Internationally recognized standards of excellence and competence are a key prerequisite for obtaining PRES status.
4.	**Areas of Activity**	– Any Field of Science and Higher Learning	There exist no restrictions regarding areas of cooperation.
5.	**Type of Activity**	– PRES Degrees – Joint Research Projects – Mergers	– Master and doctorate degrees can be obtained from a "Center" with studies pursued at various member institutions under the condition that the Ministry has approved the "Center" as an EPCS (établissement public de coopération scientifique); the Ministry considers this to be of major importance. – All research is published solely under the name of the relevant "Center" in order to enhance the international visibility of PRES. – Four members of PRES are planning a complete merger in 2012: Lille, Nancy-Metz, Aix-Marseille, Montpellier.
6.	**Structure and Organization**		
6.1	Legal Basis	– Pacte de Recherche	– The formation of a "Center" is a bottom-up process initiated and driven by the member institutions.
6.2	Management	– Joint and Individual	– Every "Center" has to be approved by the French Ministry of Higher Education and Research. – All universities and other member institutions maintain their legal identity. – The number of institutions participating in a "Center" is not limited.
7.	**Funding**		
7.1	Mechanism	– Recurring	– With the signing of the convention of a "Center" the French Ministry makes an initial contribution which varies between 1 and 200 million euros.
7.2	Providers	– Member Institutions and Government	– All member institutions contribute to the operations of a "Center" with human and financial resources.
8.	**Entry into Force and Duration**	– 2006 – Unlimited	The agreement does not specify the duration. Neither a date of expiration nor renewal exists.
	Links		www.enseignementsup-recherche.gouv.fr/cid20724/les-poles-de-recherche-et-d-enseignement-superieur-pres.html

Panel III: Cooperation in Larger Networks

University of California (UC)

		Profile	Comments
1.	**Country**	USA	
2.	**Institutions**		
2.1	Number	– Ten	All ten universities of UC are Ph.D. granting research institutions. UC's campuses are spread all over the state. The first campus was established in Berkeley. UC is part of the state's three-tier public higher education system, which also includes California State Universities and California Community Colleges. Year founded; # of students; # of professors; budget: 1868; 235,000; n.d.; 18,609 (incl. Med Centers and Nat. Labs); 21.8 b US $
2.2	Type	– Universities	
2.3	Location	– California	
2.4	Names	– University of California, UC	
3.	**Objective**	Increase international recognition through a joint brand; improve the quality of research in higher education by coordination of efforts across 10 superb campuses	The system comprises all areas of academic research and teaching.
4.	**Areas of Activity**	Teaching, Research, and Service across all Disciplines	UC is a ten campus system offering over 1,000 degree programs in over 150 disciplines.
5.	**Type of Activity**	– Multicampus Research Programs & Initiatives (MRPIs) – California Institutes of Science and Innovation (Cal ISIs). – Multicampus Programs – Shared Systems	– UC recently awarded $68 million in competitive grants to 37 MRPIs designed to assemble UC-wide teams of experts from a broad range of fields to focus their efforts around specific research areas important to California (for example transportation, solar energy, hydrology). – Early this decade, the State of California provided matching funding to create four Cal ISIs, each is hosted by at least two UC campuses (with one campus usually taking a lead role). – Multicampus programs in education abroad, undergraduate learning in government centers (Washington and Sacramento). – Recent budgetary cutbacks are driving more shared systems (California Digital Library, common payroll system).
6.	**Structure and Organization**		
6.1	Legal Basis	– Act of Law by the State Legislature	– Shared governance between the Board of Regents, the system-wide President and the faculty. – The Office of the President is the systemwide headquarters of UC, managing its fiscal and business operations and supporting the academic and research missions across its campuses, labs and medical centers. – Each UC campus has substantial administrative autonomy. – However, there are common academic personnel policies across the system and a single faculty salary scale.
6.2	Management	– Joint and Individual	
7.	**Funding**		
7.1	Mechanism	– Recurring	– UC system has an operational budget of about $ 22 billion. – The State has been underfunding the UC system for many years. Student fees have almost tripled in the past ten years and contribute 12% ($ 2.6 billion) to the budget.
7.2	Providers	– All Partners and Third Parties	
8.	**Entry into Force and Duration**	– 1868 – Unlimited	After UC Berkeley eight more campuses were established within 100 years. Another 40 years passed before UC Merced was added (2005).
	Links		– www.universityofcalifornia.edu – www.ucop.edu – www.budget.ucop.edu

Panel III: Cooperation in Larger Networks

University Council of the State of Schleswig-Holstein

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Three	The University Council is a joint board of higher education of the three universities in the State of Schleswig-Holstein. The universities of Flensburg, Kiel and Lübeck are located within 160 km. The council has a dual function: one is to give advice and support to the three universities in their development; the other is the coordination of the three universities in the interest of statewide higher education planning.
2.2	Type	– Universities	
2.3	Location	– Schleswig-Holstein (Northern Germany)	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) U of Flensburg	a) 1994; 3,900; 66; 14 (2009)
		b) U of Kiel	b) 1665; 22,800; 384; 220 (2009)
		c) U of Lübeck	c) 1964; 2,750; 22; 19 (2009)
3.	**Objective**	Foster cooperation and coordination between the three universities, support development of the individual universities	The University Council operates primarily on a strategic level. It aims at strengthening the universities' efficiency and competitiveness and supporting their capacity to decide autonomously on their strategic goals, their willingness to develop and implement distinct missions and profiles, their visibility and attractiveness to students and researchers and their contribution to the cultural, economic and social development of the state of Schleswig-Holstein.
4.	**Areas of Activity**		
5.	**Type of Activity**	Oversight, Advice and Strategic Coordination	In its function as joint board of the three universities in the state, the Council promotes inter-university cooperation and coordination and gives recommendations to the government regarding the development of the university system. In its function as a board of trustees for each of the three universities, the Council, among other things: – gives recommendations regarding the university's profile in research and teaching; – comments on the university's budget and target and performance agreements; – decides on the strategic plan of the university and its principles for the allocation of financial resources and personnel.
6.	**Structure and Organization**		
6.1	Legal Basis	– Higher Education Act 2007	– members of the Council: nine external personalities from science, economy, culture and politics from home and abroad with a term of three years; – guests: the three university presidents, the equal opportunities commissioners and student representatives; – the meetings are usually held four times a year.
6.2	Management	– Office located at U Kiel	
7.	**Funding**		
7.1	Mechanism	– Recurring	– joint financing of office and projects
7.2	Providers	– All Universities	
8.	**Entry into Force and Duration**		
	Links		www.unirat-sh.de

Panel III: Cooperation in Larger Networks

University of the Greater Region (UGR)

		Profile	Comments
1.	**Countries**	Germany, France, Luxemburg, Belgium	
2.	**Institutions**		
2.1	Number	– Seven	The Greater Border Region between Germany, France, Belgium and Luxemburg is 65,000 sq km in size and has a population of 11.3 million, bringing together four cultures and three languages. The seven main universities of the region are located within a radius of about 150 km.
2.2	Type	– Universities	
2.3	Location	– Border Area	
2.4	Names		
			Year founded; # of students; # of professors; budget (Million €):
		a) Saarland U	a) 1948; 17,600; 270; n.d.
		b) U of Liège	b) 1817; 17,000; n.d.; n.d.
		c) U of Luxembourg	c) 2003; 5,000; 176; 113
		d) Nancy U	d) 1572; 40,000; n.d.; n.d.
		e) Paul-Verlaine U – Metz	e) n.d.; 14,300; n.d.; 109
		f) TU Kaiserlautern	f) 1970; 12,500; 167; 111
		g) U of Trier	g) 1970; 14,600; 160; 105
3.	**Objective**	The aim is to create a joint association of universities by 2012.	The UGR network aims to increase the mobility of students, scientists and lecturers while at the same time enhancing research profiles and the quality of courses offered.
4.	**Areas of Activity**	All Fields of Research and Studies at the Partner Universities	– Joint pilot activities are testing new forms of cooperation within this multicultural and multilingual region. – By 2012 there will also be a centre for cross-border doctorates.
5.	**Type of Activity**	– Joint Degree Programs – Joint Pilot Projects – Joint Infrastructure	– cross-border degree programs between two or more universities in several fields, e.g. German-French Studies, Physics; – pilot activities in research and education, e.g. doctoral workshops, interdisciplinary Ph.D. Program in Cultural Studies, introduction of an international Master in Cancer Research; – common use of institutes, laboratories and faculties.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– All universities remain independent institutions; the network itself is not incorporated.
6.2	Management	– Joint	– UGR has a governing board. It comprises the presidents and rectors of the seven partner universities and political representatives of the five participating regions. – The UGR Board sets the university policy guidelines of the project and ensures that all those representing the universities' interests are involved to the same degree. – The steering group is made up of members of the management staff of the seven partner universities.
7.	**Funding**		
7.1	Mechanism	– Recurring	– The UGR network is funded by the European Union as part of the Interreg IV A Greater Region program with 6 million euros for 3.5 years. The project started in 2008. – In addition to the EU, the seven partner universities and the federal states and regions of Saarland, Wallonia, Lorraine and Rhineland-Palatinate also provide funding.
7.2	Providers	– All Partners and Third Parties	
8.	**Entry into Force and Duration**	– September 2008 – Four Years	After the full implementation of UGR in 2012 the initial agreement will be amended.
	Links		www.uni-gr.eu

Panel III: Cooperation in Larger Networks

European Confederation of the Upper Rhine Universities (Eucor)

		Profile	Comments
1.	**Countries**	France, Switzerland, Germany	
2.	**Institutions**		
2.1	Number	– Five	In 1989, the universities in Freiburg im Breisgau, Basel, Strasbourg, Karlsruhe and Mulhouse-Colmar formed a network called the European Confederation of Upper Rhine Universities (Eucor). The universities are located within 200 km.
2.2	Type	– Universities	
2.3	Location	– Upper Rhine Region	
2.4	Names		Year founded; # of students; # of professors; budget (Million €/CHF):
		a) U of Freiburg	a) 1457; 22,000; 430; 268 Mio. € (2009; incl. Medicine)
		b) U of Basel	b) 1460; 12,000; 317; 538.9 Mio. CHF
		c) U of Strasbourg	c) 1631; 42,000; 2,500; 406 Mio € (2009; incl. Medicine)
		d) Karlsruhe Institute of Technology	d) 2009 (merger); 20,771; 373; 732 Mio. € (2010)
		e) U Haute-Alsace	e) 1975; 8,000; n.d; n.d.
3.	**Objective**	Eucor shares intercultural values within a European perspective and the will to develop extensive projects which enhance education.	– Eucor enables each student enrolled in any program at any of the partner universities to attend courses at all the institutions within the Eucor network. – The establishment of common programs, thematic networks, scientific, educational and administrative collaboration as well as a staff exchange program have been key features of this multi-partner initiative.
4.	**Areas of Activity**	All Areas of Academic Research and Teaching	
5.	**Type of Activity**	– Joint Study Courses or Joint Study Modules – Joint Work Groups – Joint Research	– course in biotechnology, several courses in medicine and an adult continuing education program in pharmaceutics; joint degrees (law, antiquity sciences, journalism); – communications groups and collaboration between university libraries and many fields of education and research; – research networks: NEUREX (neurosciences), URGENT (Geology/tectonic), BEATUS RHENANUS (Archaeology and antiquity sciences).
6.	**Structure and Organization**		
6.1	Legal Basis	– Convention	– The universities remain independent public institutions; the alliance itself is not incorporated. – Founding convention (1989), 20th anniversary declaration (2009). – The presidency follows a fixed rotation among the partner universities.
6.2	Management	– Rotational	
7.	**Funding**		
7.1	Mechanism	– Recurring	– Each university is in charge of collecting the resources for the realization of the joint study programs, research and travel.
7.2	Providers	– All Partners	
8.	**Entry into Force and Duration**	– 1989, reaffirmed 2009 – Unlimited	No specific duration, renewal or expiration
	Links		www.eucor-uni.org

Panel III: Cooperation in Larger Networks

National Strategy fo Higher Education, Ireland

		Profile	Comments
1.	**Country**	Ireland	
2.	**Institutions**		
2.1	Number	– Many	A strategic report released on January 11, 2011 by Ireland's Higher Education Authority (HEA) outlines the long-term development of the Higher Education system until 2030.
2.2	Type	– Universities/Colleges	
2.3	Location	– Ireland	
3.	**Objective**	Merger of Institutions and Cluster Building	– One key recommendation in the report refers to the benefits of building regional clusters of educational institutions to better serve local needs: Clusters allow programs of teaching and learning to be better planned and organized; they use resources efficiently, allow greater flexibility in student pathways and opportunities for progression, and provide more coordinated services to enterprise in their region. – Furthermore, the report deals with the future evolution of universities and institutes of technology. It recommends that smaller institutions should be encouraged to merge with others in order to create the scale needed to provide quality services.
4.	**Areas of Activity**	All Areas of Strategic Importance	– In relation to the universities, the report recommends inter-institutional cooperation and collaboration in order to achieve critical mass. – In relation to the institutes of technology, the report recommends a process of consolidation that could potentially result in the re-designation of some institutes as technical university. – HEA would be responsible for engaging with institutions to enable them collectively to meet the national priorities, without wasteful duplication. – HEA is encouraged to promote regional clusters by providing incentives and by requiring institutions to build regional collaboration into their strategic plans.
5.	**Type of Activity**	All Forms of Mutually Beneficial Cooperation	– Clusters will be characterized by close coordination and cooperation between various types of independent higher education institutions. Together they will determine and meet the needs of a wide range of students, communities and enterprises in their region. – This will require joint program planning, collaborative research and outreach initiatives, agreements on mutual recognition and progression, and joint strategies for advancing regional economic and social development.
6.	**Structure and Organization**		
7.	**Funding**		
8.	**Entry into Force and Duration**		The Report does not mention specific deadlines for the implementation of its recommendations.
	Links	Summary and complete draft report	– www.hea.ie/en/node/1303 – www.hea.ie/files/files/DES_Higher_Ed_Summary.pdf

Panel IV: Cooperation between Universities and Universities of Applied Sciences

Brandenburg University of Technology Cottbus & Lausitz University of Applied Sciences (David Gilly Institute)

DAVID GILLY INSTITUT
Lehre. Forschung. Kommunikation. Im Bauwesen

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Two	BTU is a research oriented university of technology offering a broad range of engineering programs, natural sciences and some liberal arts. UAS Lausitz offers a range of studies in applied arts, applied sciences and technical fields. Both institutions are located in the city of Cottbus.
2.2	Type	– University and University of Applied Sciences	
2.3	Location	– Cottbus	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) Brandenburg U of Technology (BTU)	a) 1991; 6,700; 119; 51 (2009)
		b) Lausitz U of Applied Sciences (UAS Lausitz)	b) 1991; 3,500; 108; 24 (2010)
3.	**Objective**	Exploitation of Synergies in Engineering on Bachelor Level	Students have the advantage to benefit both from a research-oriented education at BTU and from an education with an applied focus at UAS Lausitz.
4.	**Areas of Activity**	Civil Engineering	After a pilot phase, other fields will be added if they fit the criteria of the David Gilly Institute.
5.	**Type of Activity**	– Joint Institute – Joint Studies – Choice among Degrees	– The David Gilly Institute (DGI) promotes teaching, research and communication in the field of civil engineering. It coordinates and houses the study programs. – Students enroll either at BTU or at UAS Lausitz (initial capacity: max 100 students). – The modular structured courses at DGI allow students to complete their studies at BTU with a Bachelor of Science or at UAS Lausitz with a Bachelor of Engineering. – DGI will also offer Master degree programs either through BTU (M.Sc.) or UAS Lausitz (M.Eng.).
6.	**Structure and Organization**		
6.1	Legal Basis	– Administrative Agreement	– The universities remain independent public institutions.
6.2	Management	– Joint Governance	– DGI is managed by a group of four Directors composed of two faculty members from each university. – The Directors are assisted by an Advisory Board with six members selected by the Presidents of the universities. – The courses are taught by professors from both universities. – Existing infrastructure from both universities is made available to house the DGI. – The issue of different teaching capacities of research professors at BTU and applied science professors at UAS Lausitz has not yet been resolved.
7.	**Funding**		
7.1	Mechanism	– Recurring	DGI receives substantial funding from Stiftung Mercator and VolkswagenStiftung within the program “Bologna – Zukunft der Lehre”.
7.2	Providers	– Both Partners plus Private Donors	
8.	**Entry into Force and Duration**	– June 16, 2011 – Unlimited	No specific duration, renewal or expiration
	Links		www.dgi-cottbus.de a) www.tu-cottbus.de b) www.hs-lausitz.de

Hochschule Karlsruhe Technik und Wirtschaft
UNIVERSITY OF APPLIED SCIENCES

Karlsruhe Institute of Technology

Panel IV: Cooperation between Universities and Universities of Applied Sciences

Karlsruhe University of Applied Sciences (HsKA) & Karlsruhe Institute of Technology (KIT)

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Two	HsKA is a technical UAS without the right to grant Ph.D. degrees. KIT is a technical university, founded in 2009 by a merger of Karlsruhe Research Center and Karlsruhe University. KIT is a Ph.D. granting research institution. Both institutions are located in the city of Karlsruhe.
2.2	Type	– University of Applied Sciences and University	
2.3	Location	– State of Baden-Württemberg	
2.4	Names		
		a) Karlsruhe University of Applied Sciences (HsKA)	Year founded; # of students; # of professors; budget (Million €): a) 1878; 6,500; 180; 48 (2010)
		b) Karlsruhe Institute of Technology (KIT)	b) 2009 (merger); 20,771; 373; 732 (2010)
3.	**Objective**	The objective of the cooperation is to strengthen the location Karlsruhe in the field of engineering.	With the cooperation, the HsKA seeks to strengthen this focus on engineering while maintaining the special profile of the institution. The joint research training groups provide excellent research and opportunities for the HsKA students to obtain a Ph.D.
4.	**Areas of Activity**	– Focus on Engineering – Efficient Use of Resources by Commonly Used Infrastructure	
5.	**Type of Activity**	– Joint Research Training Groups – Joint Research – Joint Infrastructure (e.g. library)	– two Joint Research Training Groups: one training group is funded by the German Research Foundation (DFG) and the other by the Ministry of Science, Research and Art of the State of Baden-Württemberg; – coordination of planning for the creation of additional university places in the Karlsruhe region; – joint infrastructure and services: The library is managed by KIT for both institutions, the computer centers cooperate, students of HsKA can attend language and sports courses at KIT.
6.	**Structure and Organization**		
6.1	Legal Basis	Cooperation Agreements	
6.2	Management		
7.	**Funding**		
7.1	Mechanism	– Recurring	
7.2	Providers	– State of Baden-Württemberg and Third Parties	
8.	**Entry into Force and Duration**	Depends on the Specific Activity	
	Links		www.hs-karlsruhe.de www.kit.edu

Panel IV: Cooperation between Universities and Universities of Applied Sciences

K.U. Leuven Association

		Profile	Comments
1.	**Country**	Belgium	
2.	**Institutions**		
2.1	Number	– Thirteen	The K.U. Leuven Association is a network comprising a full university (Catholic University of Leuven) and 12 University Colleges in Flanders. Together, the 13 institutions count over 76,000 students. K.U. Leuven Association is the only Ph.D. granting institution. It alone counts 37,000 students and has a budget of 1,296 million euros (2008), of which the university hospital's budget covers about 50 %.
2.2	Type	– Universities	
2.3	Location	– Flanders	
2.4	Names	a) Int. HS Leuven b) HS Sint-Lukas Brussel c) HS-U Brussel d) HS voor Wetenschap e) K HS Brugge f) K HS Kempen g) K HS Leuven h) K HS Limburg i) Lessius Mechelen k) K HS Sint-Lieven l) K HS Zuid-West Vlandeeren m) Lessius Antwerpen n) K.U. Leuven	
HS = Hogeschool K = Katholieke			
3.	**Objective**	Cooperation between universities and university colleges through the development of institutional partnerships and common trustees (general assembly)	– introduce a dual system of professional bachelor's degrees, and academic bachelor's and master's degrees
4.	**Areas of Activity**	– Harmonization of Study Programs – General Code of Practice for Collaborative Research – Knowledge Transfer	– Cooperation structures have been created in the fields of arts, fine arts, engineering and economics. – Teacher training programs have joined forces in an association-wide School of Education. – The Leuven R&D Office helps researchers turn innovative ideas into marketable applications.
5.	**Type of Activity**	– Joint Programs	– A model of intensive cooperation reinforces the 'triangle of knowledge', i.e. the close interaction between education, research and innovation (setting up spin-offs, joint projects with industrial partners, knowledge transfer and patents).
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	– The Association is based on a strong decision-making and executive structure. – The Association's policy is developed by various advisory groups, which have emerged from the cooperation between the institutional partners. – The implementation of the general code of practice for collaborative research is delegated to an association-wide research task force.
6.2	Management	– Joint	
7.	**Funding**		
7.1	Mechanism	– Recurring	All partners invest in the Education Development Fund and other joint activities.
7.2	Providers	– All Partners	
8.	**Entry into Force and Duration**	– April 4, 2003 – Unlimited	No specific duration, renewal or expiration
	Links		www.associatie.kuleuven.be

Oldenburg-Jade Cooperation

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Two	The UAS Jade is the result of a now defunct merger of three UAS (Oldenburg, Ostfriesland and Wilhelmshaven), which had taken place in 2000 and was dissolved in 2009. UAS Jade has a maritime focus in engineering and economics. Its cooperation partner, the U of Oldenburg, is a comprehensive research university with a medical school. The distance between the two institutions is about 60 km.
2.2	Type	– University and University of Applied Sciences	
2.3	Location	– Oldenburg, Wilhelmshaven and Vicinity (North-Western Germany)	
2.4	Names	a) U of Oldenburg b) UAS Jade	Year founded; # of students; # of professors; budget (Million €): a) 1973; 10,688; 181; 142,5 b) 2009; 6,200; 190; n.d.
3.	**Objective**	Coherent Planning of Activities	– The University Law of the State of Lower Saxony calls for a coherent future oriented development of the two universities. – While the two institutions maintain their independent status, the Joint Steering Committee is to give detailed instructions regarding complementarities, exploitation of synergies and elimination of redundancies.
4.	**Areas of Activity**	– Research – Study Programs – Recruitment of Professors – Administration	– close cooperation in research and teaching in defined fields, for example marine technology, hearing technology, computer science, economics.
5.	**Type of Activity**	– Joint Study Courses and Degrees – Joint Recruitment of Professors – Joint Administration – Joint Infrastructure	– coordination of courses and degree programs, cross-registration, joint degrees; – joint recruitment procedures; – close cooperation in the service sector and administration, for example personal management and legal services (to be administered by U of Oldenburg), procurement; – shared facilities (e.g. computer center).
6.	**Structure and Organization**		
6.1	Legal Basis	– University Law	– The universities remain independent institutions; the cooperation itself is not incorporated. – According to the University Law of the State of Lower Saxony, the two institutions must form a joint steering committee. – The offices of the university presidents nominate the members of the committee. The chairman is nominated by the ministry of the State of Lower Saxony. All members must be confirmed by the senates of the two universities.
6.2	Management	– Joint Steering Committee	
7.	**Funding**		
7.1	Mechanism		In 2011 and 2012, UAS Jade reimburses U of Oldenburg for administrative services; subsequently funding is expected to come from savings resulting from synergies.
7.2	Providers	– Public Funding	
8.	**Entry into Force and Duration**	– 2010 – Unlimited	No specific duration, renewal or expiration
	Links		http://idw-online.de/de/news417396 a) www.uni-oldenburg.de b) www.jade-hs.de

Panel IV: Cooperation between Universities and Universities of Applied Sciences

Robert Bosch Centre for Power Electronics

		Profile	Comments
1.	**Country**	Germany	
2.	**Institutions**		
2.1	Number	– Three	The Robert Bosch Centre for Power Electronics (RBZ) is a newly established research and teaching network of Robert Bosch Group, UAS Reutlingen and U of Stuttgart. The universities are located within a distance of 50 km.
2.2	Type	– University, University of Applied Sciences, Industry (Robert Bosch Group)	
2.3	Location	– Stuttgart, Reutlingen	Year founded; # of students; # of professors; budget (Million €):
2.4	Names	a) U of Stuttgart	a) 1829; 21,339; 245; n.d.
		b) UAS Reutlingen	b) 1971; 4,300; 135; n.d.
3.	**Objective**	Strategic Initiative of Academia and Industry	The center constitutes a research and teaching network which spans the whole spectrum of postsecondary education, research, technology transfer, Ph.D. training and further education.
4.	**Areas of Activity**	Learning and Applied Research in Power Electronics	
5.	**Type of Activity**	– Higher Education and Research – Joint Infrastructure – Student Exchange and Recruitment of Professionals	– At the RBZ students can take bachelor's and master's degree programs at U of Stuttgart or UAS Reutlingen that focus on power and microelectronics. There is also the possibility of studying for a doctorate in cooperation with U of Stuttgart. – The cooperation with the Robert Bosch Group provides practical industrial training. – The Robert Bosch Group will also provide opportunities for experiments in semiconductor manufacturing. – Research into semiconductors and integrated circuits will soon be initiated, with a strong focus on power management, gate drivers, motor control, energy efficiency, low-power and electromagnetic compatibility.
6.	**Structure and Organization**		
6.1	Legal Basis	Contract between the Partners	The Network for Power Electronics has a total of seven professorial chairs. Five of these will be new, three at UAS Reutlingen and two at U of Stuttgart, where two more are already present.
6.2	Management		
7.	**Funding**		
7.1	Mechanism	– Recurring	In order to set up and operate the RBZ, the Robert Bosch Group, the State of Baden-Württemberg and the universities are to invest a total of more than 32 million euros over the next ten years for new chairs and infrastructure (Bosch 20 million, state of Baden-Württemberg 12 million).
7.2	Providers	– Public and Private Funders	
8.	**Entry into Force and Duration**	– Opened June 2011 – Initially Limited to Ten Years	
	Links		www.rbzentrum.de

Panel IV: Cooperation between Universities and Universities of Applied Sciences

Straubing Center of Science

		Profile	Comments
1.	**Country**	**Germany**	
2.	**Institutions**		
2.1	Number	– Five	The Straubing Center of Science ("Wissenschaftszentrum Straubing") comprises five Bavarian universities (TU Munich, UAS Weihenstephan, U of Regensburg, UAS Deggendorf, UAS Regensburg). Since 2009 a project group from the Fraunhofer Institute for Interfacial Engineering and Biotechnology has also joined.
2.2	Type	– Universities, Universities of Applied Science, Non-University Research Institution	
2.3	Location	– Straubing/Bavaria	
3.	**Objective**	Pooling the strengths of various universities in the field of biogenic resources	– The center carries out basic and applied research and development related to biogenic resources. – Due to the intersectoral and multidisciplinary character of research on biogenic resources, researchers from different scientific disciplines work in close cooperation at the Center.
4.	**Areas of Activity**	Focus on Biogenic Resources	
5.	**Type of Activity**	– Research – Higher Education – Joint Infrastructure	– joint research covering topics ranging from the molecule to the marketing of biogenic resources; – researchers from the natural sciences, engineering, ecosystem sciences and economics are involved; – academic education mainly takes place within the context of master and Ph.D. theses; since 2008 an independent master degree course in Biogenic Resources has been established; – graduates from the UAS can obtain a Ph.D.
6.	**Structure and Organization**		
6.1	Legal Basis	– Agreement	TU Munich has set up three chairs in Straubing (resource and energy technology, chemistry biogenic resources, biogenic polymers), the UAS Weihenstephan another three (marketing and management, economics of renewable resources, organic and inorganic chemistry). One chair (geothermal energy systems) has been moved from the UAS Deggendorf.
6.2	Management	– Joint Management by a Coordinating Council and a Board of Directors	
7.	**Funding**		
7.1	Mechanism	– Recurring	Financed by the Bavarian State Ministry of Sciences, Research and the Arts.
7.2	Providers	– Public	
8.	**Entry into Force and Duration**	– July 29, 2005 – Unlimited	No specific duration, renewal or expiration
	Links		www.wz-straubing.de

Panel V: University Mergers

University of Copenhagen

		Profile	Comments
1.	**Country**	Denmark	
2.	**Institutions**		
2.1	Number	– Three	On January 1, 2007 The University of Copenhagen merged with The Royal Veterinary and Agricultural University and The Danish University of Pharmaceutical Sciences. The two universities are now faculties of U Copenhagen. Year founded; # of students; # of professors and academic staff; budget (Million €): 1479; 37,000; 4,406; 1,004 (2010)
2.2	Type	– Universities	
2.3	Location	– Copenhagen	
2.4	Names	– U Copenhagen	
3.	**Objective**	Create one of the largest Health and Life Science Centers in Northern Europe	
4.	**Areas of Activity**	Health and Life Sciences	U of Copenhagen is a comprehensive research university. After the merger, biomedical research has become a key pillar of research at the university.
5.	**Type of Activity**	Merger	With the merger, U of Copenhagen established two new faculties: the Faculty of Life Sciences and the Faculty of Pharmaceutical Sciences. These two faculties, together with the existing Faculty of Health Sciences and the Faculty of Science, now constitute one of the largest Health and Life Science Centers in Northern Europe.
6.	**Structure and Organization**		
6.1	Legal Basis	Development Contract	– U of Copenhagen is a self-governing unit under the state.
6.2	Management		– The university reports to the Ministry of Science, Technology and Innovation, with which the Board of the university has entered into a Development Contract. – The Board of the University is the highest authority at U of Copenhagen. The Board manages the general interests of the university as an education and research institution. – It comprises eight faculties and more than one hundred departments and research centers.
7.	**Funding**		
7.1	Mechanism	– Recurring	
7.2	Providers	– Government of Denmark	
8.	**Entry into Force and Duration**	– January 1, 2007 – Unlimited	After implementation, the merger was permanent.
	Links		www.ku.dk

Panel V: University Mergers

Aalto University

		Profile	Comments
1.	**Country**	Finland	
2.	**Institutions**		
2.1	Number	– Three	Aalto University was created from the merger of three Finnish universities. Aalto University School of Science and Technology has been divided into four new schools starting from January 1, 2011. The six schools of Aalto University are all leading institutions in their specific fields.
2.2	Type	– Universities	
2.3	Location	– Helsinki and Espo	
2.4	Names		Year founded; # of students; # of professors; budget (Million €):
		a) Helsinki School of Economics	a) 1911; 3,560; 58; 47 (2009)
		b) Helsinki U of Technology	b) 1849; 14,975; 219; 260 (2009)
		c) U of Art & Design Helsinki	c) 1871; 1, 944; 40; 47 (2009); Aalto University: 2010; 19,516; 338; 376 (2010)
3.	**Objective**	Top-quality research and interdisciplinary collaborations, pioneering education, surpassing traditional boundaries, and renewal	The national mission is to support Finland's success and contribute to Finnish society, its internationalization and competitiveness, and to promote the welfare of its people through high-quality research and education.
4.	**Areas of Activity**	Education, Research and Artistic Activities, and Societal Impact	– research focus defined on the basis of the Research Assessment Exercise (RAE) in 2009; – current areas of strength: ICT and media; computation and modeling; materials research; design; – other strengths, from the viewpoint of societal impact: architecture and arts; business competence in global economy; process and system know-how; – multidisciplinary themes: digitalization and services; energy and sustainable use of natural resources; human oriented living habitat.
5.	**Type of Activity**	Research Excellence, Pioneering Education, Trendsetting Art, and Societal Impact and Innovation	Research: quality, and academic, industrial and societal impact; education: new learning culture; a strong position in art, architecture and design; entrepreneurship, cooperation with industry and societal interaction in a key role. Concrete actions: joint master and doctoral programs, joint research projects, and joint factories.
6.	**Structure and Organization**		
6.1	Legal Basis	– University Act	– Aalto University is based on a foundation.
6.2	Management	– Board of Trustees – President – Academic Affairs Committee	– The executive bodies at university level are the Board, the President and the University Academic Affairs Committee. – Simultaneously with the transfer of the operations of the three universities to the foundation, the shares of several companies were transferred to the ownership of the foundation, thus forming the Aalto University Group.
7.	**Funding**		
7.1	Mechanism	– Recurring	– The capital of the university foundation will be formed by donations of at least 700 million euros. This capital will be accumulated in stages between 2008-2010 by a Government donation of 500 million euros and donations of at least 200 million euros from Finnish industries and other financiers. – This capital and the profits it generates are of central importance to the new University in reaching the targets laid out in its strategy.
7.2	Providers	– Government of Finland and Private Sector	
8.	**Entry into Force and Duration**	– January 1, 2010 – Unlimited	After implementation, the merger was permanent.
	Links		www.aalto.fi/en

Panel V: University Mergers

University of Manchester

The University of Manchester

		Profile	Comments
1.	**Country**	United Kingdom	
2.	**Institutions**		
2.1	Number	– Two	The two universities in Manchester, the Victoria University of Manchester (founded 1854) and the University of Manchester Institute of Science and Technology (founded 1824) have a long tradition of collaborating with each other. In 2004, the two universities merged to form the new University of Manchester. Year founded; # of students; # of professors; budget (Million €): 2004; 39,300; n.d.; 910 (2009; incl. Medicine)
2.2	Type	– Universities	
2.3	Location	– Manchester	
2.4	Names	– U of Manchester	
3.	**Objective**	Make U of Manchester one of the top 25 universities in the world	The merger of the two universities presented the opportunity to refocus the activities of the institutions with a single ambition in mind: Make U of Manchester one of the world's top 25 universities.
4.	**Areas of Activity**	– All Fields of Science and Social Science, Humanities and the Arts – Also a Museum and an Art Gallery	U of Manchester is a comprehensive university with four faculties divided into 24 schools and centers.
5.	**Type of Activity**	Merger	This involved a formal legal process in which the two previous universities, through their own decision-making processes, agreed to cease to exist at the same date. By Act of Parliament and Royal Charter the successor university was created as a legal entity on the same date.
6.	**Structure and Organization**		
6.1	Legal Basis	Charter and Statutes	– U of Manchester is a chartered corporation and operates under the terms of a Royal Charter granted in 2004. – The Charter was granted by the Queen. – The constitution and supporting structures of the university have been developed in a way that ensures they hold true to the ethos, principles and requirements of good governance in higher education.
6.2	Management		
7.	**Funding**		
7.1	Mechanism	– Recurring	Income comes from the following sources: government grants; research contracts; tuition fees from UK and EU students; tuition fees from students from outside the EU; charitable donations; income from residences and catering.
7.2	Providers	– Government and Private Parties	
8.	**Entry into Force and Duration**	– October 22, 2004 – Unlimited	After implementation, the merger was permanent.
	Links		www.manchester.ac.uk

AARHUS UNIVERSITY

Panel V: University Mergers

Aarhus University

		Profile	Comments
1.	**Country**	Denmark	
2.	**Institutions**		
2.1	Number	– Four	– Aarhus U has strong academic environments within science, health sciences, social sciences, theology and the humanities.
2.2	Type	– University, College and Research Institutes	– In 2007, Aarhus U merged with several smaller institutions of higher education and research (Danish National Environmental Research Institute, Danish Institute of Agricultural Sciences, Aarhus School of Business) and with the Danish University of Education.
2.3	Location	– Aarhus	– On June 8, 2011, Aarhus U and the Engineering College of Aarhus were given the green light by the Danish Parliament to start negotiations for a merger.
2.4	Names	– Aarhus U	Year founded; # of students; # of professors; budget (Million €): 1928; 32,000; 300; 478 (2009)
3.	**Objective**	"Deeper Connections, Greater Coherence" – One Unified Aarhus University	– The mergers created the conditions for realizing a range of valuable synergies and significant potential for increased interdisciplinary collaboration. – An academic development process was put in place which is aimed at maintaining and developing high standards in the traditional disciplines while seeking out new possibilities and connections across disciplinary boundaries in order to create ground-breaking new research results and degree programs.
4.	**Areas of Activity**	Research, Education, Talent Development, Knowledge Exchange	
5.	**Type of Activity**	Mergers and Reorganization: – Academic Reorganization – Cross-Cutting Centers and Forums – Management and Administration	– The number of organizational units is reduced from nine independent faculties and schools to four closely connected main academic areas: arts, science and technology, health, and business and social sciences; the number of departments will be reduced as well, from 55 to 26. – A number of interdisciplinary research centers, four new Graduate Schools and an Institute of Advanced Studies are being established. – A unified senior management group with responsibility for the entire university is created; a single model for financial administration as well as a more uniform and efficient administration are implemented.
6.	**Structure and Organization**		
6.1	Legal Basis	Contract between Danish Ministry of S&T and Aarhus U	– Aarhus U Development Contract 2008–2010 describes the implementation process of the mergers and the reorganization of Aarhus U.
6.2	Management		– Since January 2011 Aarhus U has been managed by a so-called Senior Management Group (Rector, Pro-Rector, University Director and the Deans of the four Schools).
7.	**Funding**		
7.1	Mechanism	– Recurring	– Aarhus U puts aside 3% of its budget or 145 million euros in the years 2011 – 2016 to fund these activities.
7.2	Providers	– Public and Private Funders	– The budget for 2012 will reflect the new structure, and the new budget model will come into effect starting in 2012.
8.	**Entry into Force and Duration**	– January 2008 – Unlimited	After implementation, the merger was permanent.
	Links		www.au.dk/en/about/changes/

Panel V: University Mergers

University of Strasbourg

		Profile	Comments
1.	**Country**	France	
2.	**Institutions**		
2.1	Number	– Three	The University of Strasbourg (founded 1631), was divided in the 1970s into three separate institutions: Louis Pasteur University, Marc Bloch University, and Robert Schuman University. On 1 January 2009, the re-merger of these three universities recreated a united University of Strasbourg.
2.2	Type	– Universities	
2.3	Location	– Strasbourg	
2.4	Names	– U of Strasbourg	Year founded; # of students; # of professors; budget (Million €): 1631; 42,000; 2,500; 406 (2009; incl. Medicine)
3.	**Objective**	U of Strasbourg strives to be cross-disciplinary in order to foster new research opportunities and to offer courses that meet society's needs.	Over nearly two decades, the three universities have laid the groundwork for inter-university cooperation, strengthened over time by jointly designed and managed projects. On the basis of this experience, the three universities decided to take a further step towards cooperation by uniting their potentials for teaching and research within a single university.
4.	**Areas of Activity**	Interdisciplinary Research and Learning	– U of Strasbourg offers degree programs covering the five major disciplinary groups: art/humanities/languages, law/economy/management/political and social sciences, human and social sciences, science/technology, and health. – U of Strasbourg has 77 research units and covers all disciplines; centers of excellence are to be found in the areas of biology, biotechnology, medicinal drugs, chemistry, material physics and space sciences (four research schools, 10 doctoral schools).
5.	**Type of Activity**	Merger	After the merger, the entire spectrum of teaching and research activities is being pursued.
6.	**Structure and Organization**		
6.1	Legal Basis	Decree by Government	– "Décret portant création de l'université de Strasbourg", August 2008; – the Law on the Autonomy of Universities ("La Loi relative aux libertés et responsabilité des universités", 2007) mandated changes in the governance structure of universities (University Board).
6.2	Management		
7.	**Funding**		
7.1	Mechanism	– Recurring	
7.2	Providers	– Gov. of France	
8.	**Entry into Force and Duration**	– January 1, 2009 – Unlimited	After implementation, the merger was permanent.
	Links		www.unistra.fr

Panel V: University Mergers

The University of Western Sydney (UWS)

		Profile	Comments
1.	**Country**	Australia	
2.	**Institutions**		
2.1	Number	– Three	UWS was founded in 1989 after a higher education reform in Australia, which brought together three regional colleges structured as a federation. By 1995, it was becoming clear that the 'federated model' was not working. In 1998, the Vice-Chancellor called for the University to unite – the member institutions to merge and for UWS to become a unified multi-campus university with one administration and one academic structure. Today, UWS comprises 17 schools in arts, business, health and sciences. Its six campuses spread over an area of ca 2,000 sq km. Year founded; # of students; # of professors; budget (Million. Aus $) 1989; 39,800; 245; 500 (2010; incl. Medicine)
2.2	Type	– Colleges	
2.3	Location	– Greater Western Sydney	
2.4	Names	– U of Western Sydney	
3.	**Objective**	Performance-Based Education and Research	Be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney.
4.	**Areas of Activity**	– Create a superior and engaged learning experience – Develop focused, relevant and world-class research – Build organizational and financial strength	The key areas of activity 2010–2015 are coupled with key performance indicators & current priorities: – widening participation – student retention – research outcomes – international students – postgraduate students.
5.	**Type of Activity**	– Merger – Mainly Education Oriented	Each campus is hosting its own unique array of courses, of which different units can be completed across multiple campuses.
6.	**Structure and Organization**		
6.1	Legal Basis	Act of Law 1997	A Board of Trustees chaired by the University's Chancellor is the policy-making body. The Academic Senate exercises delegated responsibilities from the Board.
6.2	Management		
7.	**Funding**		
7.1	Mechanism	– Recurring	Annual Funding
7.2	Providers	– Government and Third Parties	
8.	**Entry into Force, Duration**	– 2000 – Unlimited	After implementation, the merger was permanent.
	Links		– www.uws.edu.au – www.che.ac.za/documents/d000137/UWS_Australia_Oct2005.pdf

Panel V: University Mergers

Reorganization of Higher Education in South Africa

		Profile	Comments
1.	**Country**	South Africa	
2.	**Institutions**		
2.1	Number	– Many	After the first democratic elections in 1997, a complete reorganization of higher education in South Africa was proposed and main guidelines were defined in the National Higher Education Act of 1997. The major reform of the South African Higher Education system in the early years of the new millennium led to many regional mergers of universities. They were mandated by the government and executed by the local authorities and universities within five years. Only three universities were not affected by this reform (U Pretoria, U of Cape Town and U of Witwatersrand).
2.2	Type	– All Types of Universities	
2.3	Location	– South Africa	
2.4	Names		
3.	**Objective**	Improvement of quality in research and education by eliminating redundancies and increasing efficiency and competition	In 2001, a "National Plan for Higher Education" with a primary focus on "Human Resource Development" described the details of the reform. Within four to five years the university system should consist of three types of institutions of higher education: (a) "classic" universities (b) universities of technology and (c) comprehensive universities, i.e. a combination of (a) and (b). In addition to the reduction in the number of universities and building of distinct profiles, emphasis was to be placed on "equal opportunity", a higher percentage of students and more students in science and engineering.
4.	**Areas of Activity**	All, Depending on Type of University	
5.	**Type of Activity**	Mergers	Examples of regional mergers: – the University of Natal and the University of Durban Westville to form the University of Kwazulu Natal; – the integration of the Dental Faculty of the University of Stellenbosch into the University of Western Cape; – the University of Transkei, the Border Technikon and the Eastern Cape Technikon to form the Eastern Cape University of Technology.
6.	**Structure and Organization**		
6.1	Legal Basis	Act of Law by the National Government	The overall number of public universities in South Africa was reduced from 36 to initially 22, now 23.
6.2	Management		
7.	**Funding**		
7.1	Mechanism		
7.2	Providers	Public Funding	
8.	**Entry into Force and Duration**	– 2001 – Unlimited	No specific duration, renewal or expiration
	Links		– www.che.ac.za – www.daad.de/de/download/export/laenderstudien/laenderstudie_suedafrika.pdf

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www.mercur-research.de

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Stiftung Mercator is one of Germany's largest foundations. It initiates and funds projects that promote better educational opportunities in schools and universities.

In the spirit of Gerhard Mercator, it supports initiatives that embody the idea of open-mindedness and tolerance through intercultural encounters, encouraging the sharing of knowledge and culture.

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Venue, Directions and General Information

Venue

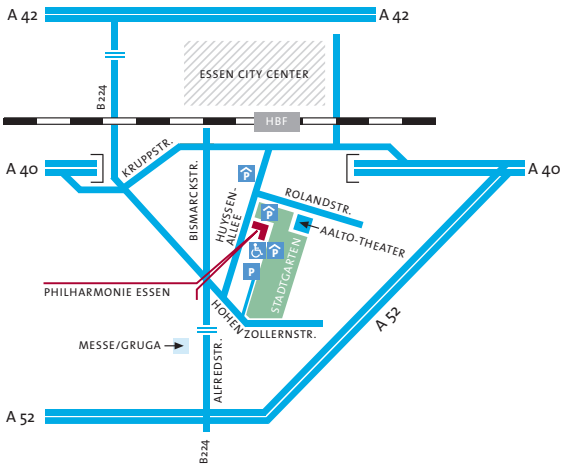
Philharmonic Concert Hall Essen
(Philharmonie Essen), RWE Pavillon (floor 1)

The Philharmonic Concert Hall is located in the center of Essen.

Address

Philharmonie Essen
Huyssenallee 53
45128 Essen
Germany
www.philharmonie-essen.de

Directions



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General Information

More information about the Philharmonic Concert Hall Essen, the city of Essen, and the Ruhr Metropolitan Area is available at:

www.philharmonie-essen.de
www.essen.de
www.ruhr-tourismus.de

Arrival

How to get to the Philharmonic Concert Hall/"Saalbau" building in Essen by car, train and plane:

By car

If you are arriving by car – regardless of whether you are coming from the A 40 motorway (exit: Essen-Zentrum), the A 42 motorway (exit: Kreuz Essen-Nord) or the A 52 motorway (exit: Essen-Rüttenscheid) – follow the signs to Essen-Zentrum and Philharmonie/Saalbau. You will find parking spaces directly in front of the Essen Philharmonic Concert Hall in the "Saalbau" parking lot and in the Philharmonic Concert Hall parking lot, both of which can be easily reached from "Huyssenallee".

Using a GPS navigation system

Saalbau multi-story parking lot/Sheraton Hotel
Destination for satellite navigation system:
Huyssenallee 17 or 55, 45128 Essen
The daily parking rate is 12 euros.

Philharmonie multi-story parking lot
(entrance directly on Huyssenallee)
Destination for satellite navigation system:
Huyssenallee 53, 45128 Essen
The daily parking rate is 15 euros.

Public transport

The Philharmonic Concert Hall can be reached by foot in a few minutes from the main Essen railway station. You can also take the bus, tram or train to the stations "Philharmonie/Saalbau" or "Aalto-Theater". The underground train U11 and the trams 101 and 107 stop directly in front of the buildings of the Essen Philharmonic Concert Hall. You will find your individual connection and the quickest way to the Philharmonic Concert Hall at

www.vrr.de or
www.evag.de

By air

If you are flying, your destination is the Rhine-Ruhr airport Düsseldorf International. With over 500 take-offs and landings every day, it offers flight connections to over 170 cities in Germany and abroad.

Düsseldorf airport is only about 30 minutes by car from the Philharmonic Concert Hall/"Saalbau" building. You can also choose between four ICE lines (40, 45, 10 and 41) from Düsseldorf Airport railway station which will whisk you to Essen's main railway station in just 22 minutes. In addition to the commuter train (S1), three regional express trains (RE 1, 6 and 11) also go to the main Essen railway station.