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Rostov State University

New ECIU Associate Partner

The ECIU is happy to welcome Rostov State University as a new ECIU Associate Partner. Rostov State University occupies a leading position among the scientific and educational institutions in Russia. Rostov-on-Don is not only one of the major cities of Russia, but also the industrial, scientific and cultural centre in the South of Russia.

The university is comprised of 16 departments: Biology and Soil, Geology and Geography, Physics, Mechanics and Mathematics, High Technologies, Chemistry, Economics, History, Philology and Journalism, Law, Psychology, Philosophy and Cultural Studies, Sociology and Political Science, Open Faculty and Regional Studies.

These departments provide training for approximately 20,000 students, around 1,000 postgraduates and more than 50 people on studies for doctorate degree in 12 areas and 38 specialties.

The University also includes 10 scientific-research institutes: Physics, Physical and Organic Chemistry, Neurocybernetics, Biology, Mechanics and Applied Mathematics, Geochemistry of the Biosphere, Carbo-hydrated Raw Materials, Geoecology and Forecasting of Extreme Situations, Academic-Scientific Research Institute of Valeology, North-Caucasian Scientific Research Institute of Economic and Social Problems. Additionally, the University has a scientific and technological design bureau «Piezopribor», the Institute for Retraining Teachers of Humanities and Social Sciences, the Southern Russia Regional Information Center for Establishments of Higher Education, the Regional Scientific Library, Computer Center, Botanic Garden, a University campus, and a students' recreational camp on the Black Sea shore.

There are currently 4000 employees including 1266 professors and instructors, and 700 researchers. Among them there are 230 Doctorates, 1000 candidates for Doctorates. There are also 1 full member and 2 associate members of the Academy of Sciences of Russia, more than 70 members of various branches of international academies, 20 Distinguished Scientists of the Russian Federation and 18 National Prize laureates.

The University is a member of the International Academy of Sciences of Establishments of Higher Education, Ecological Academy of Natural Sciences, Medico-Technical Academy, International Academy of Information.

International Cooperation

International activities of Rostov State University are directed at developing partner relationships with foreign establishments of higher education. They include undergraduate, graduate and post-graduate training of international students, joint research projects, student, teacher and researcher exchange programs. Currently the University cooperates with 195 foreign higher education establishments and organizations from 38 countries.

Each year approximately 250 university staff members and students depart abroad on different programs and around 200 foreign specialists and students are hosted here.

The University regularly hosts international conferences and meetings, actively cooperates with international foundations, organizations and programs, including: German Service for Academic Exchanges (DAAD), U.S. Civilian Research and Development Foundation (CRDF), the World Bank of Reconstruction and Development, Eurasia Foundation, Volkswagen Foundation, TACIS and TEMPUS EC programs, as well as ACTR/ACCELS, IREX, INTAS, NATO and the others.

Please feel free to mail articles or other input for the next ECIU newsletter to:
saskia.hansen@strath.ac.uk

The next edition will be published in early December 2005. The deadline for submitting articles will be 1 December 2005.



Rostov State University

Entrepreneurial University: Myth or Reality?

Executive Summary from report made by Allan N Gjerding, Aalborg, Klaus-Joachim Scheunert, TUHH, Shona Cameron & Adam Taylor, Strathclyde, and Celeste PM Wilderom, Twente. All were participants on the ECIU Leadership Development Programme, 2004-05.

entrepreneur *n* the owner or manager of a business enterprise who, by risk and initiative, attempts to make profits
myth *n* a person or thing whose existence is fictional or unproven
reality *n* the state of things as they are or appear to be, rather than as one might wish them to be

The concept of a uniform, consistent and clearly defined ‘entrepreneurial university’ is not only a combination of myth and reality, it is extinct.

The original Burton Clark definition of the series of attributes which characterise an entrepreneurial university has been superseded by a large number and range of university practices and activities that one may, or may not, label “entrepreneurial”.

In reality, there is no longer a model of an “entrepreneurial university.” Rather, there is an ever-increasing and broadening cadre of universities which are striving to not only position themselves as entrepreneurial but to practically and financially demonstrate the achievement. They have created their own definitions and interpretations of entrepreneurship and place varied emphasis and resource across a wider range of activities which can be seen as entrepreneurial. The concept has evolved in such a way that, not only do different organisations adopt bespoke definitions, but there is a wide variance in how these are operationally represented in terms of structure and activities.

Findings in this report are based on a set of interviews within four entrepreneurial universities. At each university on average five of the most knowledgeable stakeholders were interviewed. By reviewing the entrepreneurial perceptions and actions of this consistent set of activists, the group has been able to identify and confirm a revised and expanded list of criteria of which some, or all, are demonstrated by a successful entrepreneurial university or, more frequently, an exemplar department within. It has also shown that entrepreneurship can exist in a form which may not repre-

sent the central corporate ‘mission statement’ view, yet which is highly successful. The review has identified areas at a macro and micro level on which each university can focus for development and/or duplication. This report thus offers a powerful, and potentially actionable, insight for each participating university.

The report also identifies an important and symbiotic relationship between innovation and entrepreneurship (the former appearing to be a prerequisite for the latter), the importance of a profit ethos and the key linkages between internal and external entrepreneurship. Successful entrepreneurship is driven not only by external collaborations and ventures but by effective internal synergies: there must exist suitable support structures for entrepreneurs; any management or administration structures must be entrepreneurial in their activities; there must be entrepreneurial ethos must permeate into the educational mindset, not just for areas delivering commercialisation activities.

The report details how each of the universities performs against a list of 20 Burton Clark features (identified by the group) and highlights differences between them. However, there is no right answer – there is no single score of emphasis of resource and effort which gives optimum entrepreneurial performance: each of the universities has elements of success and best practice within their activities – sometimes in similar, but often in different, areas.

Overall, for all of the universities reviewed, the ‘glass is half full’ with all scoring around halfway on the scale of optimum entrepreneurial performance across the revised criteria. Three key factors must be reviewed and enhanced to maintain and increase entrepreneurship, and this must be done in a coordinated way as each relies on the other two:

- Strategy – the university must clearly and regularly define its own “entrepreneurial” vision, what the desirable measurable outcomes will be, and how and who will achieve it
- Structure – all university structures (formal or informal) must be reviewed to ensure that wherever possible they do not hamper, and ideally facilitate, entrepreneurship
- Culture – entrepreneurship relies upon entrepreneurs: the vision, examples and benefits of entrepreneurship must be regularly communicated to all university staff.

Universities should consider establishing internal entrepreneurial networks, similar to those operating externally.

(continued on page 3)

(continued from page 2)

'Entrepreneurship can be seen as a beneficial virus: the more parts of an organisation that catch it and pass it on the better and, like a successful virus, it should mutate and evolve to match its host.'

A full copy of all reports can be obtained from the ECIU Secretariat by sending an email to saskia.hansen@strath.ac.uk.

Internal Decision Making Processes

Summary of report prepared by Birte C Hornemann & Kirsten M Nielsen, Aalborg, Christiane Bimberg & Andreas Stich, Dortmund, Iain Hunter, Strathclyde and Jan Evers, Twente

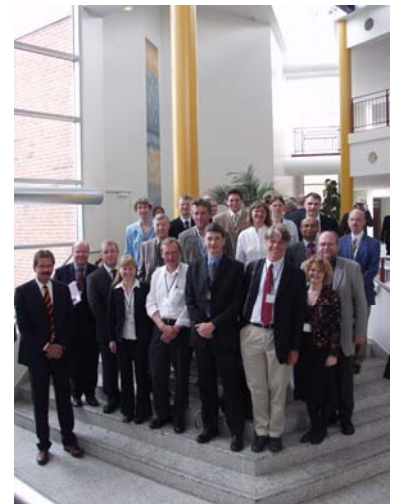
Based on exemplary case studies of strategic importance such as strategic planning, appointment of professors/scientific staff and the implementation of new study programmes the assignment posed questions regarding the current quality of decision-making processes at Aalborg, Dortmund, Strathclyde and Twente.

The review established that our universities display various characteristics of diverse models of decision-making, i.e. collegial, bureaucratic, political, organized anarchy *and* economic behaviour. Furthermore, our research into the governance structures of the four participating universities has led to an increased awareness that the current practice of decision-making is highly diverse at each university and in each country. A similarity, however, is that academics increasingly struggle to cope with the demands of teaching, research and the increased burden of administrative tasks.

The task of suggesting areas of improvement and change in university management requires acknowledgement that national and legal guidelines in each country limit the action that can be taken, i.e. despite university autonomy growing, now and in the future, there is no such thing as unbounded liberty to alter procedures. Besides, decisions in one area can trigger long-term effects in others. They do not work in a vacuum but may be very complex in their interactions. Therefore solutions that only work well within special national, social or cultural contexts cannot be exported to other countries in original form. Lastly, cultural diversity within the European academic framework should be maintained and not be levelled solely to allow such transfer. In summary, complete standardisation is not the ultimate solution for university management for various reasons.

However, this does not mean that one should, or could not, learn from each other. The assignment, difficult and demanding as it was, brought about clear-cut ideas as to where the problematical areas are and which changes would be advisable. If standardisation is not an option for European universities, what are the options for the

Participants of the 2004-05 leadership development programme



future? Where should changes take place?

The potential for change certainly lies in the areas of professionalisation and decentralisation. They must necessarily take individual forms at each university and in each country depending on the state of the art already reached. The major aim should be a re-organisation of governance and management structures. In detail the following aspects are likely to produce positive effects when the accompanying circumstances of action defining the respective situation are meticulously analysed and considered with distinction. In other words, the following categories apply to each university to a different extent:

- shift of decision making power to the appropriate levels of competency
- balanced combination of bottom-up and top-down processes
- academic administrators to support the scientific staff on various levels of the university
- more clearly defined responsibilities, i.e.
- more efficient labour subdivision among all bodies involve
- better coordination and quicker communication
- avoidance of conflicting claims and allegiances
- reduction of bureaucratic obstacles and hindrances
- quicker adaptation to changes in capacity and current tasks and work demands

The process of discussion and communication was as important as the subject of the assignment. All of us have benefited from discussing cultural and structural differences in higher education systems. The success of the group work was largely due to the mixed composition of the group (administrators and scientists) and the combined competencies of the participants increased the quality of the work tremendously.

The Role of Universities in a Regional Context

Summary of report prepared by Karl B. Nielsen, Aalborg, Andre Jungen, Dortmund, William Ion, Strathclyde, John Martin, Strathclyde, Harm van Egmond, Twente

The remit for the group work was to identify the depth of links and potential partnerships at Twente, Dortmund, Aalborg and Strathclyde, assess their value on basis of three themes: gaining external and internal support; responding to specific local needs, contributing to a dynamic regional community. The group addressed the assignment by a literature study that included analyses of e.g. the Lambert Review of Business-University Collaboration, The Regional Mission (UUK) and various CURDS reports. Based on this the group concludes that there are clearly different social and economic circumstances to be taken into account when examining the behaviour of universities across several countries. A case study of the four involved institutions revealed some interesting points:

Comparative points

The role of the University in the city and region of Aalborg remains extensive, and has been significant (though activities at both Danish and EU levels) in recent efforts to revitalise the local economy following the decline in such industries as shipbuilding. Indeed, there is occasionally concern that regional expectations are such that some staff in the University are concerned that too much may be expected of the University. Though there is no doubt that Dortmund has played a significant role in the Rhine-Ruhr-Region after the collapse of the old industries, Dortmund, however, is regarded by the public and its students as one university among many, rather than as an institution for which people feel a strong emotional bond. Dortmund's direct "impact" on the region is therefore hard to measure. It is clear that Strathclyde makes a considerable contribution to the Scottish and its immediate locality. The group, however, note that the University's overall vision statement states that the University "aspires to be a dynamic top-ranking European university..." and questions whether the regional contribution might be more explicitly stated. Twente is very "visible" in the Twente region and in regional policy making, through its members taking part in various social and political activities, and through its strong emphasis on entrepreneurship. Twente has stimulated the growth of new firms for a number of years by encouraging, and facilitating, entrepreneurship on the part of students and staff. 1800 new jobs have been created through spin off/out companies.

The group concludes that it is hardly surprising that four institutions as diverse as Aalborg, Dortmund, Strath-

clyde and Twente should display different characteristics in relation to the core issue of universities in a regional context. All of the institutions would hope that they are by no means the worst type of 'ivory tower' institutions and are indeed responsive to their regional environments. At the same time, however, it is probably fair to suggest that all four institutions might agree that their regional role is not defined as explicitly as it might be and can at times be obscured by other priorities (notably emphasis on teaching and research excellence, although these can, of course, have positive spin-off in relation to institutions' role within their regions).

Following a number of interviews with stakeholders, supplemented by a questionnaire, which recipients completed either remotely or through structured interviews, the group concluded that all the institutions make a significant contribution at the regional level, but that the constituent activities might be better defined. Many senior staff of the universities were almost taken aback when invited to consider their institutions' regional role, this being a perspective they had not often previously viewed their institutions. Any improved definition of the regional roles of universities, however, would need to involve dialogue with external agencies (Government policy departments, funding authorities, economic development agencies) if it was to lead to meaningful policy developments within institutions.

Group recommendations

Institutions may wish to consider reviewing their relationships with their regions (however these may be defined) and thus determine whether these relationships are sufficiently well developed;

- Institutions may then wish to consider whether their regional roles are adequately described in Institutional Plans and other major planning documents, and whether sufficient emphasis is placed on actual implementation.
- Institutions may also wish to consider whether it may be necessary to discuss their regional roles with appropriate external policy and funding agencies, and consider also whether participation in formal regional consortia might be (or still is) worthwhile;
- If universities were to conclude that additional work is required in defining and developing the regional role, they should ensure that consideration is given to resourcing this activity, in terms of senior officer responsibility, administrative support, and reward/recognition mechanisms for participating staff.

Please contact the ECIU Secretariat for an electronic copy of the full report.

New leadership development activities

At its last meeting, the ECIU Executive Board decided that they would like to see continuation of a leadership development programme within the European context of Higher Education, and were impressed by the presentations at the General Meeting of the 2004-05 leadership development cohort.

However, there was also a recognition that the programme should be sharpened in focus and in its definition of objectives. Work will consequently be going on over the autumn months to propose a new programme and there will be consultations with the 2003-04 and 2004-05 cohorts to ensure that input and suggestions from the former participants are included or considered in the revised programme proposal. A paper by the Planning Committee about a possibly lay-out for the future of the programme should be ready for circulation before the next ECIU Executive Board meeting in Warwick in late November.

Deputy Principal Prof Durrani from the University of Strathclyde remains the chairman of the Planning Committee, which until now has furthermore consisted of staff members from Twente, Aalborg and Dortmund.

University of Aveiro leads university research in Portugal

By Constança Mendonça, University of Aveiro

A university ranking, prepared last July by a Professor from University Nova de Lisboa, and based on international scientific production by Portuguese institutions, places the University of Aveiro clearly ahead in the list of the Portuguese universities in the number of scientific articles *per* professor (average of 1,5 per year). Consequently, Aveiro is the leader in University research with almost twice the articles written by the University of Algarve, University of Porto and the Technical University of Lisboa.

According to a ranking of Universities on international scientific production by institutions, performed by Prof. Luís Sousa Lobo, a former Rector of the University Nova de Lisboa, University of Aveiro is the leader in University research in Portugal, with the largest amount of scientific articles published by professors.

“A reward for our investments”, as put by Prof. Helena Nazaré, Rector of University of Aveiro. “This study is very important for the University of Aveiro, mainly because it draws the public’s attention to the area of research. We consider that scientific knowledge production is one of the most important missions of a University since public opinion is often unaware of how universities accomplish that mission. It was an option that is bringing returns at this very moment”.

According to the author, Prof. Sousa Lobo, this study clearly shows that the University of Aveiro is the most research-oriented University in Portugal, followed with a large difference by the University of Algarve, University of Porto and the Technical University of Lisboa (with an average 0,8 articles per professor per year in international magazines.)

Below in the list come the New University of Lisbon, the University of Coimbra and the University of Minho (with 0,6 articles per Professor per year) and the University of Lisbon (with 0,5 articles per professor per year). All the other Portuguese universities publish less than an average of 0,3 articles per professor per year and none achieves an absolute number of articles above 100.

Prof. Sousa Lobo’s study involved 15 Portuguese universities.



Lab Quimica at Aveiro

Incubation programme at Aalborg University

- based on experience from the ECIU cooperation

By Henriette Frahm, project manager, Aalborg University

Starting from the beginning of August 2005, Aalborg University (AAU) has created an academically embedded incubation programme to support spin-out from the researchers and the students of the university. Partly based on the other ECIU universities' experience within the field, AAU successfully managed to attract both national government funds as well as EU funds in order to establish the new initiative concerning entrepreneurship at AAU.

The initiative is based on a model linking the entrepreneurs to their academic field. This gives them access to professional guidance as well as access to the laboratories, databases, etc. of their relevant academic area. Furthermore, an interdisciplinary dimension will be established in order to connect entrepreneurs with different professional backgrounds in network cooperation. This is done partly to increase the exchange of experience between the entrepreneurs but also to strengthen the various teams by giving the additional professional qualifications. Moreover, every entrepreneur will have close contact with an external experienced coach/mentor who will continuously spar with the entrepreneur throughout the six months that an incubation period will typically last.

Aalborg University expects to be able to complete 65 incubation periods over the next two years. On August 1 2005, the first decentralised incubators were established in the Department of Computer Science, the Department of Health Science and Technology and the Department of Communication. More groups are expected to come into existence in the near future.

When the applications for funding were evaluated, it was considered very important that the new initiative is based on international experience. Thus, being able to draw on the experience which several of the other ECIU members have within the field has distinctly strengthened AAU's application. Likewise, the membership of ECIU alone and with that the access to considerable international experience and sparring partners has definitely drawn the application in the right direction.



Students at Aalborg University

Healthy Living at the University of Twente

Staff and students at the University of Twente had the chance to enjoy a theme week on Healthy Living in the middle of September. The canteens combined their regular offers with respect to food and drinks with stalls where people could have their blood pressure and fat percentage measured, Several tests and checks to measure how fit they were. There were also tests for glucose levels in the blood as well as cholesterol, and finally it was also possible to have an assessment of how tense staff's muscles are when they sit relaxed behind their desks (or believe that they are relaxed where the test might show something different). All of this was coupled with an offer of Healthy Week Specials in the cantina.

Twente has run such a week focussing on Healthy Living for several years.

Source: University of Twente website.

More than 500 experts in research on science education for conference in Barcelona

The fifth biennial conference of the European Science Education Research Association (ESERA), the most prestigious European Research Association in the field, took place on 28 August to 1 September. This is the first time the conference has been held in Spain.

The UAB was the main coordinator of the conference in cooperation with the University of Barcelona, the Pompeu Fabra University (UPF) and the Polytechnic University of Catalonia (UPC). The conference brought together researchers from around the world to discuss the role of research in the teaching of science and in science education. One of the areas the conference looked at is the problem of the decreasing interest in scientific vocations among young people and it discussed which action is being taken to prevent the number of students choosing scientific and technical vocations from continuing to decrease, as is currently happening in the whole of Europe. Hence the name chosen for this edition of the ESERA conference is CRESILS (Contributions of Research to Enhancing Students' Interest in Learning Science).

Among the most renowned speakers at the conference were Andrée Tiberghien, director and researcher of the National Research Centre in Lyon, France; David Treagust, a researcher at the Science and Mathematics Education Centre (SMEC) of Curtin University of Technology, Perth, Australia; and John Leach, Head of the School of Education at the University of Leeds, United Kingdom (a pioneer university in this field), and a researcher for the Centre for Studies in Science and Mathematics Education (CSSME). All of these are well-known for their many publications translated into several languages. They are renowned for their proposals to make the learning of sciences interesting, especially Physics, Chemistry and Biology, and for providing resources for teachers.

Researchers from all European Union countries and from Australia, Canada, America, Taiwan, Brazil and South Africa attended the conference, which had received the support of the Spanish Ministry of Education and Science, the Catalan Ministry of Universities, Research and Information Society, the Catalan Ministry of Education and the International Union of Pure and Applied Chemistry.

Source: UAB website



New President at UTC

The Université de Technologie de Compiègne will be welcoming its new president in late September, Mr Ronan Stephan, who succeeds Prof Francois Peccoud. Mr Ronan Stephan comes to the UTC from the CNRS research organisation as Director of the Delegation

for Enterprises as part of the section of Industrial Affairs and Technology Transfer.

He was born in Brest in 1960 and is an engineer from the ENSI engineering school at CAEN, has a Doctorate degree in Material Science and previously worked for the Group Thomson /Thales before becoming responsible for the Technopole Brest-Iroise. He is also director of the FIST France Innovation Scientific and Transfer.

The picture is from the website of the "Centre national de la recherche scientifique".

Executive Board meeting

The University of Warwick is hosting ECIU's 14th Executive Board meeting on Friday 18 November. Participants from all ECIU's members and associate partners are expected to travel to England to take part in the meeting.

Warwick will be organising a general introduction to its research portfolio and educational programmes on Thursday 17 November for all interested the board members and local coordinators.

Meeting documents will be issued to the Board and the ECIU Local Coordinators two weeks in advance of the meetings. Interested staff can contact their local coordinators to get an introduction to the ECIU and the function of the ECIU Executive Board.

ECIU Secretariat
c/o University of Strathclyde
50 George Street

Phone: +44 141 548 2833
Fax: +44 141 552 4409
E-mail: saskia.hansen@strath.ac.uk

ECIU Members & Partners

Aalborg Universitet, Denmark

www.aau.dk

Universidade de Aveiro, Portugal

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www.uab.es

Université de Technologie de Compiègne, France

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www.polito.it

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www.utwente.nl

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www.warwick.ac.uk

Monterrey Tech University System, Mexico

www.itesm.mx

Rostov State University, Russia

www.mis.rsu.ru/foreign

Swinburne University of Technology, Australia

www.swin.edu.au

ECIU & Bologna

Seminar at Hamburg University of Technology, 14 October

The aims of the workshop are to:

- Provide a deeper understanding of latest developments in the Bologna area;
- Stimulate discussion about “Bologna” problems of a common nature, and develop/exchange ideas to solve them ;
- Facilitate cooperation among groups of academics who are in charge of implementing Bologna regulations in their institutions and/or establishing joint Master’s programmes;
- Link the implementation of the Bologna Declaration in the member universities with the establishment of Joint Master’s programmes; and
- Share experiences on ERASMUS Mundus.

Participants:

- Local Bologna coordinators
- Coordinators of existing Joint Master’s Programmes
- Academics and administrators engaged in the development of joint programmes
- Local Coordinators
- Student Wing representatives

ECIU Activities

A number of project meetings or seminars have or will take place over the coming months:

- ECIU Student Mobility meeting, 9-10 October
- Bologna Seminar, 14 October
- ECIU Student Wing meeting, 20-22 October
- ECIU Entrepreneurship research workshop, 27-28 October
- ECIU Benchmark project meeting, 17 November
- ECIU Executive Board meeting, 18 November
- ECIU PR meeting, 1-2 December, 2005
- ECIU Annual General Meeting, 18 May, 2006

Please read more about the ECIU and these activities on the website: www.eciu.org

Editors:

Alice Bonde and Lotte Finck, Aalborg, Ana Bela Martin Dias, Aveiro, Ingrid Holst, TUHH, Nadine Luft, Compiègne, Rose-Marie Barbeau, Strathclyde, Wiebe van der Veen, Twente, and Saskia Loer Hansen, ECIU Secretariat.