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# **International Research Cooperation University Strategies**

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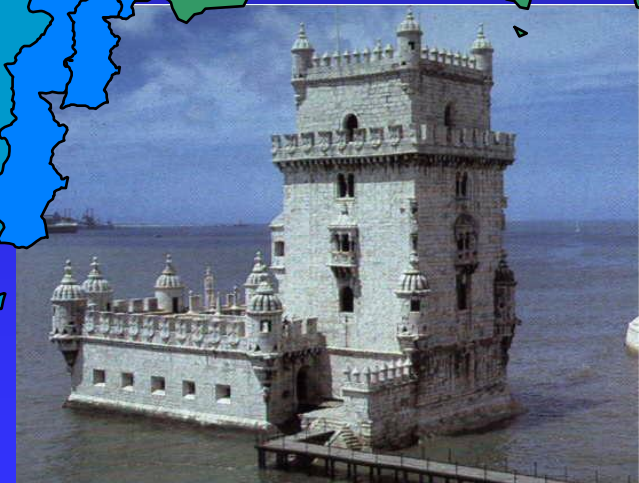


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# UTL, Lisbon



LISBON





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# UTL Schools



- Faculty of Veterinary Medicine, FMV
- School of Agronomy, ISA
- School of Economics and Management, ISEG
- School of Engineering, IST
- School of Social and Political Sciences, ISCSP
- Faculty of Human Kinetics, FMH
- Faculty of Architecture, FA





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# UTL numbers



- Undergraduate students 18493
- Postgraduate students 3689
- Academic staff (66% PhD) 1732
- Budget 201 M€



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# Present context

## Changes and pressures

### Democratization of Higher Education

- Adults with HE qualifications in OECD doubled between 1975 and 2000, from 22% to 41%.
- Massification is spreading to the developing world.

### The rise of the knowledge economy

- No longer an abstraction
- Knowledge is replacing physical resources and information assumes a very important role
- From 1985 to 1997 contribution of knowledge based industries to total value added increased from 51% to 59% in Germany
- Major companies are devoting a substantial part of their investment in knowledge intensive intangibles namely R&D, licensing and marketing.



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# Present context

## Changes and pressures

### Globalisation

- Transforming academia as radically as business. The number of students staying abroad has doubled over the past 20 years to 1.9 m
- “Export industry” - Universities opening campuses around the world

### Competition

- Traditional universities are being forced to compete for students and research grants
- Private agents are trying to break into a sector “regarded as the new health care”.



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# Present context

## Social

- Nevertheless student numbers have greatly expanded during the past half century (80m worldwide).
- World shift towards democracy
  - ◆ Market mechanisms prevailing over “command & control” economic models
  - ◆ Emergency of “consumerism” – serving consumer needs
    - ◆ Economic products or government services to its citizens
- Higher education institutions provide qualifications, with increasing incidence in the less privileged and have an essential contribution for the prosperity of graduates and societies at large. Market for dollars and degrees



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# Present context

## Economics

- Universities are increasingly regarded as the engines of the knowledge economy. Government, companies and students have a big incentive to invest on them
- Universities have achieved striking successes in advancing knowledge.
- World-class universities can also produce outside economic benefits:
  - ◆ Stanford helped to incubate Google, Yahoo, Cisco, Sun Microsystems
  - ◆ U. of Texas created high tech cluster 100,000 people and 1,700 companies





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# Present context (cont.)

## The digital age

- Characterized by the Internet and the WWW
- Technology and new information systems. Globally interconnected
- IT are revolutionizing how we
  - ◆ Produce and market products
  - ◆ Exchange ideas and simply communicate

# Fronts of reforms

- Bologna process addressing a lack of standardization in course and study formats.
- Measures dealing with novel modes of management and, in particular, by performance-based budgeting or funding measures.
- The changing balance of power between the state and the market.
  - Universities more entrepreneurial
  - Winning contracts with business
  - Attracting fee-paying foreign students

# Research Universities

- By bringing new knowledge in the education process, research complements and supports constantly renewed teaching activities.
- Universities have a unique opportunity to play a strategic role in university research and innovation in coming decades.

# Strategy development

- Competing for the best students, teaching professionals and researchers;
- Attracting financial resources for R&D;
- Excelling in the research activities it carries out;
- Developing a sustainable relationship with economic sectors leading to innovation.

# Student mobility

- The reference framework should be Europe, based on the principle of European integration
- Also exploit selective worldwide connections frameworks, namely with the States, South America, and PLPs (Portuguese speaking countries)

# Student mobility - Bologna

- Important step forward in European integration of higher education systems and should be interpreted with an “institutional diversity” referential and not just with a confining vision of “unification” of the European Higher Education Area



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# Student mobility

## Erasmus

- International awareness & understanding
- Broadening horizon and reflection
- Professional impact
  - ◆ Frequent professional mobility and international tasks
  - ◆ Not necessarily a more successful career

# Staff mobility

- Initial training for academic career
- Knowledge acquisition & updating (sabbaticals)
- Research cooperation (Networks)
- Short visits
- Teaching mobility





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# Opportunities & challenges

## Strategic guidelines

- Strengthen scientific autonomy
- Enhance the role of researchers
- Promote networking of science
- Strengthening the link of research with post-graduate activities
- Ensure a new portfolio of incentives
- Promote the relationship with society
- Foster the dissemination of scientific culture
- Internationalisation effort



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# Enhance the role of researchers

- Reorganisation of the faculty career progression systems following advanced models, increasing the attractiveness of scientific careers.
- Institutional reform is also constrained by the reduced mobility of university researchers and professors, which is associated with a well known process as inbreeding.
- Inbreeding does not allow for structural change, and hampers the adoption of new approaches to scientific research and teaching problems as has often been recognised at the international level, presenting itself as a barrier to the diffusion of new forms of organization and knowledge production.



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# Promote networking of science

- The inevitable internationalisation of science
- Encourage a more active participation of researchers and research centres in national and international research and teaching networks,
- Foster national and international institutional relationships, either
  - among university R&D units, or
  - between these units and State-owned laboratories,
- Softening the effects related to small-sized units,.

# Strengthening the link of research with post-graduate activities

- Enhancement of unique technical competences at post-graduate and research levels, which particularly requires the strengthening of the mutual relationship through international doctoral programmes, in which the involvement of research units is essential.
- The primacy for quality in detriment of quantity,
- 'Research university' models encompasses the reinforcement of post-graduation, evolving towards a balance between the number of students involved in undergraduate and post-graduate programmes.



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# Ensure a new portfolio of incentives

## Increase the average funding per researcher,

(thus reducing the gap to the international research universities)

- multidisciplinary thematic programmes carried out in cooperation with national and international firms and institutions.
- University governance shall involve a dynamic and pro-active attitude with the purpose of attracting funding schemes outside the university,



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# Internationalisation effort

- integrate the European research and higher education area,
- integrate partnerships or consortia with international reputed universities as a priority,
- recognition of the research units' role in the internationalization process, namely through their capability to attract students and researchers, facilitating the recruitment of international faculty.
- requires the mobilization of specific investments to attract researchers/faculty and students in a worldwide context.
- Difficulties in recruiting foreign researchers