

The Future of the EuroFaculty

Study Report

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PROJECT
SUPPORT
FACILITY



Turun yliopisto
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Executive Summary

The EuroFaculty (EF) programme started in 1993, and for over 20 years, manifold university development activities in the Baltic Sea Region (BSR) have been organised and run through the EF projects. The EF programme has aimed to improve the recipient universities' curricula, upgraded their infrastructure and supported their internationalization. It also aimed at networking among the regional actors for greater benefits to the region and extended collaboration opportunities outside of the programme frame. However, university development in the BSR remains a current and important challenge. Also, it has become evident that the EF concept needs to be critically re-evaluated. The whole ecosystem of universities has undergone significant changes and new approaches for EuroFaculty need to be examined.

This study on the future of the EuroFaculty has collected insights and feedback from involved partners within EF projects, providing a needs assessment by key academic players within the BSR. The study also reports good practices of university collaboration, and suggests a revised model of EuroFaculty. The new model aims to bring EF up to date, in order to correspond to the current and future needs of the Baltic Sea Region in the field of university development.

The EF programme is coordinated by the Council of the Baltic Sea States (CBSS) and its future role was assessed from many aspects. CBSS would need to have more information about the implemented activities during the EF projects lifetime and make sure that the activities are consistent with the CBSS strategy. Additional experts from the educational and business fields should be involved and able to report to the CBSS and give advices to the leading team.

EuroFaculty projects are long-lasting joint efforts for upgrading and developing universities in the Baltic Sea Region. Due to their long duration and a large number of partners, the objectives and focus are sometimes difficult to express, and the programme appears to be indefinite. Certain exactness and common guidelines are needed. This calls for a well-organized programme framework and management from CBSS part. This would make EF programme more attractive and interesting even for a wider network of actors to participate. Eventually, shared guidelines and objectives would have a positive impact also on the programme sustainability. In addition, more flexibility towards new partners' participation is needed.

From a EuroFaculty perspective, there exists a huge potential of academic contributors to the programme in the Baltic Sea Region. A few of the region's major player universities are currently involved with EF, but a wider representation of highly ranked universities is still needed. In addition to universities, there are also many organisations combining universities and their activities in the BSR. Good examples of such organisations are the Baltic Sea Region University Network (BSRUN), the Baltic University Programme (BUP) and the Baltic Management Development Association (BMDA). Given the scope of EuroFaculty, it is evident that the existing networks have a lot to contribute and could also act as content providers to

EF. Collaboration must be organised in such a way that it creates win-win situations, and benefits all partners equally, not only the universities in greater needs. A wider and stronger network of universities, where each partner has an opportunity to benefit, can be considered a more viable and stronger concept within university development. In addition, the collaborating network could include also SMEs, corporations and other local organizations to bring greater benefits to the BSR.

EF projects have been concentrating on educational development when upgrading universities, whereas research and the University Third Mission (U3M) have been left with minor attention. Through collaborative research the partners will learn together and bring resources towards a shared goal. Innovation and entrepreneurship promotion should be executed through a common platform, where university actors and the private sector should be interacting. It could strengthen and diversify EF activities and also have a broader impact to the BSR. Focusing on U3M and expanding collaboration with businesses would reinforce the universities' visibility. By offering training and courses to outside stakeholders, the universities will gain recognition within the business community, trust, more cooperation and even additional financial resources.

Within an EF programme, focusing on concrete activities and products to offer to university staff and students as well as external stakeholders should be prioritised instead of institutions solely. This would enhance dissemination and reinforce the involvement of each partner also in the long term. Also, concentrating on shorter-term trainings, such as intensive courses, Summer/Winter Schools instead of an entire joint Master Programme could further reinforce university collaboration.

It has become evident that the EuroFaculty programme is a valuable and strategic tool for the Baltic Sea Region development, and it should remain. As a result of the programme activities, a lot has been gained and the programme has affected not only to the partnering universities, but also to the BSR at large. As the world around us is rapidly changing and new perspectives are emerging, it is utterly important for CBSS to revise the programme to better meet the current and future needs of the region. It would be good clearly to focus on the Baltic Sea Region development and be active within all three university missions - research, education and the third mission.

Based on expert interviews, insights and feedback, EuroFaculty programme documentation and various reports of the Baltic Sea Region, as well as on careful analyses and consideration, this report suggests two revised EuroFaculty models. They are outlined and explained in this report on pages 44-49.

Introduction

This project idea is based on the concept of the EuroFaculty programme and the long experience of the University of Turku (UTU) in participating in EuroFaculty projects for over a decade. Due to its long experience with EuroFaculty, the University of Turku considers having an extensive understanding of the execution of the EF projects and for that reason is suggesting a revision of the concept. The University of Turku has been supported by its project partners from the University of Warmia and Mazury in Olsztyn (UWM), Poland, the St Petersburg State University of Economics (UNECON), Russia and the Humboldt University of Berlin, Germany.

The project aims at finding a feasible model for future EuroFaculty projects. This report presents suggestions to the EuroFaculty renewal of the concept to be considered by the CBSS after the ongoing EuroFaculty-Pskov (EF-Pskov) project is completed.

This report is structured as follows: Firstly, the objectives and the applied methodology are presented. Secondly, the BSR as the (academic) platform of operation is defined, including its most relevant actors. Thirdly, the EF programme with its best practices and challenges are described, and fourthly, the study results, as well as suggestions for a renewed EF approach are proposed.

I. Aim of the Study

The study on the Future of the EuroFaculty aims at developing the concept of EF in order to bring it up date to correspond to the current needs of the Baltic Sea Region in the field of university development and cooperation.

The EuroFaculty programme was launched in 1993, and for over 20 years, various university development and cooperation activities have been organised and run through the EF programme. The programme is financed by the Council of the Baltic Sea States through contributions by its Member States¹. The first EF project took place in the Baltic States in 1993-2005, the second was carried out in Kaliningrad in 2000-2007, and the current project in Pskov started in 2009 and is running until the end of August 2015.

The EF programme started as a joint European project in the framework of Tempus. At that time the primary objective was to establish a Faculty of Social Sciences in the Baltic States (Estonia, Latvia and Lithuania) with an orientation towards the Europe. The situation within the region was that institutions were in need of political science at universities, professors had a heavy workload and therefore they had limited time to develop their knowhow through research. Furthermore, their command of English language was relatively poor preventing closer relations within the region and with Europe.

¹ Member States of the CBSS are: Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia, and Sweden.

The concept of EuroFaculty has remained more or less intact since its launch, with a focus on upgrading the education at the recipient university (three in the case of the first EF project in the Baltic States). Recently, it has been noticed that the concept of EF needs to be evaluated and new approaches are to be looked upon. The difficulty of implementing double or joint degrees, the lack of degree recognition among the partner universities, weak communication and dissemination and the heavy bureaucracy are but a few examples of current issues affecting the programme outcomes. Also, need for joint applied research and societal output should no longer be left aside.

The study also defines good practices in university collaboration, to suggest a renewed model of EuroFaculty to CBSS. The new model aims to bring EF up to date, with a better correspondence to current needs of the Baltic Sea Region's university development. Since 1993, the EuroFaculty programme has been affecting the education development at universities within the Baltic Sea Region. From the concept review will emerge new activities, new consortiums and collaboration under a more sustainable approach and impacting the region directly.

1.1. Study Approach

The study was conducted from October 2013 to September 2014. Within the study, a Conference on "Frameworks for University Cooperation in the Baltic Sea Region" was organized in October 2013, defining the framework for the study. Also two brainstorming sessions have been organised, one in March 2014 and another in September 2014.

On-going or past EF projects have not been systematically analysed as such. However, their objectives, content and results have been taken into consideration when outlining the revised EF model.

The study on the Future of the EuroFaculty has also been disseminated during several events such as the BSRUN seminar on "Experiences of EuroFaculty for the Future" in Minsk, March 2014 and the BSRUN Annual Forum at UNECON in St. Petersburg, May 2014. Preliminary results of the study have been presented during the Committee of Senior Officials (CSO) meeting in Turku, June 2014.

1.2. Methodology of the Study

Data Gathering

The data were gathered from different sources: through individual expert interviews, a survey via Internet and the organisation of two facilitated brainstorming sessions. The data collection was primarily directed towards individual experts with prior experience of EF projects. These experts have acted within a recipient, a partner or a donor university.

Furthermore, several experts with an interest towards and experience of university collaboration other than EF within the Baltic Sea Region, were interviewed.

Altogether 16 interviews² were conducted between December 2013 and April 2014. The interviews included a set of questions³ related to EF as a project (objectives, length, sustainability, role of partners, beneficiaries, donors and network etc.), more conceptual level statements (functionality of the model, needed improvements) and university collaboration in the Baltic Sea Region. Most of the interviews were conducted face-to-face as it was immediately noticeable that it reinforced trust between the interviewers and the interviewees, delivering more valuable outcomes to the study. Interviewees were more eager to share their experience within the EuroFaculty and other collaboration while meeting them at their home institution. Some interviews have been conducted through Skype for practical reasons in which case the interview questions were sent to the interviewees beforehand.

In addition, an Internet survey was conducted during March and April 2014 with key players involved either with EF projects or participating in the “Frameworks for University Cooperation in the Baltic Sea Region” conference. The survey questionnaire dealt with both the EF as a project and university collaboration in the Baltic Sea Region⁴.

Also, a facilitated brainstorming session⁵ was organized at the University of Turku in March 2014 and attended by some of the current EF-Pskov project partners and also experts in university-business collaboration. During the brainstorming session, participants were asked to define pros and cons of previous and on-going EF projects and evaluate their degree of relevance. The participants were also asked to provide the researchers with elements to be considered for the renewed concept and activities to be organised. Participants were divided into two sub-groups in order to increase workshop interaction and also to facilitate comparison and discussion.

As great outcomes emerged from the first brainstorming session, a second session⁶ was organised at the University of Turku in September 2014 in order to collect the final comments and feedback of the project partners and experts involved during the study process. The focus was slightly different under the second brainstorming session. The participants received in advance the draft report and were told that their feedback on the report will be discussed during the session. Participants had the opportunity to give direct feedback on the suggested concepts and provided also additional suggestions. Participants were also asked to define the EuroFaculty challenges and best practices in order to evaluate the intangible outcomes from the programme.

All interviews and the brainstorming sessions were held in English, and similarly, the survey questionnaire was in English.

² See Annex 1 – List of interviewees

³ See Annex 2 – Questionnaire frame (face-to-face interviews)

⁴ See Annex 3 – A study on the Future of EuroFaculty (Internet survey)

⁵ See Annex 4 – First Brainstorming Frame

⁶ See Annex 5 – Second Brainstorming Frame

The interviews, the survey and the facilitated brainstorming sessions have been the primary sources of information. Neither the number of informants nor the method used allowed statistical analysis. Rather, the researchers wanted to receive as much relevant information as possible from a group of experts that represented various viewpoints of the theme at hand. For versatile and rich data, the researchers have contacted several experts from various periods along the history of EF with different roles and expectations.

In addition to the primary data (interviews, survey and brainstorming session) the researchers also utilised secondary data, such as EF project documentation, assessments, and various reports regarding the Baltic Sea Region⁷. The secondary data brought additional information related to the EF concept and university collaboration.

Data Analysis

As the interviews were well structured beforehand, i.e. the researchers had prior knowledge of key issues to be discussed in terms of the EuroFaculty concept development. The used method was content analysis, with an aim to describe the current situation and insights for the future development. The focus was on themes, which were set beforehand for the interview framework.

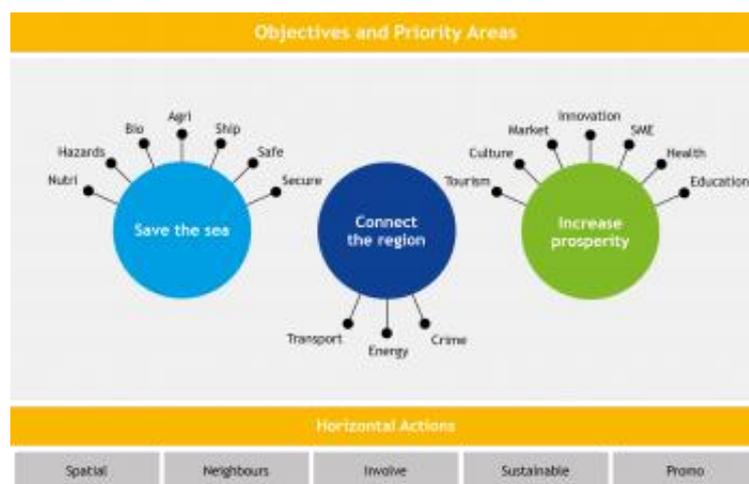
⁷ See List of References

II. State of the Art: Facts and Assessment

2.1. The Baltic Sea Region

The Baltic Sea Region (BSR) can be defined in different ways. Depending on the context and interviewed key players, the region can either include a smaller or a larger number of countries. According to the EU Strategy for the Baltic Sea Region, the BSR is composed of relevant countries belonging to European Union and neighbouring countries. The Baltic Sea Region counts 85 million inhabitants within the Baltic drainage basin (among which the EU population represents 17%) and 44 million inhabitants living within 50 kilometres from the coast. The region is of high importance in Europe and a so-called macro-regional strategy, the European Union Strategy for the Baltic Sea Region (EUSBSR), which has been the first of its kind has been devoted to it. The EUSBSR is welcoming cooperation with EU neighbouring countries (Russia, Norway and Belarus). There is a clear need for joining forces and working in cooperation.

The EUSBSR aims at reinforcing cooperation within this large region in order to face challenges by working together and promote a more balanced development within the area⁸. The strategy is divided into three objectives representing the three key challenges of the region: saving the sea, connecting the region and increasing prosperity. The EUSBSR also contributes to major EU policies and reinforces the integration within the area. As the following graph shows, education, innovation, culture and SMEs are priority areas under the prosperity increase objective supporting the necessity for such educational collaborative programme as EuroFaculty. Links between the European Union and the CBSS programmes are more and more relevant also in view of future EuroFaculty activities. Especially the third objective under the EUSBSR, i.e. increasing prosperity (education, SME, innovation, market) would serve as a relevant channel for implementing the EF activities.



Picture 1. The three objectives of the European Union Strategy for the Baltic Sea Region (EUSBSR).

In terms of university networking and collaboration, a wider definition of Baltic Sea Region is relevant. Here, the Baltic Sea Region is understood as widely as the representation of the

⁸ More information about the EUSBSR at www.balticsea-region-strategy.eu

Council of the Baltic Sea States, including the countries with shoreline along the Baltic Sea (Denmark, Estonia, Latvia, Finland, Germany, Lithuania, Poland, Russia, and Sweden) and the two other Nordic countries, Norway and Iceland. Countries without shorelines and which do not belong to the EU, such as Belarus, can also be considered as part of the Baltic Sea Region.

2.2. Universities in the Baltic Sea Region

This part of the report focuses on presenting the different actors related to university cooperation within the Baltic Sea Region. The list is non-exhaustive and only the universities and organisations contacted during the study are mentioned in more detail. These actors should be considered in the future to extend collaboration with the universities acting in the region.

It can be noticed that there are actors of many kinds of universities and other organisations, working intensively in the field of higher education in the Baltic Sea Region. University development is a critical issue also in the BSR, in line with the rest of Europe. Historically, universities have been seen as engines of the society, and their role has become even more critical in the knowledge-driven societies. In the last two decades, higher education worldwide has moved from the periphery to the centre of governmental agendas. Universities are now seen as crucial national assets in addressing policy priorities, and sources of new knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being (Boulton, 2009). This central and crucial role of universities challenges them to modernise. In addition to the two well-known university missions – research and education – emphasis on the University Third Mission (Technology Transfer, Life Long Learning, and Societal Engagement) is needed.

Within the Baltic Sea Region, a large amount of Higher Education Institutions (HEIs) are operating. In Finland, 14 universities operate under the Finnish Ministry of Education and Culture, whereas there are over 100 universities in Poland and 300 institutions offering higher education in Germany. The HEI supply is even greater in Russia, where there are more than 600 state universities and a considerable number of private universities.

Overview of the EuroFaculty Partner Universities

The following universities are either partners within the current EF-Pskov project or have been involved within the previous EF projects.

University of Turku, UTU - Finland

The University of Turku (UTU)⁹ was founded in 1920 (originally in 1640, then the activity was moved to Helsinki in 1829) and it has 6 Faculties and a School: Humanities, Mathematics and Natural Sciences, Medicine, Law, Social Sciences, Education and the Turku School of Economics as well as 11 independent units. The university offers nearly 100 major study programmes and 40 minor study modules. At the same time, the university aims at increasing its international and multidisciplinary approach. 16 international Master's degree programmes are available at UTU. In addition, the university participates in international academic networks, university visits and international research cooperation. The University of Turku peaked at the position 208 in the international QS World University Rankings in 2014. The same year, education export took a step forward when the universities of Turku, Tampere and Eastern Finland established a joint education export company Finland University Ltd. The University of Turku is an active academic community of 25.000 students and staff members – a truly international research university, a provider and developer of Finnish high-quality education and a strong bellwether of its area.

The University of Turku offers Baltic Sea Region studies coordinated by the faculty of Humanities. In addition, many units (e.g. the Brahea Centre and the Pan European Institute) and the Turku School of Economics of the university are actively involved with the Baltic Sea Region.

University of Warmia and Mazury in Olsztyn, UWM - Poland

The University of Warmia and Mazury (UWM) in Olsztyn¹⁰ was established in 1999 and continues academic traditions of the three Olsztyn educational institutions: Academy of Agriculture and Technology, Pedagogical College and Warmian Theological Institute. UWM is the largest academic institution in North-Eastern Poland. Its mission is to increase the intellectual capital contributing to sustainable development of the region and the country, by creating a friendly environment for acquisition and development of knowledge. This is being achieved through scientific and artistic work, as well as transfer of knowledge into the spheres of economy and culture.

UWM has 17 faculties with over 30.000 students who have a choice of 65 academic majors related to such broad areas as humanities, social sciences, pedagogy, law, administration, theology, fine arts, biology, medicine, environmental sciences, fisheries, mathematics, computer science, technical sciences, civil engineering, geodesy, land management, technical sciences, economics, management, agriculture, food sciences, and veterinary medicine.

Students may also pursue doctoral degrees in 15 academic fields as well as develop their knowledge and skills through 138 types of post-diploma studies.

⁹ More information about the University of Turku at <http://www.utu.fi/en/Pages/home.aspx>

¹⁰ More information about the University of Warmia and Mazury at <http://www.uwm.edu.pl/en/>

St Petersburg State University of Economics, UNECON - Russia

The St. Petersburg State University of Economics UNECON was founded in 2012 as a result of the merger of University of Economics and Finance (FINEC) and University of Economics and Engineering (ENGECON)¹¹. On December 2012 the University of Service and Economics (SUSE) joined the alliance. The new university consists of three Institutes: the Institute of Economics, the Institute of Management and the Institute of Tourism and Service. The university counts 38.000 students and professors.

The Institute of Economics is composed of the Faculty of Economics and Finance and the faculties of Law, Humanities, IT and Applied Mathematics. The Institute of Tourism and Service attracts students interested in service, tourism and hospitality. Finally the Higher Economic School is focusing on the improvement and development of its staff on the basis of creative use of modern educative technologies, systematization and exchange of expertise between executives and specialists in process of professional retraining and further training.

Humboldt-University of Berlin, HU - Germany

The Humboldt University of Berlin (HU) was established in 1810. Today, it has 9 faculties, three Central Institutes, four Central Units and 7 Interdisciplinary Centres with 33.540 students¹².

As one of the eleven German universities, the Humboldt University was chosen “University of Excellence” in June 2012. In an international comparison, the university ranks among the top ten of German universities. Scientists here research socially relevant topics and challenges of the future and communicate these with the public. Its aim is to promote young talents and to positively influence society and economy outside the university framework.

The Department for Northern European Studies, the Nordeuropa-Institut, is an independent scientific institution within the Philosophical Faculty II of Humboldt University of Berlin. It was founded in 1994, later the same year the Department of Scandinavian Studies at the Free University and its library were merged into the new department. Thus the HU now also contains the biggest department for Scandinavian studies in Germany. By combining the study and teaching of all the Scandinavian languages, Scandinavian medieval studies and modern Scandinavian literature, it also fulfils the long-time aim of gathering all the areas of Scandinavian studies in Berlin under the same roof. Furthermore, it is the first institution in Germany providing research and teaching in Scandinavian cultural studies. This was necessitated by the parallel restructuring of Europe in 1989 - Northern Europe no longer meant the core countries of Denmark, Sweden, and Norway; but rather a broad belt of countries reaching from Greenland to the northern parts of Russia. Both political and

¹¹ More information about UNECON at <http://en.unecon.ru/>

¹² More information about the HU Berlin at https://www.hu-berlin.de/?set_language=en&cl=en

structural similarities unite also the Baltic countries and the southern Baltic Sea area with the region.¹³

Immanuel Kant Baltic Federal University, IKBFU - Russia

Immanuel Kant Baltic Federal University (IKBFU) was established in 2010¹⁴. In 1966 the university was transformed from the Kaliningrad State Pedagogical Institute into Kaliningrad State University, and in 2005 it was renamed as Immanuel Kant State University of Russia according to the decree of the Government of the Russian Federation. The University counts 13 faculties and Institutes: Institute of chemistry and biology, Institute of humanities, Institute of social and humanitarian technology and communication, Institute of applied mathematics and IT, Institute for transport and technical service, Institute of physics and technology, Institute of law, Institute of medicine, Faculty of services, Faculty of economics, higher school of pedagogy, Institute of environmental management, territory development and urban planning, and higher school of physical education and sports.

The mission of the IKBFU is to ensure the long-term competitiveness of the Kaliningrad region, in the European Union (EU), by becoming an acknowledged European-level research and education centre in the BSR. The strategic vision is that, by 2020, the university will be positioned among the 20 leading Russian universities in the key disciplines - medical biotechnology, information technology, mathematical modelling, and functional materials. The IKBFU provides students with secondary vocational training, undergraduate studies (bachelor specialists), master studies and doctoral studies.

University of Tartu, UT - Estonia

The University of Tartu (UT) was founded in 1632¹⁵. There are approximately 18.000 students studying at the university's 9 faculties and four colleges. The number of visiting and international students is about 800. The number of doctoral students is 1400, with around 100 doctoral defences taking place each year.

UT is Estonia's leading centre of research and training. As Estonia's national university, UT stresses the importance of international co-operation and partnerships with reputable research universities all over the world. In 2013, the university ranked 461-470 in the QS World University Rankings. To support and develop the professional competence of its students and academic staff, the university has entered into bilateral co-operation agreements with 64 partner institutions in 23 countries.

¹³ More information about the Northern European Studies Institute at www.ni.hu-berlin.de/institut/institutneu08/praesent_en.html

¹⁴ More information about the IKBFU at <http://eng.kantiana.ru/>

¹⁵ More information about the UT at www.ut.ee/en

University of Latvia, UL - Latvia

The University of Latvia (UL) was established in 1919¹⁶. With its 15.000 students, 13 faculties and more than 20 research institutes, it is one of the largest wide-range research universities in the Baltic States. The University offers more than 130 state-accredited academic and professional study programmes. At UL, research is conducted in over 50 research fields which represent four main areas of inquiry: humanities, sciences, social sciences, and education sciences. The UL offers professional qualifications, Bachelor and Master degrees. Doctoral study programmes offer a degree in biology, economics, computer science, demography, pharmacy, philology, philosophy, physics, geography, geology, engineering, law, chemistry, communication studies, medicine, mathematics, pedagogy, politics, psychology, sociology, theology and religious studies, management, linguistics, history, and environmental science.

The UL offers an opportunity to study interuniversity Master programmes in “Educational Treatment of Diversity”, “Studies of the Baltic Sea Region”, Master programme “European Studies” and other unique study programmes. Each year, approximately 300 students of the UL study abroad with the help of international exchange programmes, and in turn, the UL welcomes approximately 250 international students.

Vilnius University, VU - Lithuania

Vilnius University (VU) was established in 1579¹⁷. Vilnius University is an active participant in international scientific and academic activities and boasts many prominent scientists, professors and graduates. Scientific development and the expanding relations with global research centres have contributed to the variety of research and studies at Vilnius University. Vilnius University is a classical university with over 430 years of academic traditions and the widest range of study programmes in Lithuania.

Vilnius University is 1st in Lithuania according to national ranking. Today, Vilnius University has over 22.000 students and more than 2.300 teaching and research staff. The university has 14 Faculties, five Institutes as well as four study and research centres.

Pskov State University, PskovSU - Russia

Pskov State University (PskovSU) was formed in October 2011 within the merger of five higher and secondary educational institutions joining and forming a new university¹⁸. The university is a dynamically developing centre of education, science and culture of the Pskov region. College students, Bachelors, Masters and post-graduate students are trained at the 16 PskovSU faculties. Training is conducted in more than 200 educational programmes. The priority of the university is science based research. The research is carried out in 30 areas

¹⁶ More information about the UL at www.lu.lv/eng/

¹⁷ More information about the VU at www.vu.lt/en

¹⁸ More information about the PskovSU at <http://en.pskgu.ru/>

belonging to 9 science branches: physical and mathematical, biological, technical, historical, economic, philological, pedagogical, psychological, and geosciences.

PskovSU is active in international projects such as Tempus and Erasmus-Mundus. The university is also integrating into global educational space with the established partnerships with over 80 universities from 25 countries.

Stockholm School of Economics, SSE Russia - Russia

The Stockholm School of Economics Russia is a niche-oriented, Swedish-anchored international business school, located in Moscow and St Petersburg, providing higher education for the global executive market in Russia¹⁹. The SSE Russia has been established in 1997 as Stockholm School of Economics in Saint-Petersburg making it a leader in its field and offering it a prominent position in the whole of the Baltic area.

The SSE Russia provides education in English and Russian languages in two major areas: the eMBA General Management Programme and the Executive MBA in Russian Programme and the Corporate Programmes which are adapted to the specific needs of corporate customers.

Roskilde University, RUC - Denmark

Roskilde University Centre was founded in 1972²⁰. In 2008, the name "Centre" was dropped out and the university was remained as the Roskilde University (RUC). The RUC has 6 departments, one central administration "Administration and Services" and a university library. The 6 departments are responsible for the Bachelor and Master level degrees: Department of Communication, Business and Information Technologies; Department of Culture and Identity; Department of Environmental, Social and Spatial Change; Department of Science, Systems and Models; Department of Psychology and Educational Studies and Department of Society and Globalisation (ISG). The University also offers three international Bachelor study programmes in Humanities, Natural Sciences and Social Sciences.

The most important task of Roskilde University is to contribute to experimental, innovative forms of learning and knowledge creation. The university is research-driven and provides education for future generations of managers, teachers and experts based on advanced knowledge.

Trondheim Business School, TBS - Norway

Trondheim Business School, established in 1967, is one of the oldest public business schools in Norway²¹. Today TBS has approximately 1.000 full time students on both undergraduate and graduate programmes. TBS staff amounts of 55 of which 40 are teachers/professors.

¹⁹ More information about SSE Russia at <http://www.sserussia.org/>

²⁰ More information about RUC at <http://www.ruc.dk/en/>

²¹ More information about TBS at <http://hist.no/english/>

The Business School provides education in the fields of Business and Administration, Health and Social Work, Informatics, Interpreter for the Deaf, Teacher Education and Technology. Since 2012 the school also offers a PhD programme in Management Accounting and Control. In addition a wide range of continuing professional education courses qualifying for entrance to a multitude of professions is available.

St Petersburg State University, SPSU - Russia

The St Petersburg State University was founded in 1724 and is the oldest institution of higher education in Russia²². The university counts over 32.000 students receiving education in more than 323 specialities in 24 faculties. The university' staff comprises almost 14.000 members including nearly 6.000 teachers who represent 289 academic departments. Specialists are trained in 71 specialties, Bachelors - in 41 fields of study, Masters - in 30 fields of study.

St. Petersburg State University is a major centre of the Russian science, education and culture of a high international standing. The university participates in the international scientific and academic programmes and fairs. It offers a range of Master's Degree Programmes taught in English.

The university withdrew from the current EuroFaculty Pskov project after the first years it started.

European University Viadrina - Germany

The European University Viadrina was established in 1991, but its history dates back to more than three hundred years, when Frankfurt (Oder) was the home of the first public university of the principality of Brandenburg²³.

The university has three faculties: Law, Business Administration and Economics, Social and Cultural Sciences and two centers: the Center for Strategy and Development and the Center for Key competences and research-oriented learning. The number of students is approximately 7000, and the number of staff is 520.

Since its re-establishment in 1991, the European University Viadrina has developed an international research profile involving all three faculties with distinct research focus. Each of the three faculties provides specific expertise on Europe, with Central-Eastern Europe being an integral area of research.

The above presented list of universities indicates the multi-national approach of the EuroFaculty programme. So far the EF has been combining universities internationally into joint efforts from Russia, the Baltic countries, the Nordic countries, Germany and Poland.

²² More information about the SPSU at <http://eng.spbu.ru/university/>

²³ More information about the European University Viadrina at <http://www.europa-uni.de/en/index.html>

Baltic Sea Region Studies within the Region

Many of the above mentioned universities offer various studies related to the Baltic Sea Region. One, quite natural way of collaboration is student and staff mobility, which could be reinforced within the Baltic Sea Region study programmes and modules. Below is a list of Baltic Sea Region related studies within the BSR:

- Master's programme in Baltic Sea Region Studies, UTU
- Non degree studies for exchange students in Baltic Sea Region Studies, UTU
- Module in Baltic Sea Business and Society, UTU
- Baltic Sea Region Studies MA programme (M.A program in Social Sciences), UT
- Module in Baltic Sea Region Studies, UT
- Joint degree Master Program of Humanities in Baltic Sea Region Studies, UTU, UL, UT, Vytautas Magnus University in Lithuania
- Module in Baltic Sea Region Studies, University of Vienna
- Complementary module in Scandinavian Studies: Baltic Sea Region Studies, University of Vienna

About University Rankings

Universities are listed annually in various rankings. According to the newly QS World University Ranking 2014²⁴, ranking 800 best universities in the world, there are 8 universities from the BSR among the top 100, the best being *University of Copenhagen* (45), followed by three German, two Swedish, one Finnish, and a second Danish university. When looking further down in the ranking, there are even more BSR universities among the next 200 universities, with a major representation from Germany, Sweden and Finland. The highest ranked Russian university is *Lomonosov Moscow State University* at 114th, followed by *Saint-Petersburg State University* at 233th, whereas *University of Warsaw* is the highest ranked Polish university at 335th, the best Estonian university is *Tallinn University of Technology* (501-550) and the best Lithuanian university is *Vilnius University* (551-600). Accordingly the University of Tartu has improved its position in the chart being at 379th.

The Academic Ranking of World Universities (ARWU)²⁵, also known as the Shanghai Ranking, presents the world Top 500 universities annually. According to the ARWU 2014, the top 19

²⁴ The QS World University Rankings are annual university rankings published by British Quacquarelli Symonds (QS). The rankings comprise both world and regional league tables which are independent of and different from each other owing to differences in the criteria and weightings used to generate them. It is one of the three most influential and widely observed international university rankings, along with the Times Higher Education World University Rankings and the Academic Ranking of World Universities.

²⁵ Starting from 2003, Academic Ranking of World Universities (ARWU) has been presenting the world Top 500 universities annually based on a set of objective indicators and third-party data. ARWU has been recognized as the precursor of global university rankings and the most trustworthy league table. ARWU adopts six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, the number of Highly Cited Researchers, the number of articles published in journals of Nature and

universities come from US and UK. There are 12 universities from the Baltic Sea Region among the top 100 universities, and from the EuroFaculty perspective the highest ranked partner university is the University of Turku (301-400).

Yet another ranking from the Times Higher Education World University Rankings 2013-2014²⁶ shows that in Europe UK universities are predominant in the list, with among the top 100 universities 10 British universities, followed by four German and two Swedish universities. The highest ranked Finnish university is *University of Helsinki* (at 109th), the counterparts are *Aarhus University* (at 116th) in Denmark, *Humboldt University of Berlin* in Germany (126), *Lomonosov Moscow State University* (201-225) and *Moscow State Engineering Physics Institute* (226-250) in Russia, Polish *Jagiellonian University* (351-400) and Estonian *University of Tartu* (351-400).

In addition, a new global university ranking, U-Multirank²⁷, was launched in 2014. It is said not to take into account only research but also other key aspects like teaching, learning, knowledge transfer, international orientation and regional engagement. Its idea is to avoid simplistic league tables which can result in misleading comparisons between institutions of very different types or mask significant differences in quality between courses at the same university. For the EuroFaculty development purposes, such a ranking, which notices universities' variations and pays attention also to the University's Third Mission activities, might be beneficial.

There has been a lot of disagreement about university rankings. Clearly, the criteria used for selection are partial and arbitrary, to the extent that they are based on academic citations in international publications, predominantly written in English, and have a bias towards English language institutions. Similarly, there is a stark message contained in the published rankings of the world's greatest research universities: they are dominated by the US institutions (Lambert & Butler, 2006). When considering the situation in Europe, British universities dominate the rankings, German universities are also strongly represented, followed by universities from the Nordic countries. Another critical aspect for the university rankings is population; countries with smaller population have fewer universities and thus also lesser representation in the rankings.

Science, the number of articles indexed in Science Citation Index - Expanded and Social Sciences Citation Index, and per capita performance. More information at <http://www.shanghairanking.com/>

²⁶ The Times Higher Education World University Rankings 2012-2013 powered by Thomson Reuters judges world class universities across all of their core missions - teaching, research, knowledge transfer and international outlook. The top universities rankings employ 13 carefully calibrated performance indicators to provide the most comprehensive and balanced comparisons available, which are trusted by students, academics, university leaders, industry and governments.

²⁷ U-Multirank, a newly launched university ranking system, is partially funded by the European Commission, assesses the performance of more than 850 higher education institutions worldwide, breaks new ground by producing multi-dimensional listings rating universities on a much wider range of factors than existing international rankings. The idea is to avoid simplistic league tables which can result in misleading comparisons between institutions of very different types or mask significant differences in quality between courses at the same university. Individual users will be able to build a personalised ranking based on their particular needs. This will allow them to obtain information on the universities or specific disciplines which most interest them and to choose criteria according to their own preferences. More information at <http://www.umultirank.org>

However, university rankings are one way to assess universities, being their reputation among the academics or students, their recognized academic level or number of staff or students, and it can be of great help when considering university collaboration. The fact that only a few universities from the Baltic Sea Region appear within the rankings shows that they need some improvement. University cooperation is one way of supporting the enhancement of the BSR universities and giving them an opportunity to reach in the rankings during the coming years. From the EuroFaculty programme perspective, for most functional and beneficial collaboration the network of partners should be robust and the leading universities within the network should be strong and academically appreciated. Some partner universities could then be ranked in lower position, and with the help of the leading universities their academic level and credibility could increase. It is utterly important to build such a network of universities that attracts the universities widely and benefits each of them.

2.3. Other Organisations in the Baltic Sea Region

Among the long list of actors, there are a few organisations in the Baltic Sea Region offering a model combining universities in the region. Following four of them are presented in more detail.

Council of the Baltic Sea States, CBSS

The Council of the Baltic Sea States (CBSS) is an overall political forum for regional inter-governmental cooperation. The Members of the Council are the 11 states of the Baltic Sea Region (Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia and Sweden) and a representative from the European Commission. The Council consists of the Ministers for Foreign Affairs from each Member State and a member of the European Commission. The Presidency of the Council rotates among the Member States on an annual basis. The role of the Council is to serve as a forum for guidance and overall coordination among the participating states. The foreign minister of the presiding country is responsible for coordinating the Council's activities and is assisted in this work by the Committee of Senior Officials (CSO). The CSO consists of high ranking representatives of the Ministries of Foreign Affairs of the 11 CBSS Member States as well as the European Commission. The CSO serves as the main discussion forum and decision making body for matters related to the work of the Council between Ministerial Sessions. The CSO monitors, facilitates and aims to coordinate the work of all CBSS structures. The period chaired by each country rotates on an annual basis and follows the Council Presidency. The CSO monitors the International Expert Group (IEG) on the Lead Country Function of the EuroFaculty Pskov project. The CSO and the International Expert Groups are serviced by the Permanent International Secretariat of the CBSS.

The Council does not have a general project funding. Members are responsible for funding common activities and/or for seeking and coordinating financing from other sources. Since

1998, the CBSS Member States have financed jointly the Permanent International Secretariat of the CBSS.²⁸

Baltic Sea Region University Network, BSRUN

The Baltic Sea Region University Network (BSRUN) is an umbrella organisation facilitating and enhancing collaboration between the members. The organisation aims at developing a mutually beneficial and equal partnership by strengthening the collaboration in University Governance, Management and Administration and acting as a platform for new ideas, contacts and projects. Currently, 29 member institutions are part of the network in Belarus, Estonia, Finland, Latvia, Lithuania, Poland and Russia.²⁹

The BSRUN secretariat is divided between University of Warmia and Mazury in Olsztyn and the St. Petersburg State University of Economics.

The Baltic University Programme, BUP

The Baltic University Programme (BUP) is a network of about 225 universities and other institutes of higher education throughout the Baltic Sea Region. The network is coordinated by the Baltic University Programme secretariat at Uppsala University, Sweden.

The BUP focuses on questions of sustainable development, environmental protection, and democracy in the BSR. The aim is to support the key role universities are playing in a democratic, peaceful and sustainable development. This is achieved by developing university courses, and through participation in projects in cooperation with authorities, municipalities and others.³⁰

The Baltic Management Development Association, BMDA

Carrying out the idea to create a regional management development network, initiated by universities, business schools, individual professors and business professionals, the Baltic Management Development Association (BMDA) was founded in 2002. By establishing a virtual bridge between the Eastern and Western management schools, especially taking into account the collaboration possibilities of different scientific cultures, BMDA provides an opportunity for its members to share their experiences of transformation, rapid growth, managing organisations for stabilisation, being the main feature of the New EU Member states including Baltic countries economy and management challenges. The focus on Baltic Sea Region management development is also well kept.

BMDA currently unites more than 70 members from 23 countries: Austria, Belarus, Belgium, Croatia, Denmark, Estonia, Finland, France, Georgia, Germany, Italy, Latvia, Lithuania,

²⁸ More information about CBSS at www.cbss.org/

²⁹ More information about BSRUN at <http://bsrun.org/>

³⁰ More information about BUP at www.balticuniv.uu.se

Norway, Poland, Republic of Kazakhstan, Russia, Slovenia, Sweden, the Netherlands, Ukraine, United Kingdom, and USA, being well extended beyond the BSR³¹.

2.4. Collaboration Networks

Experiences from the Baltic Sea Region

The next section of the report is based on the perceptions and feedback collected from the Future of the EuroFaculty study.

The Baltic Sea Region is a versatile area in terms of universities, other institutions and their networks. There is already university collaboration within the BSR due to numerous EU initiatives although the region as such is not as hot topic as it used to be some 20 years ago. It is evident, that more collaboration is needed in the region.

University collaboration is considered very important within all universities' missions. Within research the collaboration contributes to answering new questions and within education produces new knowledge and skilled labour. Considering the political development as well as the Third Mission of universities, collaboration contributes to understanding the Baltic Sea Region.

A network-based structure was considered to be the best way to organise university collaboration. It was also argued that there are already many actors and events in the region with perhaps overlapping aims and target groups. An umbrella organisation aggregating the actors and activities was suggested to overcome this issue. CBSS was suggested as such an umbrella organisation, in addition to BSRUN. Joint efforts such as EuroFaculty were appreciated.

Quite a few outcomes of university collaboration in the region were noticed, even though processes and changes are slow and they take time to root. Clearly the present collaboration under the EF programme has helped in developing networks of experts and institutions sharing mutual interest. It has supported the beneficiary universities to promote their institution on the international level. As collaboration outcomes were mentioned the growing number of cross-border and student entrepreneurship activities, the increase of EU funded projects, good experiences and results of networking and joint research projects. It was also argued that EuroFaculty projects in their current form are not as important as the first one in Riga, Vilnius and Tartu which linked up clearly with the future enlargement of the EU. On the other hand, currently EuroFaculty supports the ongoing internationalisation and reform of the Russian university system. Within the on-going EF-Pskov project, the beneficiary PskovSU established with the help of the project network strategic partnerships with the key actors in the Pskov region including the Chamber of Commerce and Industry, regional and local authorities, major NGOs, public organizations and companies thanks to

³¹ More information about BMDA at <http://www.bmda.net/BMDA>

the programme. Collaborating with such actors has helped the institution to discuss and cope with socio-economic challenges and the development of the region.

Several obstacles and challenges of university collaboration were noticed. They can be divided roughly into two categories: university practices and external conditions. Universities have several processes, cultures, resources and incentives that make collaboration challenging. Despite the Bologna declaration, the academic level of universities varies a lot: students are credited differently, the level of knowledge among teachers is heterogeneous, study content varies even within a same field of education, language barriers exist, and mobility among students as well as staff is not reciprocal in the Baltic Sea Region. Attitude is also important, and it was argued that too many institutions are just waiting for some incentives to join in collaboration, but without real interest of their own. In addition, especially within the EuroFaculty context there is too much of a “donor-beneficiary” perspective. Nevertheless, old university systems in Russia as well as divergent mind-sets were seen as a challenge.

Lack of funding is a serious barrier for collaboration. EuroFaculty could be considered being as combined with a European agenda if relevant, common and shared also within the universities network. It might help to activate and motivate countries and universities to contribute to new projects.

Given the scope of EuroFaculty, the already existing networks have a lot to contribute to the EF programme. For example, the Baltic Sea Region University Network is an important and already active networking organisation. Through its development, the network has managed to cover a wide area in the BSR, even though its role has weakened in the western part of the BSR. The number of BSRUN member institutions is increasing gradually.

The Baltic University Programme has already an extensive network of universities and other HEIs throughout the BSR. It also has clear objectives in the fields of sustainable development, environmental protection and democracy in the BSR. From the EF point of view, BUP has a lot to offer, for example, by bringing environmental issues into the EF activities, not to forget the vast network of universities in the region.

The Baltic Management Development Association has a large number of members with a similar perspective being a regional network of management development in the BSR. Those actors could be linked in to the outcomes of the current EF-Pskov, such as the BDPro and the Master degree programme Business in Baltic Sea Region. Also, as EF development activities in the future should be extended to innovation and entrepreneurship, such an organisation as BMDA could be an appropriate collaborating partner.

European Examples of Collaborating Networks

There are many active networks in Europe, which enhance the collaboration of universities. Next, a few of them are presented in more detail.

One example of successful collaboration and networking is the *European Institute of Technology (EIT) ICT Labs*³² which has established a new type of partnership and collaboration model between companies, research centres and universities in Europe. A similar approach could be organised in the BSR, with a mutual attempt to foster the region. It is utterly important to link companies, universities and other research organizations to act towards a mutual goal. The EIT ICT Labs is funded under co-funding from European and world leading organisations, universities, research institutes and companies in field of ICT. The core partners are in charge of raising the necessary co-funding.

Another good example is the *Global Alliance in Management Education (CEMS)*³³, which is an alliance of academic and corporate institutions dedicated to educating and preparing future generations of global business leaders to enter into a multilingual, multicultural and interconnected business world through the CEMS Master's in International Management. Again, a similar approach organized as an alliance model could also work in the Baltic Sea Region.

The *European University Institute (EUI)*³⁴ proposes a different approach, which is an international postgraduate and post-doctoral teaching and research institute established by European Union member states to contribute to cultural and scientific development in the social sciences, from a European perspective. Reflecting the growth of the European Union, the Institute now has 20 member states: Austria, Belgium, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, Spain, Sweden and the United Kingdom. The EUI is funded by 21 European member states.

In addition, the *European Council of Small Business and Entrepreneurship (ECSB)*³⁵, has a network that covers nearly the whole Europe geographically; it has some 400 members in over 30 countries. It is also connected to the global academic and professional small business community through its affiliation to the International Council for Small Business. ECSB is a non-profit organisation with a main objective to advance the understanding of entrepreneurship and small business in Europe by facilitating the creation and distribution of new knowledge through research, education and an open exchange of ideas between professions and across national and cultural borders.

Another good example is the Horizontal Action Neighbours, initiated by the CBSS which is one of the five Horizontal Actions in EU Strategy for the Baltic Sea Region (EUSBSR). The main goal of the Action is to bring closer stakeholders from the EU member states and neighbouring countries to facilitate discussion and exchange of experience. The Action is operating through two initiatives: the Turku Process and the Modernization Partnership for the South East Baltic Area (SEBA). The Action is coordinated between the CBSS in Stockholm, Sweden and the City of Turku, Finland. The EuroFaculty Pskov project is one of the flagship

³² EIT ICT Labs - www.eitictlabs.eu

³³ CEMS - www.cems.org

³⁴ EUI - www.eui.eu/Home.aspx

³⁵ ECSB - icsb.org/ecsbs-home

programmes of the Horizontal Action Neighbours aiming at fostering cross-border cooperation through exchange in higher education.

2.5. Concluding Notes

The number of universities is rather high in the Baltic Sea Region. For example the Baltic University Programme (BUP) has a network of approximately 225 universities and other HEIs in 14 countries throughout the BSR. According to global university rankings, such as the QS World University Ranking and the Times Higher Education World University Rankings, some BSR universities have been ranked among the best in the world, while others are so-called 2nd and 3rd class players making university development in the BSR a relevant issue also in the future. The focus of development activities should be extended from the Bologna process, towards joint research, joint modules as well as innovation and entrepreneurship activities, which all have greater societal impact.

From a EuroFaculty perspective, there exists a huge potential of academic contributors to the programme in the BSR. Indeed, few of the region's major university players are currently involved with EF. A wider representation of highly ranked universities is clearly needed. Collaboration must be organised in such a way that it creates win-win situations, and benefits all partners, not only the weakest - getting what is in effect project development aid from the stronger ones. As such a more omnidirectional model (from all to all) would be more sustainable than a unidirectional one (from stronger to weaker).

Good examples of organisations combining universities and their activities in the BSR are BSRUN, as well as the above mentioned BUP and BMDA. Each organisation has its own speciality (BSRUN facilitates and enhances co-operation between its members, BUP concentrates on sustainable development, environmental protection and democracy in the BSR, BMDA focuses on management development in the BSR) and they already have active and viable networks within their fields of expertise and interest. BUP and BSRUN are already strategic partners to CBSS on education, and given the scope of EuroFaculty, it is evident that the existing networks have a lot to contribute and they could also act as collaborating content providers to EF.

There are also numerous organisations combining universities, their activities and experts in Europe. A few good examples of well-organised university collaboration networks with varying objectives are the European Institute of Technology (EIT) ICT labs, the Global Alliance in Management Education (CEMS), the European University Institute (EUI) and the European Council of Small Business and Entrepreneurship (ECSB). Those organisations could be thought of as potential partners in the future.

III. About EuroFaculty: Insights and Experiences

3.1. The Concept of EuroFaculty

The concept of the EuroFaculty was initiated to support the development of university curricula and teaching methods of selected universities within the Baltic Sea Region. Over the years the programme has supported the curricula upgrading of selected BSR universities up to Bologna standards, assisted in the training of local academic staff in the subjects of Economics, Business Administration, Political Science and Law, and enhanced the universities' internationalisation, namely Master's and Bachelor's programmes.

During the early days of EF, there were extensive discussions around Europe about the comparability of the education quality and standards of universities. After a series of ministerial meetings and agreements between European countries (the Bologna Process) the Bologna declaration was signed in 1999 by 29 European countries. It proposed a European Higher Education Area (EHEA) in which students and graduates could move freely between countries, using prior qualifications in one country as acceptable entry requirements for further study in another. The first EF project in the Baltic States as well as the second in Kaliningrad aimed towards the Bologna declaration, i.e. the educational processes of the recipient universities were assessed and developed according to the principles of the Bologna declaration, with an attempt to integrate them with the European standards of higher education. At that time the curriculum development was very important.

The EuroFaculty management model is composed of four parties: the Committee of Senior Officials (CSO), the Lead Country, the International Expert Group (IEG) and the Consortium, each of them having defined responsibilities. The CSO assigns the overall strategy and guidance of the project to the Lead Country and to the IEG, headed by the Lead Country representatives. The Lead Country, after the decision of the CSO to fund the project, is appointed to chair the International Expert Group, the steering committee for the project.

Regarding the current EuroFaculty project in Pskov, the CSO appointed at its meeting on October 2007 Sweden as the Lead Country for the EuroFaculty. The Lead Country was issued a competitive project selection process by issuing a Call for Letter of Interest (LoI). Universities of the region interested in participating in the project could by submitting a LoI go forward for inclusion in the selection process. Interested universities were asked to indicate whether they would be willing to participate as lead university or as party to the consortium consisting of at least three universities. The selection process was administrated by the Lead Country in co-operation with the IEG. Furthermore, the Lead Country as Chair of the International Expert Group was responsible towards the CSO for all allocated funds as well as for the results of the project. The Lead Country is party to all binding legal contracts with the consortium and any other binding arrangements in relation to the project. The Lead University in turn is party to all legal binding contracts with the other parties to the Consortium and any other binding arrangements in relation to the Consortium.

The International Expert Group, which is headed by the Lead Country, consists of the CBSS members and external partners contributing financially to the project. The IEG reports regularly to the CSO. To ensure the professional and academic quality of the co-operation between the IEG, the consortium and the receiving institutions are included academic experts in the IEG who do not possess any formal decision-making power.

As with the on-going EF Pskov project, the consortium consists of a number of universities headed by a Lead University, the University of Turku, Finland. The consortium was formed on the basis of the above mentioned selection process. The consortium, together with the receiving institutions in Pskov, had to define the specific actions that needed to be taken in order to start the implementation of the project. The specific actions were tested in an inception period of 6 months, followed by an inception report. As far as the University of Turku is concerned it has been subcontracting with relevant universities supplying academic assistance in the subject area. One of the advantages of such a model is the existence of a set of legally binding contracts established by the various universities. Should a problem occur which cannot be solved at the consortium level, it will be referred to the IEG.

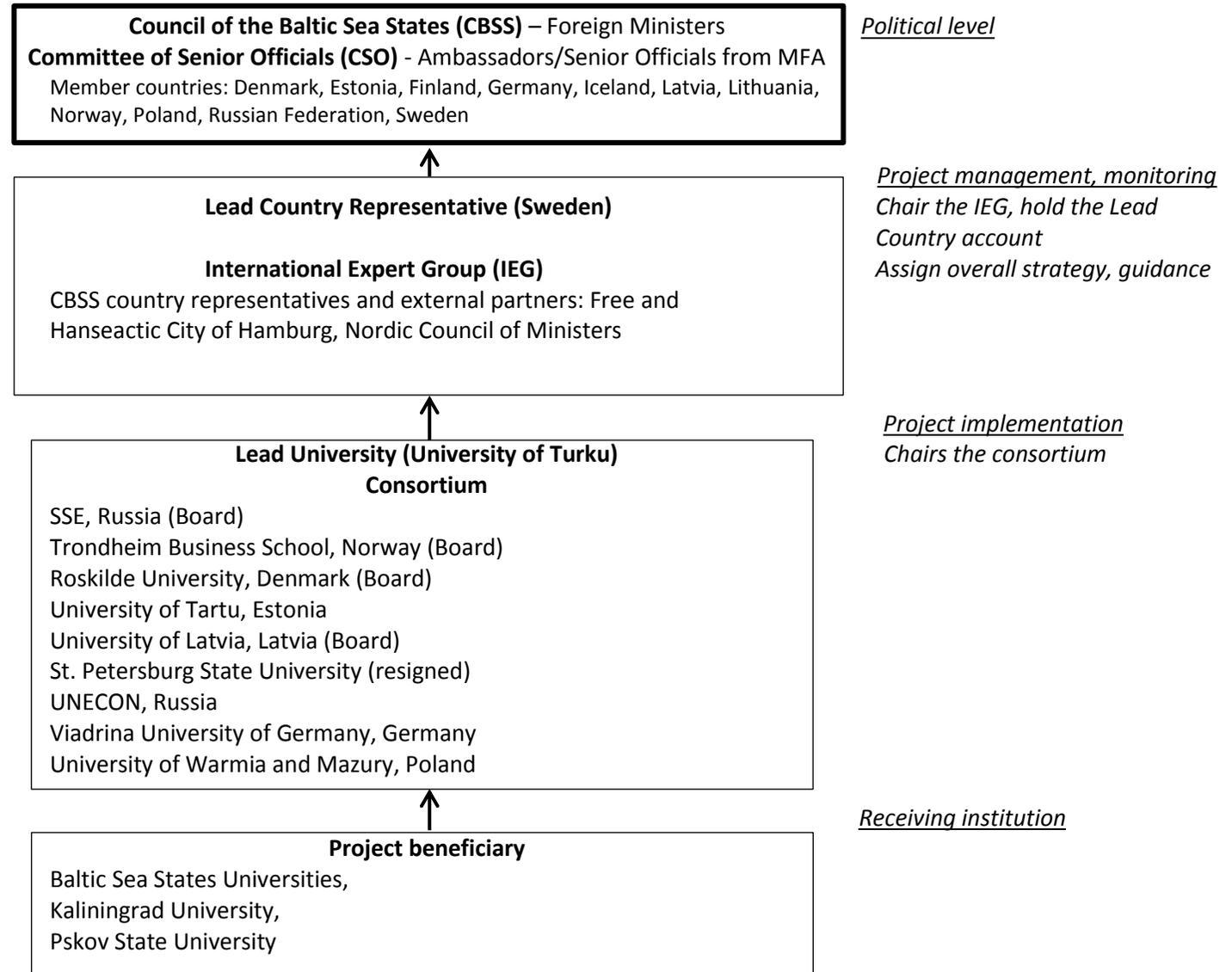
The financial model of the EuroFaculty programme implies that all donor funds are committed from the start of the project according to an agreed payment schedule.³⁶ Also under this model there is no co-financing required from the consortium and direct project costs are covered by the project up to 100 percent. But indirect costs remain uncovered, as universities cannot apply the full-cost model. The full-cost model allows all project expenses to be found. Usually when funders fund projects based on full-cost model, a self-financing share is required. The self-financing share is the total expenses deducted with the outside funding income. Under the full-cost model, costs such as central administration, property costs, costs of devices to perform the project activities and direct costs of the project which are ineligible according to the funding conditions are covered by the overheads, also called indirect costs. The full cost model refers to a cost calculation method in which all costs of an organisation are allocated in accordance with the matching principle to the cost object irrespective of the funding source. The model is based on the direct costs for effective working hours. Other direct and indirect costs are directly allocated to the project by using a coefficient for effective working hours and an overhead percentage. In accordance with the full cost model, each funding body decides on its funding contribution to the total costs in line with its own principles.³⁷

During the lifespan of the EuroFaculty programme, its stakeholders and concept can be described with the following framework.

³⁶ EuroFaculty Project in Pskov – financial and proposed management model, 11.12.2007

³⁷ Full cost model: principles and definition, the Academy of Finland

EuroFaculty Concept



3.2. The EuroFaculty Programme

The EuroFaculty programme has been running for three terms within the Baltic Sea Region with five beneficiary universities (Tartu University, University of Latvia, Vilnius University, Immanuel Kant Baltic Federal University, and Pskov State University). The programme started in 1993 and is still active. The third project will be conducted until the end of August 2015.

EuroFaculty in the Baltic States 1993-2005

The first EF project was launched in 1993 at three different universities and at three faculties in each of them. The aim was to assist with the reform of the higher education in Law, Economics, and Political Science in Estonia (Tartu University), Latvia (University of Latvia) and Lithuania (Vilnius University). The programme funding was provided by Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Norway, Poland, Sweden, and the European Commission.

The EF project offered courses taught by local academic staff and arranged a series of lectures given by visiting professors from donor countries, which facilitated the re-training of local academic staff. Intensive language courses were also offered. After a successful 12 year period of operation, it was decided to conclude the EuroFaculty project in the Baltic States in July 2005, and the lessons learned were added into the regular curricula.

During the first phase, 1995-1997, the focus was on undergraduate programme reform, curriculum and resource development, local staff training and fostering cooperation among the three Baltic partner universities. The programme targeted civil servants, university teachers and students and aimed at retraining, re-educating and providing the students with graduate and post-graduate studies. The expectations within the project were to prevent brain-drain and encourage students to study abroad and to come back to their home country afterwards. Staff training was done through tandem teaching with western lecturers. The second phase, 1998-2005, focused on reforming Bachelor degree courses and implementing a research atmosphere in the Baltic universities (Tartu University, University of Latvia and the Vilnius University).

The rapid deterioration of the economic situation and the difficulty to find western teachers willing to stay abroad for a long period of time made the process difficult. The retrained staff was hired by the government or private companies lowering the amount of young academic staff and post graduates in the universities. The first study on the "Future of the EuroFaculty" was conducted in 1996.

Reforming the partner universities proved to be difficult. In economics, only good students were taking part due to the requirement of a certain level of English skills. Extra advanced courses were requested by the students but could not be provided due to the lack of research and trained teachers. The first modern academic journal "Baltic Journal of Economics" within the Baltic Sea Region was sponsored. The reform within political science was more difficult than for economics. Historically, political sciences were taught by several

departments and institutes and the change was hard to operate. The reform in Law was the most difficult, mainly due to the language barrier. The Bologna Declaration in 1999 gave tremendous support to the EuroFaculty activities as Western standards became much more precise.

As a result of the first EF project it can be said that there have not been any significant results in the short-term but over time, the EF strategy developed an unprecedented pool of young talents. The EF has contributed to the transformation of the culture of learning and teaching in each of the Baltic partner university.

EuroFaculty in Kaliningrad 2000-2007

The second EF project was carried out in Kaliningrad in 2000-2007 after a preparatory phase starting already in 1994. Its objective was to expand EF activities to Kaliningrad and St. Petersburg and to establish EuroFaculty Kaliningrad as an administratively and financially separate project from the EF Baltic States (with academic links to the existing EuroFaculty). The aim of the programme was to support the development of curricula and modern teaching methods at the Immanuel Kant State University of Russia (before 2005 Kaliningrad State University) in the faculties of Economics and Law.

The programme provided a series of lectures offered by visiting professors, language training to staff and students, and general re-training for local academics, as well as initiatives to increase student mobility. As a result, the curricula of Economics and Law studies were completely renewed, and a new Bachelor/Master programme was introduced at the Faculty of Economics. The development of new teaching methods has resulted in more active participation of students, as well as the improvement of library and IT facilities. Additionally, EuroFaculty contributed to enhancing the university's capacity in terms of strategic planning and management. Moreover, a new direction was extended to support PhD programmes.

Denmark was the lead country of the project. Implementation was delegated to two consortia of universities, with competence in the field of either economics or law. Roskilde University, Denmark, headed the economics consortium, while Georg-August University of Göttingen, Germany, headed the law consortium.

The EuroFaculty project in Kaliningrad was financed by contributions from Denmark, Germany, Lithuania, Norway, Poland and Sweden.

EuroFaculty in Pskov 2009-2015

The third project, EuroFaculty Pskov was launched in 2009 in the region of Pskov in Western Russia, close to the border with Estonia and Latvia. It is running until the end of August 2015. The EF-P project was initially scheduled for 2009 – 2011. After various developments, the project was extended until August 2015.

The decision to base a EuroFaculty project in the Russian city of Pskov was initially suggested by the Governor of Pskov in October 2003 and first discussed by the CSO at its meeting in

Tartu and Pskov in March 2004. The CSO commissioned a fact-finding mission concluding that establishing an EF-Pskov with a duration of three years would be worthwhile. The report recommended a joint project involving a state and a non-state institution, i.e. the Pskov State Polytechnic Institute (PPI) and the Pskov Volny Institute (PVI). Next, a feasibility mission to Pskov was carried out during April 2007 by experts from Germany and Denmark. The study was limited to the two institutions and the subject area was limited to “Business Economics”. The initial request made by the Russian partner in the CBSS to establish an EF-Project in Pskov was based on the positive experience obtained through the EF-Project in Kaliningrad. Accordingly, the team of experts recommended that the EuroFaculty in Pskov should be organised in accordance with the principles and organisational management structure of the EuroFaculty in Kaliningrad³⁸.

The initial aim of the programme within the first phase (2009-2011) was to upgrade university education in Business Economics/Business Administration at both Pskov Polytechnic Institution and Pskov Volny Institution. Within the subject area, the set of objectives was as follows:

1. Curriculum development to bring relevant degree courses at bachelor and master levels in line with the requirements of the Bologna process
2. Provision of teacher training in support of curriculum development
3. Improved examination methods
4. Creation of a quality assurance system combined with support to management to ensure lasting improvements in the quality of teaching and learning
5. Provision of additional language training for staff and students to ensure communication and international networking
6. Provision of enhanced access to books, journals and other means of communicating research results, including training of librarians
7. Establishment of a mobility scheme to give MA students opportunities to study abroad

In 2010, the liquidation of the Pskov Volny Institution and the merger of the PPI and three smaller vocational colleges into the Pskov State University affected the project environment and part of the objectives have been redirected to Pskov Polytechnic University. Another issue was the transfer of the project within the lead university (University of Turku) from one department to another, implying also that the Project Leader and Lead Coordinator have changed. This change caused a delay in some of the project operations.

At a joint meeting of the CSO and the International Expert Group on March 2011, the CSO agreed to conduct an independent assessment of the EF-Pskov in order to provide the basis for a recommendation on a possible second phase. The conclusions of the report were in favour of a continuation of the EF-Pskov and advised the International Expert Group to propose to the CBSS/CSO to prolong the project period for another three years³⁹.

The second phase of the EF-P started in September 2012 with newly revised objectives and a wider university base around the BSR. Nevertheless, the consortium was reorganised

³⁸ EuroFaculty Project in Pskov-financial & proposed management model, 11 December 2007

³⁹ Assessment of the EuroFaculty Pskov, commissioned by the IEG and conducted during November 2010-February 2011

without a public tender which might have affected the selection process image for non-project partners. New partners were selected on the basis of their participation within the BSRUN network and their geographical location.

PskovSU remains the main beneficiary, but the new objectives and activities are defined in such a way that also other partner universities are benefitting from the project through joint programmes and other cooperation. Thus, opportunities for mobility, joint content creation and other similar activities were greatly increased. Bachelor and Master Programmes are still targeted but innovation and regional promotion plus international executive education are also among the main objectives.

During the second phase, more focus was given to collaborating with the region through the introduction of the Management Development Programme promoting growth and internationalization at companies within the BSR. The INNO group was also started focusing on cross-border collaboration and promoting entrepreneurial education.

The themes of the 2nd phase are as follow:

1. Bachelor degree quality and sustainability
2. Baltic Sea Region Business Master programme design and launch
3. Executive Management Development Programme (BDPro) design and launch
4. Innovation and Regional Development (INNO) support
5. Faculty Development: Languages, pedagogy, research
6. Mobility
7. Library and infrastructures

The programme consortium is now a relatively strong network of universities. The project leader is still the University of Turku. Other partners involved within the project are the Stockholm School of Economics, Russia (branch in Saint Petersburg), Trondheim Business School, Roskilde University, University of Tartu, University of Latvia and the St. Petersburg State University of Economics, the University of Viadrina and University of Warmia and Mazury in Olsztyn.

Outcomes of the EuroFaculty Programme

It is clear, that concrete and sustainable outcomes have emerged from the EuroFaculty programme since its start.

During the EuroFaculty Kaliningrad, the university has seen its curricula upgraded up to Bologna requirements and has implemented the European Credit Transfer and Accumulation System (ECTS). The standard allows the comparison of the study attainment and the performance of students of higher education across the European Union and other collaborating countries. The use of ECTS has supported the internationalisation of the university through students' mobility and has brought the university one step closer to Europe.

The European College⁴⁰ in Tartu is another good example of positive outcomes. The College was established in 1998 during the EuroFaculty project in the Baltic Sea States and remains active today. The College was founded after the demand for refreshed courses related to the European Union. From the project, Tartu University has been able to bring high-level academic personnel and increase its number of international connection. As with EuroFaculty Pskov, a joint Master programme with the universities of Turku, Tartu and Pskov is now running promising great success while being built in a sustainable way. The project is also supporting the PskovSU in terms of innovation and has allowed the university to create valuable links with the Tartu University and the Latvian University reinforcing the integration of the Pskov area in the Region and supporting cross-border collaboration.

Despite the need for a change of the EuroFaculty programme objectives, it appears clear that great outcomes have emerged from the already implemented projects. EuroFaculty has supported the involved institutions to internationalise and increase their role on the European scene. In addition, the partnering universities have created an important collaboration network for joint efforts also in the future.

3.3. EuroFaculty - From Best Practices to Challenges

Within the study on the future of the EuroFaculty a number of expert interviews, an Internet survey and two facilitated brainstorming sessions were conducted. The main results related to the experiences of the EF projects are presented in the following paragraphs.

EuroFaculty Concept

Through the interviews it was clear that the whole concept of EF is somewhat problematic. Involved partners have been questioning the role of the Chair of the International Expert Group and Lead Country. It has also been mentioned that the lack of incentive for the donor countries had a negative impact on the programme. Donor countries through the participation of some of their institutions should benefit from the programme as well and outcomes from the project for non-direct beneficiary should be better identified. Donor countries should also learn from the recipients, creating a win-win situation.

The name of EuroFaculty was considered as acceptable, because it is rather general and it has a long history with an important meaning. From the CBSS point of view, the name refers to a success story and it is seen as valuable to continue. Further reflections caused also differing viewpoints, and the name was seen a bit outdated and misleading with “Euro” having a strong reference to EU and EU funding when the BSR is targeted and “Faculty” misleading as no Faculty per se has been created.

When considering a new name, the interviewees have stated the importance of neutrality with a link to the region and referring to the programme content. Name suggestions were:

⁴⁰ See page 34

Baltic Sea University, BSR Faculty, BSR School, Baltic Sea Education Project, and Baltic Sea College.

Model of One Beneficiary Organization

From the start, one of the features of the EuroFaculty concept has been to concentrate on one individual institution at a time. Even during the first EF running at three universities, the focus has always been to implement activities at single institutions with cooperative activities. Programme partners are focusing their efforts on one single entity. This approach has been criticised several times due to its low level of sustainability and the lack of commitment of both the partnering institutions and beneficiary organisation. Through such approach the beneficiary institution gets the feeling that they have second class teachers and treats them with a sentiment of inferiority. Such perception lowers the involvement of the recipient organisation and its interest to change the way of doing things. Also, the large amount of partners involved within some of the working groups reduces flexibility. Organising meetings and finding common meeting dates are challenging and in many cases leads to postponing activities.

A wider network of universities, also geographically, where each partner has an opportunity to benefit, was considered as a more viable and stronger concept within university development activities. This was also seen as an appropriate way to strengthen and raise the academic level of network's activities. In addition, a broader network of actors, not only universities, but also corporations, SMEs and other interested organisations, was suggested to function not only for the sake of universities, but for the greater benefit of the whole Baltic Sea Region. Within this wider collaboration network it is not necessary that all organisations are collaborating continuously with each other, but rather the network could work in a way that some participants are active within some of the development activities while others are active with some other parts of the project.

The basic EF-approach has already been modified during the second phase of the current EF-Pskov and the focus towards activities or projects instead of institutions seems to have reinforced the partners' involvement and commitment. This first revision has pointed out that the model as such is not anymore feasible to the current needs of the region and has been at the starting point for this study. Partners and beneficiaries are in need for new objectives and activities to increase the programme relevance and its outcomes to the region. The concept is currently seen as multi-beneficiary where each partner should be in a win-win situation.

EuroFaculty Programme Activities

The implemented activities within the EF projects aiming at supporting the beneficiary universities to upgrade their curriculum have been beneficial. From the review and curricula development, the universities have increased their internationalisation and have been able to offer new courses and modern skills to their students. Through the participation of

foreign teachers and staff mobility, the academic staffs also gained new know-how and improved their teaching methods.

As regards to the Master programme launch, establishing a new Master's programme is a strategic decision for an institution, requiring a large amount of resources and being a long process which cannot be carried out within just a couple of years. The recognition of the studies carried out in a foreign university at home institution is of big concern. Students enrolled in such degrees must have their credits recognised when coming back to their home institution to pursue their study. Credits might be recognised for short courses or trainings but this is rarely the case for a whole programme. If we take the case of Russia, only one double-degree programme has been implemented in collaboration with the University of Helsinki.

Within the EF-Pskov, the Master's degree programme in "Baltic Sea Region Business" was launched in the beginning of September 2014. Synergies have been created to develop modules in cooperation with the University of Latvia through one of their existing MSc programme "Managing Baltic Sea Business". Five models of cooperation have been thought through supporting the implementation of a successful joint programme, in which each partner is contributing to the content. Proposed cooperation is done through jointly coordinated courses, organisation of boot camps, interdisciplinary clusters, providing entire study modules and finally adopting the complete MSc programme. This innovative organisation allows additional flexibility and partner institutions have less constraints to take part in building the joint programme.

When starting a double-degree programme, each home institution must get permission from the Ministry of Education in order to add programmes within their existing curriculum. As universities are already offering a wide range of programmes, the start of a new one might only be accepted under the condition that an existing one ceases. On the other hand, when implementing a joint-course or training, it can be added to existing programmes which is much easier and faster to organise as it would only need approval from the university. In addition, it would be more convenient for the institutions to recognise credits when the amount involved is lower. This is why one of the recommendations for the future programme would be to concentrate on joint courses and training instead of whole joint programmes. One of the best outcomes from the beneficiary's perspective is the co-teaching and co-development experience seen as highly beneficial for all of the participating sides. As for implementing Bachelor's programmes, the language barrier due to a low level in English would prevent positive outcomes.

The planning of common activities, such as BDPro⁴¹, enhanced the motivation and involvement of the partners and increased the programme impact at local and regional level.

⁴¹ The BDPro – Your Journey to Innovation and Growth aims to develop future leaders who can add real value to their companies through a modern business approach and international networks. The BDPro is a six-month programme focusing on promoting cross-border activity and developing new business opportunities and networks around and between north-west Russia, the Baltic countries and Scandinavia alongside its excellent executive education content. Additional information can be found at www.utu.fi/bdpro

For the beneficiary institution, BDPro acts as a mean of international recognition. Mobility among the partner institutions favoured the exchange of good practices. Another great example is the start of Boom Riga⁴² after the similar students' organisation Boost Turku from UTU. All partners have been benefiting from either the activities or the overall programme framework and they are certainly better aware of the educational differences within the region and of collaboration practices.

The modernisation of part of the infrastructure also played a role in supporting the upgrading of the universities. Through the new library systems and wider Internet connection, students and faculty have access to modern communication and learning tools. It also reflects the long-term commitment and investment of the institution. Such equipment will facilitate the educational process for many years to come.

As for every programme, management activities such as reporting are important. It was mentioned during the interviews that the reporting activities are perhaps too heavy, affecting the quality of implemented activities.

The programme has also increased networking among the regional actors providing greater outcomes to the region and extended collaboration opportunities outside of the programme frame. PskovSU has gained valuable experience and knowledge of good practices from their foreign colleagues. Many teachers have undergone staff training at partner universities resulting in professional upgrade, improvement of the English language skills and establishing long-term contacts.

EuroFaculty Programme Dissemination and Sustainability

It has been noticed that new ways for enhancing progress are needed. The involvement of previous EF beneficiaries within the current EF programme is practically non-existent. For example Kaliningrad has not been involved within the current EF-Pskov project and there is a clear lack of interest to share the knowledge and benefits. The link between the previous and existing programmes is sometimes done through the partners' team which has been involved previously and remains. Partners might have the tendency to implement same activities over and over and not look at new possibilities.

Dissemination on-site seems to be one of the reasons why previous programmes have not been sustainable. Only few activities from EF remain at the beneficiary institutions such as the European College at the University of Tartu⁴³. The lack of sustainable EF activities is preventing the partner universities from recognising the positive impact of the programme.

⁴² Boom Riga is a student created business community, promoting business thinking and development of business ideas among students. The aim is to create an environment favourable to business development by providing appropriate advice, ensuring international contacts and creating events that are entertaining and engaging for students towards thinking and creating innovation. For additional information about Boom Riga: www.boomriga.lv/home-1/

⁴³ More information about the European College at the University of Tartu at www.ec.ut.ee/en/eurocollege

It was mentioned several times by the interviewees that there has not been any evidence of the EuroFaculty programmes on-site. There has been a lack of dissemination and even students taking part in courses organised through the EF programme are not aware of it.

Teaching and learning portfolios should be established to create a database of good practices, being available for everyone wishing to apply the same principles and curricula. EF should promote win-win situations and products which are self-sustaining after the lifespan of the project. When focusing on an activity or a project instead of an institution, the dissemination will be much more valuable and reinforce the involvement of each partner in the long term, a prerequisite for sustainability. The products could be study modules, training for staff, innovation camps, development programmes, etc. Currently the impact of focusing on a product rather than on an institution is not effective yet, i.e. in the case of the BDPro. Better communication and project visibility is crucial: a strong Baltic Sea Region event organised annually and other ways of gathering beneficiaries and other relevant stakeholders under the same roof was suggested as one way to reinforcing the programme dissemination. The annual event organised at different partner institutions each year would support and promote the project activities and involve rectors and deans of the partner institutions reinforcing commitment. The dissemination of results should be under the responsibility of the programme team. Moreover, dissemination should be targeted also beyond the project and the partners.

3.4. Concluding Notes

The EuroFaculty programme started in 1993 with a focus on university development in the Baltic Sea Region, especially on curricula upgrade and faculty activities to meet the demands of the Bologna declaration. The past two EF projects and the still running EF-Pskov have improved the participating universities' curricula, for example through new courses and teaching methods, upgraded their facilities and increased their internationalization. The programme has also supported networking possibilities among the regional actors providing greater benefits to the region and extended collaboration opportunities outside of the programme frame. However, university development in the BSR remains a current and important issue.

Universities and their environments have undergone many changes during the past decades. Just to mention a few examples, most universities are already acting according to the Bologna declaration and thanks to active role under development projects with European institutions, the universities from the BSR are much more internationalized than when EuroFaculty just started. Despite a focus change, the EuroFaculty programme still remains important for the BSR. The purpose of the programme is to support the areas of development needed to bring additional value to the region. Institutions need to collaborate to share their expertise and resources, and EF is a valuable programme to help the BSR to raise and become the platform between Europe and the rest of the world. Its location offers a great potential. Also one of the challenges for the universities currently is to promote their

expertise outside of their institution and collaborate with the private sector. Such challenge cannot be fought without support from a solid network. EF has built for years a strong network of institutions and such efforts should be used to benefit the whole region.

Under EF concept, focusing on an activity or a project instead of an institution would reinforce the long term involvement of each partner, which is a prerequisite for sustainability. The products could be study modules, training for staff, innovation camps, development programmes, etc.

It has become evident that within an EF project, the one beneficiary principle is outdated – instead, all partners must gain from the project. A wider network of universities, where each partner has an opportunity to benefit, can be considered as a more viable and stronger concept within university development. In addition, the collaborating network could include also SMEs, corporations and other local organizations to be advantageous to the BSR.

There has been an apparent lack of dissemination of the EF projects, their results and success stories. The dissemination of results should fall under the responsibility of the programme consortium. Local dissemination seems to be one of the reasons why previous programmes have not been sustainable, which calls for greater activity from the former beneficiaries of the EuroFaculty projects. EF should promote win-win situations and project's outcomes which are self-sustaining, also after the lifespan of the project.

The concept of EF seems somewhat unclear: there are many partners, with different roles (donor, recipient), the project is running for several years with many, sometimes fluctuating, objectives, activities and sub-activities along the lifespan of the project. This calls for a well-organized programme framework and management from CBSS part.

IV. The Future of EuroFaculty: Towards A Revised Concept

4.1. Need for A New Approach

As mentioned earlier, the first EF project was implemented some 20 years ago. Since the commencement of the third project in Pskov, it has been noticed that the Russian Federation acceded to the Bologna protocols and joined the European Higher Education Area (Heyneman & Skinner 2014). Hence, such a viewpoint to educational development is not that relevant anymore. In most of the Baltic Sea States within the framework of the pronounced harmonisation of European educational systems, the introduction of Bachelor and Master Degrees is already at an advanced stage.

Concurrently the importance of entrepreneurship and innovation has been recognised widely also in Europe, and for example in 2010 EIT ICT Labs was set up and funded by the European Union. EIT ICT Labs focuses on fostering the European innovation capacity. The overall objective of EIT is to establish a new, radically more responsive configuration of how education, research and business work together to create significant innovations.⁴⁴ Similarly, the focus of the EF project was moved towards entrepreneurship and innovation starting from the EF-Pskov second phase, and those topics were introduced and integrated into the recipient university's curricula. In addition, special attention was paid to foster the entrepreneurial mind-set of teachers, other faculty and students. For example, specific entrepreneurship courses were organised for university staff members and student-led entrepreneurship activities were introduced and developed under the INNO WG.

According to the Trends 2010 (the latest issue in the report series contributing to the discussions of the Bologna Process), much has changed in European higher education since the beginning of 2000. Societal expectations have shaped and altered higher education activities and are now embedded in institutional strategies. Access and participation rates have improved significantly. At the same time internationalisation and life-long learning (LLL) have become central, and graduate employability is a vital concern (Sursock & Smidt, 2010).

Concerning the Baltic Sea Region, the number of employed people in all the Baltic States, with the exception of Sweden, will decrease by 5 to 18 % within the next 20 years⁴⁵. This decrease causes an intensification of qualitative constraints. The company requirements towards trainees and young graduates are high and still increasing. In most Baltic Sea States, skills of graduates do not match with the market requirements. There is a growing competition for skilled young people among SMEs, large enterprises, universities and government agencies. Moreover SMEs, providing about 70 percent of jobs and create almost all new jobs, are concerned about the shortage of qualified workforce and are pushed to recruiting lower skills levels. Securing trainees with good qualifications and high level of innovation is condition sine qua non of survival for SMEs in the Baltic Sea Region.

⁴⁴ More information on the EIT ICT Labs at www.eitictlabs.eu

⁴⁵ Baltic Sea Academy, Hanse Parliament, Agenda 2020: Educational Policy Strategies and Objectives for the Baltic Sea Region

Students tend to avoid vocational training during their studies and lack competences on practical issues affecting SMEs which cannot obtain a sufficient number of skilled workers despite a large number of students. Dual courses of study combining vocational training or activity with studies have to be established on a broader basis. Education promotes innovations and competitiveness and includes the main supporting task for SMEs, backbones of the economy and providers of social development. SMEs represent 99 % of all businesses in the Baltic Sea Region and are indispensable for the training, and securing the biggest share of government revenue. Through powerful SMEs, the BSR receives outstanding opportunities for economic empowerment and success in international competition. SMEs of the BSR are key actors in developing the region into an innovative, economically strong region of international standing. Improving the skills in general education, quality and attractiveness of professional training and further development in training systems are outstanding issues and important conveying tasks for the craft business and SMEs in the Baltic Sea Region.

Based on the recent changes within universities presented above as well as experiences and results of the previous EF projects, it is evident that the concept of EuroFaculty needs to be modernised. The EF concept is lacking of dissemination activities and is not sustainable enough. From the content perspective, the curricula development is still important, but new approaches are needed. A paradigm shift to student-centred learning, which has a critical impact on improving education, needs stronger and further support, and emphasis on innovation and entrepreneurship, is equally critical. Linking research, teaching and innovation is a critical success factor and is even more important to knowledge-driven societies (Sursock & Smidt, 2010).

Nevertheless, the EuroFaculty programme should remain. All involved universities have benefited from an improved level of their academic personnel and increased number of their international connections. The EuroFaculty programme has contributed to raise the academic level of the students and teachers of the partnering institutions impacting the Baltic Sea Region directly. The role of EuroFaculty is to support the internationalisation of the region and promote it. The programme supports the involved institutions and organisations to connect with the society and by consequence provide activities benefiting the region's economic development. EuroFaculty should also support research, which is a precondition for innovation. The EuroFaculty programme is the CBSS brand promoting educational activities organised under the Council which role is to spread educational activities among the Baltic Sea Region and outside.

4.2. Suggestions for EuroFaculty Model Revision

4.2.1. EuroFaculty Application Process

EuroFaculty projects include various, long-lasting development activities within a network of universities labelled as beneficiaries or donors.

The EuroFaculty programme application process was considered poorly defined. Due to unclear requirements presented to potential partners (i.e. current academic level, resources, objectives) and unclear selection process, it has been argued that the programme partners do not always have the correct or sufficient expertise to take part in the Working Groups, affecting their own commitment to the project. Common guidelines and shared objectives for each partner would make the EuroFaculty programme more attractive, interesting and viable, and would have a positive impact also on the programme sustainability and finally on the whole region. Lessons could be learned from the calls for tenders.

The EuroFaculty programme application process should be more systematic and transparent. Calls for project should be more visible and mentioned either on the CBSS website or on the EuroFaculty website, with the list of required documents and project partner requirements. The documents for an applicant's organisation to be assessed should include the following information: organisation's resources (facilities, expertise, staff, funding etc.), attitude and motivation towards development and improvement (including all levels of organisation), willingness to join in the network and possibilities for sustainable activities. After the first selection phase, applicants and mainly the project leader, should be interviewed by the Expert Group, as it is currently the case, in order to evaluate their motivation and commitment and plan the implementation phase. The academic level of the applicants should be more looked at and applicants combining advanced and emerging partner institutions should be prioritized. CBSS under the CSO and IEG should remain in charge of the recruitment process but could allocate additional resources to conduct the selection.

Programme guidelines should be transparent and clear for the sake of monitoring, evaluation and transferability. The selection process should also take into account the university ranking as it shows the degree of internationalisation of the institution and their capacity to manage change. On the other hand, universities which are not part of the ranking should be considered as well in order to be supported and increase their chances to access such ranking. The university strategies in this aspect are a strong parameter which must be consulted and taken into account when making the final consortium selection. A demand analysis should be conducted in order to evaluate the needs at the potential partner universities and define a programme to meet the need of partners and the region.

The programme could include similarly a preparatory phase where applying institutions would gather a consortium and plan activities to be implemented. During this phase, the institutions could apply for funding from the CBSS PSF fund and plan during a year the implementation phase. Several institutions could apply and receive the PSF fund and after this phase, the CSO and IEG would have a clearer view of which consortium has the most suitable plan for future implementation. The preparatory phase would contribute to the success of the future project and support the CSO with the selection process.

Interviewees have also mentioned that more flexibility towards participation of new partners is needed. Having private companies as project partners should be considered, especially when the project activities are targeted to SMEs. When a new project partner

becomes part of the consortium a share of the project budget should be allocated. This indirectly requires a flexible budget, such as a contingency budget, to be used according to the programme needs. Another aspect mentioned was the fact that not all partners need to be involved within all working groups. Only partners with the right expertise should be involved, allowing for more flexibility. It should be given the possibility to the partners to change from one WG to another even after the project has started. Only the coordinating institution has to be involved within all working groups in order to coordinate properly and efficiently the activities and ensure cohesion among all partners. The coordinating institution should also be in charge of the whole budget and financial monitoring.

Building an international university network is at best a difficult process where trust plays an important role. The lead university must keep a central role. On the other hand, CBSS represents the countries involved, and it should be able to express its views on regional coverage and development policy.

4.2.2. EuroFaculty Concept

As for the EF concept, some aspects should be revised as well. As mentioned earlier, academic experts are already members of the IEG. Nevertheless, it seems that additional experts from the educational fields tackled down by the project and business experts could be involved within CBSS and being part of the IEG. The IEG should be rather a sounding board of the societal impact but should not take care of control purposes. Having additional experts proving recommendations and support over implemented activities would support the programme strategy. A committee of rectors could also be involved and attend annual seminars reinforcing their institutional commitment and having a greater impact at the region level.

The activities to be organised under the programme should have a different focus. Instead of starting to organise double programmes and double degrees, the programme should focus on smaller scale activities e.g. joint modules, joint courses which after success will support the implementation and development of larger scale activities. In this matter, short term successful activities will support the motivation of the consortium and provide direct results to the donor countries. Larger scale activities can then be built on solid base and ensure success. If the CBSS wishes to implement joint double degree programmes, the approach should be different. In such case, CBSS should provide clear and precise frame of the programme to be implemented so that the consortium would focus on its implementation instead of its strategy at first and then implementation. We have seen under the current EuroFaculty Pskov and other EU programme that such processes are rarely fruitful.

As mentioned in the previous section, the model of a single beneficiary organisation should be revised. Multi-university networks should be the basis for future cooperation. Focusing on programme activities (products) to offer to the students, university staff and external stakeholders should be prioritised instead of institutions. Targeting a product would reinforce the partners' involvement and commitment as all partners will be considered as equal. None of the partners is expecting more than another, which might have been the case

when referred to as beneficiary. Moreover, this approach will facilitate the promotion of the activities as it is always easier to market a product rather than an institution, especially when several institutions are involved. Some HEIs might be more well-known than others, affecting the amount of needed resources. When working as a team, well-known institutions are pooling others. Products can also remain active after the project ends, which supports the programme sustainability.

Regarding the financial model, implementing full-cost model which would cover indirect costs from the project would be more beneficial for the institutions. This model change also implies using co-financing from the partners which would reinforce their commitment and their institution's involvement. It would also support the model that all stakeholders are donating and benefiting from the programme.

The length of the programme should also be reconsidered. Calls should be open more frequently allowing new activities to start and new consortiums to be formed. Under the two suggested concepts, calls can be open every two to three years, depending on the organised activities. Reconsidering the length of the project would also allow the implementation of activities responding to the region's needs.

Another tool to be considered and which will support the dissemination of the programme and its sustainability is the creation of an Alumni network. Students taking part in the different courses and activities organised within EF programme should be asked to join the EF Alumni network. Through the network, students could receive regular newsletters on economic activities and situation of the BSR, be invited to annual seminars, receive jobs opening from business partners, etc. Being a member of the network would also reinforce the BSR identity.

It was suggested that any further development should be based on a needs assessment including regional players. Speaking Russian with the regional partners would be an added value for any international collaboration. It is also critical to develop collaboration on other levels than universities.

4.2.3. EuroFaculty Development Activities

During a lifespan of a EuroFaculty project various educational development activities take place. Depending on the activities and their results, sustainability varies. It was argued that not many of the development activities have survived after EF projects end. In the case of the current EF-Pskov, it is yet too early to estimate the sustainability of the results. Additionally, activities requiring change in attitude and approach take relatively long time to evolve and take root. Nevertheless some results are already visible, such as the MA programme starting in the beginning of September 2014 and the improvement of the PskovSU library.

Focusing on intensive courses and trainings would be much easier to organise than joint programmes as it can be offered to the students without modifying any of the institution curriculum. The recognition of credits would be much easier as the amount of credits involved is lower than for an entire programme. The focus towards curricula upgrading should remain as clearly the Baltic Sea universities curricula still needs to be reviewed and supported in order to upgrade their programmes and have a chance to access to university ranking. Also the double degree recognition being questioned, the curriculum review and upgrade would contribute to ease the process of starting a double programme and in the future joint degree programmes could be considered. Considering it now seems to be too long a step and resources could be better used at this stage to meet local needs.

Through the implementation of joint trainings and courses, students and academic staff will have the possibility to be mobile within the BSR. Students are carriers of their own culture and of the culture of the country where they are studying. Mobile students increase brain-gain. Promoting such educational possibility would also reinforce the interest of the students towards the Baltic Sea Region.

A concrete example of how to organize joint trainings and courses is the CBSS Summer University, a summer school organized jointly by Humboldt University of Berlin, Germany, and Södertörn University, Sweden. The Summer University is targeted to advanced master as well as doctoral students from any disciplines with a link to Baltic Sea cooperation. The CBSS Summer University on "Governance and Administration in the Baltic Sea region" was held in summer 2014. The students participating in the two-weeks multi-disciplinary program on different topics of Baltic Sea cooperation were coming from a wide range of disciplines and were all very competent and motivated; also the teachers found it a very positive experience. The results of this pilot with around 20 students from eight countries clearly show that there is demand for such courses. Given the fact that the purpose of the summer school goes well beyond academic teaching and also aims at developing networks of future professionals and scholars as well as initiating new research on Baltic Sea cooperation it is fair to conclude that cooperation projects like this one may serve different tasks of the universities as well as Baltic Sea cooperation at large. Based on the experiences made in the framework of this project, but also in past cooperation projects, organising joint courses appears to be an attractive model for future university cooperation in the BSR. Several summer/winter schools could be organized on different themes and at different EF partner universities. As a second step of the CBSS Summer University project a short-term training programme on multi-level governance in the BSR directed towards executives, policy-advisors and other stakeholders of Baltic Sea cooperation will be developed. This offer clearly falls within the Third Mission of universities indicating another potential added value of university cooperation.

Entrepreneurship education should also be included in order to raise the awareness of students and university staff towards entrepreneurship, not only to give them the possibility to start their own company but also to give them an entrepreneurial mind-set. Student-driven activities supporting the creation of start-ups should be encouraged. Organisations such as Boost Turku and Boom Riga should be consulted and act as mentors to promote such

activities and consulted to engage students. Each partner institution should have a possibility to implement similar organisation through the programme.

EF projects have been concentrating only on one of the university three missions when upgrading universities, referring to educational development, whereas research and the Third Mission have been left with minor attention. For the future of EF it is important to take into account the universities' research and the Third Mission activities.

In the scope of EuroFaculty the focus towards research must be considered. Innovations are born from research. Innovations are needed to support the creation of new businesses and support the innovation potential of the region. Research was seen as a key for improving the university collaboration, and active launch of joint research involving the best universities in the region would be an excellent opening. Through collaborative research the partners will learn together and bring resources towards a common goal. Cutting-edge research is also seen as a competitive advantage for the nations' economy. This will promote the results of the research when considering their application within the whole region rather than focusing on a single country. Research will also have a positive impact on the academic side at the partner institutions. Activities within research should include collaborative research and common publications.

The Third Mission has been recognised and appreciated in recent years by policy makers and university decision makers, but it does not have a steady role in EF project. Involvement of SMEs, already today major economic actors within the BSR, should be considered. Increasing University-Business-Collaboration (UBC) is a prerequisite nowadays for universities evaluated on the progress of their Third Mission activities. Cooperation with the working life is also part of the European Strategy. Involving companies would reinforce the sustainability of the EF programme and provide better outcomes for the region. The involvement of companies can be organised through Summer/Winter Schools, innovation camps, students' activities promoting the participation of company representatives, sharing experiences and mentoring.

Developing concrete projects and having access to reasonable funding were mentioned through the interviews as a priority. Innovation and entrepreneurship promotion should be executed through a common platform, where university actors and private sector could be interacting.

The organisation of yearly seminars involving rectors and vice-rectors as well as deans and Ministers would reinforce the motivation of the partner universities, support the programme sustainability and also enhance changes. External stakeholders should have an important role in such event to raise their awareness of University-Business Collaboration possibilities. Such seminars could be organised every year and at different partner universities, in collaboration with organisations active within the BSR, such as BSRUN. There are already a number of seminars organized in the region, but from the EF perspective, they do not gather the actors widely enough.

As for the infrastructures, it can be considered that it should not be viewed as an activity but as a means of conducting the activities. By consequence a budget for equipment should be available and targeted to partner institutions lacking new technology equipment.

4.2.4. EuroFaculty Revised Concept Propositions

Following are presented two revised concepts based on the study analysis. The common suggestion to both concepts is the involvement of additional experts closely working with the existing international expert group. The group should, in addition to the CBSS members and representatives from the funding countries, be composed of educational experts and business representatives who are experienced with the project areas. The expert group would act as an evaluation committee during the selection process and provide recommendations during the project implementation phase. By evaluating the project, the expert group would have the ability to supervise the good implementation of the funded project(s) and control the activities expenditures. CBSS would then be more aware of the implemented activities and make sure that the implemented activities are consistent with the CBSS strategy. Currently a project status report has to be sent to CBSS every month to monitoring the implemented activities during the period and informed on the upcoming ones. Such reporting should not be necessary if the expert group would be more involved within the project. A committee of rectors of the partner institutions would be invited to the annual meetings attended by the IEG to reinforce the project impact at the institution level and increase dissemination of the project activities.

The first concept (see Figure 1) suggests that the focus will not be any more to upgrading one university at a time but will be towards implementing activities and creating products benefiting the Baltic Sea Region. The suggested activities are divided under three groups, each of them being the universities three missions: 1) Education 2) Research and 3) University Third Mission. Focusing towards the three groups will allow universities with educational needs, such as upgrading their curricula, to take part in the project and the other two groups will allow universities wishing to develop their connection with companies and provide higher research to benefit also from the project. Those three groups would focus on defined topics which are international business, innovation and entrepreneurship, cross-border collaboration and political science. All those topics have been mentioned as the most relevant for the Region during the study. Not all topics have to be applied when organising the activities. Only few of them can be tackled down. Once the topic or focus area has been chosen, the consortium will decide which activities to implement under each group. For example under the Education group, the consortium can organise Summer Universities or joint-modules. The list of activities per group is as follow:

Group 1 – Education

- Summer University
- Intensive courses
- Modules
- Teacher Training

Group 2 – Research

- Collaborative research
- Common publication
- Seminars

Group 3 – Third Mission

- Applied research
- Executive education
- Seminars
- Entrepreneurial organisations
- Alumni network

This concept offers less working groups than the current concept implying more interaction between the organised activities. It also means that there should be less partners within the consortium but that the support of external partners should be possible to catch all needed expertise to reach the programme objectives. This way, the consortium could have more impact on the strategy. It would be important that one of the requirements is that at least one company should be part of the consortium.

Under this configuration, the project leader will be reporting to the new IEG which would provide feedback and recommendations on the project strategy. The project leader would also report to the consortium on the issues discussed during the meetings. The project leader is responsible for organising the project activities and is in charge of the project strategy. He is assisted by a project coordinator taking care of the allocation and of the project financing. The main change lies in the fact that the notion of one beneficiary will disappear, and all project partners will have more equal status even though the project leader will still have greater control over the project. All project partners will be benefiting from the project. Furthermore, not only HEIs would be project partners but also companies and other institutions could be part of the consortium.

The project would be running for three years after which an assessment phase could be conducted by the IEG and its expert group and considering further continuation. It can then be decided if all the activities under each group are re-conducted or if only few of them are. The consortium could also be changed in case some of the project partners do not wish to continue while new partners could join.

The budget will vary depending on the activities to be implemented and the need of the partner institutions in term of equipment. A maximum of 600.000 € should be allocated for the three year period. The full-cost model should be adopted and the partner universities should contribute to the project funding up to 10% of the budget allocated to their institution.

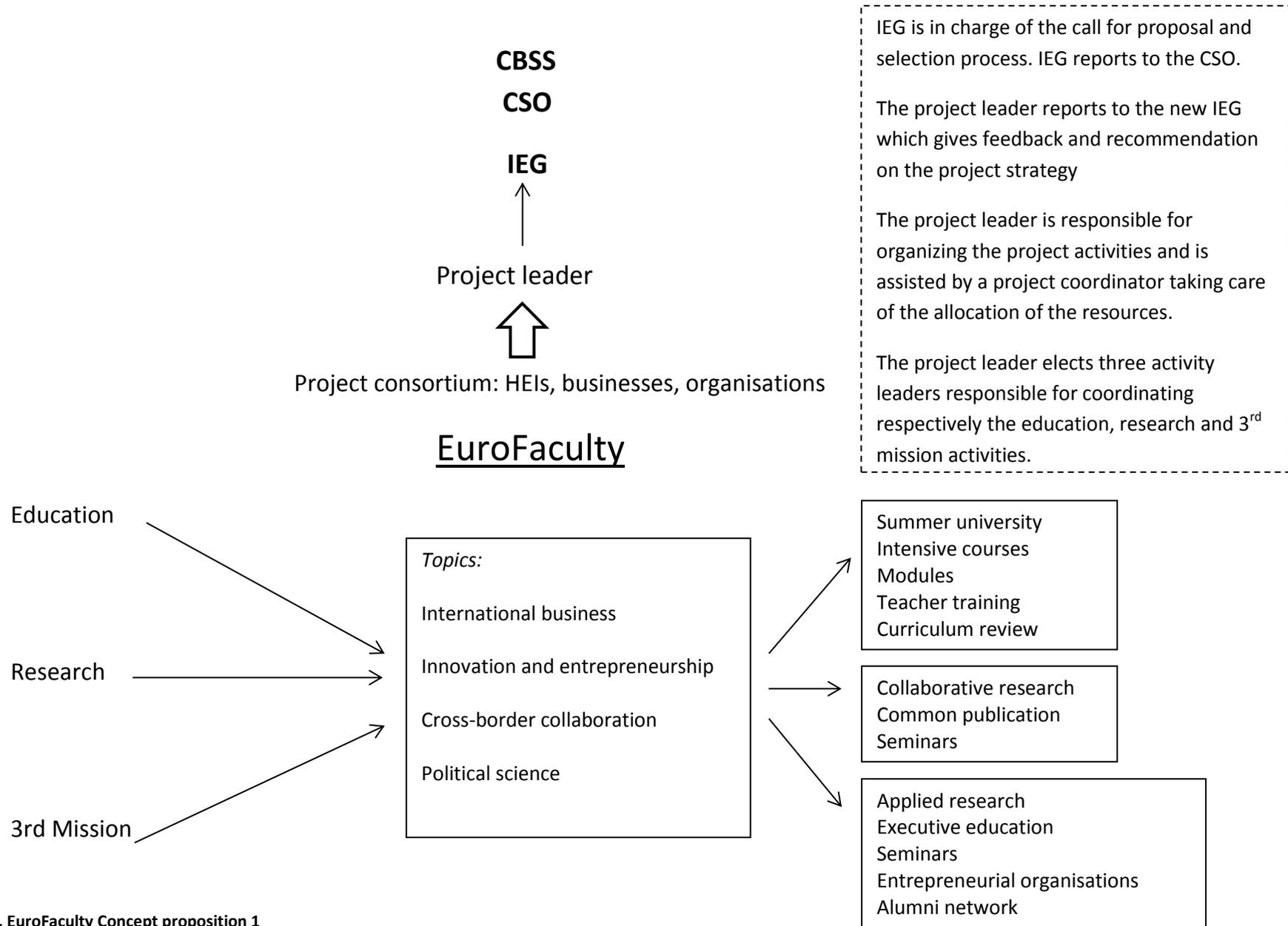


Figure 1. EuroFaculty Concept proposition 1

The second concept (see Figure 2) also suggests an additional expert group having a stronger role and better understanding of the project development. Otherwise the second concept differs totally from the current concept and the above presented concept 1. Under the concept 2, the project will be divided into two phases: the preparatory phase, funded for example through PSF funding and lasting for a year and the implementation phase, funded by CBSS and lasting for three years. The IEG with the additional expert group will be responsible for administrating all working groups and lead the entire project.

As precedent, the project is divided between the university three missions: education, research and third mission. The topics remain the same as in the previous concept, as they are needed for the Region's development: international business, innovation and entrepreneurship, cross-border collaboration and political science.

The difference with the previous concept resides in the fact that each division is subject to a separate call for proposal and that several consortiums can be chosen by the CSO under each division. This concept scheme is quite similar to the European Erasmus+ programme where calls for proposals are open every year and consortiums apply under the same division: capacity building, knowledge alliances, etc.

Each division will be like a project where calls for proposal would be open for each of them. During the preparation phase, the consortium could select to which project/activity they wish to apply for. Each division could be leaded by a project leader. HEIs would have the opportunity to apply for either one or several division. Under this configuration, CBSS would be able to prioritize some of the focus areas and allocate different budget for each of them. Also CBSS could decide to fund several activities under the same division depending on the quality of the application. While some division such as Education and Research should be seen as large multi-year projects, the other can be simultaneous lighter projects.

This way, CBSS can decide where to allocate resources and in which field. If cross-border collaboration needs more attention than the other topics of focus, CBSS could decide to only finance projects under this field. Also having shorter projects in term of duration will allow CBSS to reorient its focus more rapidly depending on the Region's needs.

Within the concept 2, the activities such as collaborative and applied research, executive education and entrepreneurial organisations should last for three years whereas the other activities could last for two years maximum. The budget allocated per division could depend on the length of the activities and depending on the needed equipment. The entrepreneurial organisations will be needed more equipment than the summer university. Executive education is more demanding in term of human resources as well-known speakers should take part in the programme requiring higher salary budget. An estimated budget to organise the executive education within three years would be about 150.000€. The costs to organise a yearly seminar with international experts can be estimated at around 70.000€.

If the consortium decides to organise several activities under the same division, the budget should be allocated accordingly. As mentioned under the concept 1, the full-cost model should be considered in order for the consortium to update their equipment and have all indirect costs covered. Also the partners would be contributing to the funding up to 10% of

the total project budget which will reinforce their motivation. When organising the summer universities and executive education, participants will be charged a fee covering part or the totality of the teaching costs and materials. This way, such activities would become sustainable and the project funding would act as a springboard and allow the consortium to form and launch successful products.

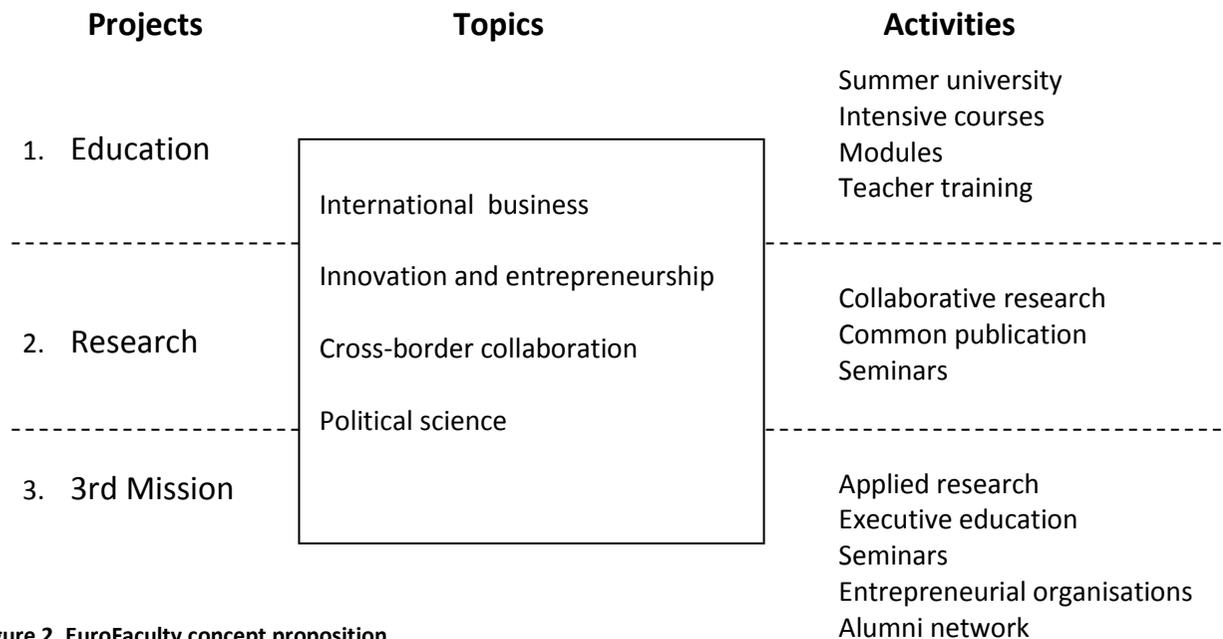
The two suggested concepts require that an additional group of relevant experts would be added into the IEG. The main differences when comparing with the current EF concept and the two suggested concepts lie in:

- ✓ the involvement of additional experts in education and businesses for better and deeper understanding of a project content
- ✓ the model division into two phases: preparatory phase and implementation phase
- ✓ the disappearance of a one beneficiary institution
- ✓ the involvement of private companies and organisations
- ✓ the focus towards products and services

CBSS
CSO
IEG
EuroFaculty

Preparatory phase: 1 year, formation of the consortium, activities preparation

Implementation phase: 2 to 3 years, 1 or several consortiums per project



IEG is in charge of the call for proposal and selection process. IEG reports to the CSO.

There are three open calls: one for education, one for research, one for 3rd mission.

One or several consortium can be selected at the end of the preparatory phase to implement the activities.

There is one project leader per consortium, reporting to the IEG.

The project leader is responsible for organizing the project activities and is assisted by a project coordinator taking care of the allocation of the resources.

Figure 2. EuroFaculty concept proposition

4.3. Concluding Notes

EuroFaculty projects are long-lasting joint efforts for upgrading and developing universities in the Baltic Sea Region. Certain exactness and common guidelines are needed. For example, the EF programme application process should be more systematic and transparent. It would make EF programme more attractive and interesting even for a wider network of actors to participate. Eventually, shared guidelines and objectives would have a positive impact also in the programme sustainability. In addition, more flexibility towards new partner participation is needed.

The model of single beneficiary organisation is outdated and it should be reconsidered. Instead, multi-university networks should be the basis for future collaboration models. Also, other actors, such as SMEs and corporations should be linked into the network, as it is critical to develop collaboration also on other levels than universities. Within an EF programme, focusing on concrete activities and products to offer to university staff and students as well as external stakeholders should be prioritised instead of institutions. This would enhance dissemination and reinforce the involvement of each partner also in the long term. As universities in the BSR still have different policies and agendas, it is challenging to set up a joint Masters Programme, but instead, concentrating on shorter-term trainings, such as intensive courses and Summer/Winter Schools, could reinforce university collaboration.

EF projects have been concentrating on educational development when upgrading universities, whereas research and the Third Mission have been left with less attention. It is important to take them into consideration. Through collaborative research the partners will learn together and bring resources towards a common goal. Innovation and entrepreneurship promotion should be executed through a common platform, where university actors and private sector could be interacting. These would strengthen and diversify EF activities and also have a broader impact to the BSR.

Next, a short summary of the concrete suggestions for the EuroFaculty concept and model modernisation:

- ✓ **EuroFaculty programme application process more systematic and transparent**
 - ✓ CBSS leading the selection process through expert assessment
 - ✓ Explicit requirements and criteria
 - ✓ Flexible involvement of new partners during the lifetime of a project
 - ✓ Involving companies and organisations as partners

- ✓ **EuroFaculty concept revision**
 - ✓ Involvement of additional experts under the existing international expert group to evaluate and assess the project
 - ✓ Multi-beneficiary approach
 - ✓ Focus towards products/services rather than institutions
 - ✓ Alumni network

- ✓ **EuroFaculty activity framework adjustment**
 - ✓ Reviewing and upgrading curricula at partner institutions

- ✓ Focusing on intensive courses rather than joint programmes
 - ✓ Summer/Winter Schools
- ✓ Enhancing university-business-collaboration
 - ✓ Innovation camps
 - ✓ Students activities
- ✓ Participating in the university's Third Mission activities
 - ✓ Technology Transfer
 - ✓ Life Long Learning
 - ✓ Societal Engagement
- ✓ Concentrating on research and especially on joint research on Baltic Sea Region
- ✓ Promoting entrepreneurship and innovation
 - ✓ Establishing student organisations at each partner institution
- ✓ Pursuing successful activities from previous EF programmes
 - ✓ Boom Riga
 - ✓ Master programme in International Business
- ✓ Organising yearly events

Final Conclusions

It has become evident, that the EuroFaculty programme is clearly a valuable and strategic education development tool for CBSS. Many universities have already benefitted in many ways from the development activities run through the EF projects (e.g. curricula improvement, infrastructure upgrade, internationalization). For the future, EF needs to follow the development of times and be more flexible in order to meet also the future needs of the Baltic Sea Region in the field of university development.

Initially, the BSR overall development needs and academic university needs have been linked together. In 1993, this meant targeting individual recipient universities and aiming at supporting the development of the recipient towards common European curricula and quality norms. Today, after twenty years, the BSR is much more advanced and the strategic goal is to enhance interaction within the whole region. Accordingly, the universities have made significant progress since 1993 and active academic interaction between a large number of universities should be pursued. This is how the future of EF should be positioned.

Contentwise, a more agile educational model for EF should be adopted. Building whole joint or double degrees is a lengthy and cumbersome process, which is not suitable for a relatively short project span. Instead, a process of creating innovative joint modules improves the BSR learning platform more effectively. The EF should promote building educational modules that advance the BSR view and are made available to a wider audience through modern virtual learning technology. We also vouch for continuing tech business education focus, as this education is increasingly linked with other content, e.g. technology. By following this line of development, EF funding can have a wider impact within the universities and also within the whole society.

Secondly, a solid academic education needs the support of research. Especially research on BSR business development is needed. Today, the amount of research of this focus is relatively limited. EF should strongly support a new research programme on BSR business development. The focus can overtime vary between knowledge-intensive start-up building and facilitating faster growth. Also, it is important to know a lot more about cross-border business development within the BSR to be able to offer high level educational content.

A third aspect for content development comes from innovation and entrepreneurship. The societal impact of universities is increasingly coming through innovations and wide-spread entrepreneurial behaviour. During the next decade, we are witnessing a strategic move towards an entrepreneurial university model. EF should be deeply involved in this process. We already now see great improvement through international co-operation of EF university students.

Processwise, the EF management structure seems to be rather rigid and inflexible, taking into account the emerging needs of content. Universities are in global competition and anything they engage in should promote their own strategic goals. A more focused participation would increase the commitment of the universities and improve results. Therefore, entry into EF should be made more flexible.

The EF should also follow the development of programmes and project management within the EU. The CBSS is a much smaller actor than the whole EU and it should adopt the best practices from Brussels. This would also improve the possibilities of putting together joint funding programmes for the EF.

Next, a list of conclusions and action points is reported.

- EF is already a rather well-known and valuable education development tool, but how could it continue to benefit the region and even further?
- CBSS naturally must support the EF process but leading the actual process must be left to project leader and partners.
- Present and past EFs have been relatively long in duration. Would several simultaneous shorter projects be more beneficial than one large multi-year project?
- Could EF programme be stronger linked with the EUSBSR?
- Financial flexibility is important. Perhaps a special EF investment fund should be established to allow for new events and activities within the project etc.
- Easier entry to selected activities within a project.
- The network with only the best is not advisable, but instead the network must be extensive and composed of universities with varying capabilities.
- Project proposal assessment more towards EU practice.
- Stronger focus on all university missions: education, research and the U3M, which could have a stronger impact into the BSR at large.
- Link between policy and research is to be strengthened.
- Event-driven I&E is important (student movement is central).
- BSR networking is important, but the region should be linked also with other regions.

List of Abbreviations

BA	Bachelor's programme
BDPro	Business Development Programme
BMDA	Baltic Management Development Association
BSR	Baltic Sea Region
BSRUN	Baltic Sea Region University Network
BUP	Baltic University Programme
CBSS	Council of the Baltic Sea States
CEMS	Global Alliance in Management Education
CSO	Committee of Senior Officials
EF	EuroFaculty
EF-Pskov	EuroFaculty Pskov
EHEA	European Higher Education Area
EIT	European Institute of Technology
EU	European Union
EUI	European University Institute
EUSBSR	European Union Strategy for the Baltic Sea Region
FINEC	St Petersburg State University of Economics
HEI	Higher Education Institution
IEG	International Expert Group
IKBFU	Immanuel Kant Baltic Federal University
INNO	Innovation (working group)
LLL	Life Long Learning
LU	University of Latvia
MA	Master's programme
MFA	Ministry for Foreign Affairs
PSF	Project Support Facility

PskovSU	Pskov State University
SSE	Stockholm School of Economics
SUSE	University of Service and Economics
UBC	University-Business-Collaboration
UT	University of Tartu
UTU	University of Turku
UWM	University of Warmia and Mazury in Olsztyn
U3M	University Third Mission
WG	Working Group

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Annex 1. List of Interviewees

- Ilona Baumanė, University of Latvia, Latvia
- Krister Hanne, Humboldt University of Berlin, Germany
- Bernd Henningsen, Humboldt University of Berlin, Germany
- Kari Hyppönen, BSRUN
- Jerzy Jaroszewski, University of Warmia and Mazury in Olsztyn, Poland
- Iris Kempe, CBSS, Sweden
- Sergey Kislyakov, St Petersburg State Polytechnic University, Russia
- Kirsi Kostia, TSE exe, University of Turku, Finland
- Natalia Kuznetsova, St Petersburg State University, Faculty of Economics, Department of World Economy, Russia
- Roar Kvam, Trondheim Business School, Norway
- Johnny Lindström, Stockholm School of Economics, Russia
- Antti Paasio, Brahea Centre, University of Turku, Finland
- N. Tapani Saarinen, Sassu Ltd, Finland
- Dmitry Vasilenko, FINEC, Russia
- Poul Wolffsen, Roskilde University, Denmark
- Peter Zettinig, Turku School of Economics, University of Turku, Finland

Annex 2. Questionnaire Frame (for face-to-face interviews)



Turun yliopisto
University of Turku



EuroFaculty Pskov

Future of the EuroFaculty concept

Please, answer the following questions in order to give us as much detail as possible regarding your needs in term of university collaboration. The results of the questionnaire will not be published. Thank you for your input.

- 1) How do you see the university cooperation within the Baltic Sea Region?
 - Can you give concrete examples? (research, education, development)
 - What are the outcomes of university cooperation?
 - Could cooperation be improved? How?
- 2) What are the impacts of universities to their region and the society at large? What needs to be improved?
- 3) What are the business needs in the region? Should cooperation with local companies/organisations be increased? e.g. academic-business cooperation (teaching, research, internships), education programmes oriented to executives, creation of Regional Development Centers? Which model would be the most effective?
- 4) What are the needs education-wise? e.g. focus in innovation, entrepreneurship, internationalization, English language, international Master programme?
- 5) What are the current needs of the Baltic Sea Region in the field of university cooperation? How about in future?
- 6) In your opinion, what would be a good/best way to organise university cooperation within the Baltic Sea Region? Why? Would a multi-beneficiaries approach be more successful? How (joint programme, network, staff/students mobility)? What would be the challenges to consider?
- 7) How do you see the future of university cooperation?
- 8) Should the future programme concentrate on implementing International Master's programme and reviewing existing Masters' programme to meet the Bologna requirements or should it focus on academia-business collaboration and cross-board activities?
- 9) What would reinforce the sustainability of such programme and increase the long-term commitment of the partners?
- 10) What have been the success factors to implementing the BDPro? What would sustain it in the future? How do you deal with the diploma recognition? Who is proving the diploma?
- 11) Do you think the BDPro concept would be easily exportable to other countries/regions?
- 12) Is the programme flexible enough to integrate new partners in the future?

Annex 3. A Study on the Future of EuroFaculty (Internet survey)

Dear Recipient,

University of Turku is currently conducting a study on the future of the EuroFaculty. The study includes a survey on university collaboration in Baltic Sea Region. As you participated in the seminar "Frameworks for University Cooperation in the Baltic Sea Region" which was held at University of Turku in October 2013, you are invited to contribute to the survey.

EuroFaculty is a product owned by the Council of Baltic Sea States (CBSS). EuroFaculty projects are funded through contributions by the member states of the CBSS. The history of EuroFaculty dates back to over twenty years; the first EF project took place in the Baltic States in 1993-2005, the second was carried out in Kaliningrad in 2000-2007, and the third EF project in Pskov, which started in 2009 is running until the end of August 2015.

The current study on future of the EuroFaculty aims at developing the concept of EuroFaculty in order to bring it up to date to correspond to the current needs of the Baltic Sea Region in the field of university cooperation. The concept of the EF has remained somewhat intact for years with a focus on upgrading the education at one particular university.

There are a few questions concerning university collaboration in the Baltic Sea Region. The survey is available through the following link: #

Should you have further questions, please don't hesitate to contact the researchers. We are happy to tell you more about the study on the future of EuroFaculty.

Many thanks for your valuable contribution!

Best regards,

Kaisu Paasio
Senior Project Manager
University of Turku

Céline Charpentron
Project Manager
University of Turku

THE QUESTIONNAIRE:

- 1) Are you familiar with the Council of the Baltic Sea States' (CBSS) EuroFaculty projects?
YES (if a respondent is familiar with the EuroFaculty, he/she will be directed to answer to the four questions (a.-d.) about the EuroFaculty and after that the question 2)
NO (if a respondent is not familiar with the EuroFaculty, he/she will be directed to the question number 2)
 - a) How do you see the model of one beneficiary organization? Which would be a better model?
 - b) How to develop the sustainability of the EuroFaculty projects, and their results?
 - c) How to enhance the dissemination of the EuroFaculty good practices?
 - d) What is your opinion about the name of EuroFaculty? Is it good, or should it be changed, to which?
- 2) How do you see the university collaboration within the Baltic Sea Region? Can you give concrete examples? (e.g. research, education, Third Mission)
- 3) Could university collaboration be improved? How?
- 4) In your opinion, what would be the best way to organize university collaboration in the Baltic Sea Region?

- 5) In your opinion, what are the major obstacles and challenges of the university collaboration in Baltic Sea Region? Why?
- 6) What are the outcomes of university cooperation?

Annex 4. First Brainstorming Frame

Brainstorming session, 18.3.2014

Participants: Kari Hyppönen, Kirsi Kostia, Pasi Malinen, Antti Paasio, Kaapo Seppälä

Facilitators: Céline Charpentron, Kaisu Paasio

Schedule of the session

9:30 Identification of the pros and cons of the previous EuroFaculty projects

Participants divided into two teams

One team identifies the pros at first while the other team identifies the cons

Interchange of groups

Altogether, conceptualisation of the pros and cons by relevance for the future model

10:30 Core of the EuroFaculty: Educational Development Activities

Participants divided into two teams

Each team identifies activities aiming at upgrading education

Altogether, discussion on the suggested activities and their relevance

11:30 EF concept: Partner selection and Network Activation

Altogether, identification of relevant criteria to selecting new project partners/beneficiaries and factors improving the project sustainability and long term involvement of the partners

Accessories: flaps, Post-it papers, pens

Annex 5. Second Brainstorming Frame

Brainstorming session, 2.9.2014

Participants:

Antti Paasio, University of Turku

Kari Hyppönen, BSRUN

Peter Zettinig, University of Turku

Krister Hanne, Humboldt Universität zu Berlin

Mindaugas Jurkynas, Vytautas Magnus University

Alexander Sergunin, St. Petersburg State University

Arkadiusz Zukowski, University of Warmia and Mazury

Olga Semenova, St. Petersburg State University of Economics

Marina Makhotaeva, Pskov State University

Vadzim Reznikau, Belarusian State University

Facilitators: Céline Charpentron, Kaisu Paasio, University of Turku

Schedule of the session

9:00 Presentation of the results of the study and suggested models

9:30 Feedback from the participants

10:00 Identification of the best practices and challenges of the previous and ongoing EuroFaculty projects

- Participants divided into two teams
- One team identifies the best practices at first while the other team identifies the challenges
- Interchange of groups
- Altogether, conceptualization by relevance for the future model

11:15 EuroFaculty: revised concept

- Participants divided into two teams
- Each team suggests and comments on the suggested concepts and their activities
- Altogether, discussion on the suggestions and their relevance

12:15 Conclusion

- Altogether Identification of needed improvement to the report