

Exploring Difference –

The Third Mission of Universities –
Strategy and Practice for
Collaboration with Business
and Society

Tuesday 27 June 2017
Harnack-Haus Berlin



www.britishcouncil.de

DAAD

www.daad.de



www.fu-berlin.de



www.fulbright.de



www.kanada.de

The series INTERNATIONAL DIALOGUE ON EDUCATION BERLIN (ID-E Berlin) is a joint initiative of the British Council, the German Academic Exchange Service (DAAD), the German-American Fulbright Commission, the Embassy of Canada in Germany and Freie Universität Berlin.

Through the contributions of international participants the series aims to enrich the debate on science, research and higher education policy in Germany, to place German perspectives in a global context and to learn from positive examples from other countries.

Ongoing series

- 1 Exploring Difference –
Making University Teaching Count, 15 October 2007
- 2 Exploring Difference –
The Philosophy of Undergraduate Education, 10 April 2008
- 3 Exploring Difference –
The Challenge of (Post)Graduate Education, 9 October 2008
- 4 Exploring Difference –
The Challenge of International Branding and Marketing, 30 April 2009
- 5 Exploring Difference –
Integrating Lifelong Learning into Universities' Missions, 19 October 2009
- 6 Exploring Difference –
Recruitment, Selection and Admission of Doctoral Candidates, 26 April 2010
- 7 Exploring Difference –
Postdoctoral Careers in Global Academia, 11 October 2010
- 8 Exploring Difference –
Transdisciplinary Research and its Impact at Higher Education Institutions, 10 October 2011
- 9 Exploring Difference –
Transnational Education – Models, Drivers and Challenges, 23 October 2012
- 10 Exploring Difference –
International Perspectives on Teacher Training, 7 November 2013
- 11 Exploring Difference –
Strategies to Make University Teaching Count, 1 December 2014
- 12 Exploring Difference –
Diversity Management and Equity as Factors for Student Success, 16 November 2015
- 13 Exploring Difference –
Wege zur Professur / How to Become a Professor? Career Paths in Higher Education,
7 November 2016
- 14 Exploring Difference –
The Third Mission of Universities – Strategy and Practice for Collaboration with
Business and Society**

Information on all events is available at www.id-e-berlin.de

Exploring Difference – The Third Mission of Universities – Strategy and Practice for Collaboration with Business and Society

Collaborations between universities and external partners from business and society have increased considerably over the past years. Within public debates different terms have been coined in order to describe this process, such as 'Third Mission', 'Third Generation University' or 'Innovative University'. Ideally, these collaborations are defined as bidirectional or multi-directional interactions, creating value for all partners involved. Many German universities have started taking important steps in that direction. Partly encouraged by recent political funding initiatives, more and more universities have started to develop transfer and collaboration strategies and thus define overarching institutional objectives for the cooperation with partners from business and society. For many universities the path to becoming a truly cooperative university remains challenging, as it often requires a cultural and organizational change.

The aim of the conference is to fill the concept of the third mission of universities with life and enrich the debate and recent developments in Germany with insights from an international perspective. Together with experts from the US, the UK, the Netherlands and Germany we will discuss how higher education institutions can be successful on their way to more transfer and partnership cooperation with stakeholders from business and society.

Our key questions are:

- What is your university's overall strategy regarding collaboration with business and society?
- How are the strategic goals reflected in organizational structures, services and communication? Which organizational, communicative and financial preconditions need to be fulfilled in order to accomplish the third mission of a university?
- Which incentives and evaluation tools are needed for new forms of collaboration?
- Which (national or regional) political framework and conditions hinder or foster cooperation?
- How can value for all partners be created? How can work be effectively divided between partners?
- What does business, and what does civil society expect from universities?
- What are current challenges? What are key recommendations?

Programme

Time

Session

9.00

Registration and Coffee

9.30

Welcome and Opening Remarks

Brigitta Schütt Vice President Research, Freie Universität Berlin

Ulrich Grothus Deputy Secretary-General, German Academic Exchange Service (DAAD)

10.00

Panel Discussion – part one

Panelists:

Hans Amman Director Innovation Exchange Amsterdam (AXA) (NL)

Carolyn Campbell-Golden Vice Chancellor for Advancement,
Auburn University at Montgomery, Alabama (US)

Andrew Disbury Vice-Principal and Pro Vice-Chancellor
(Global Engagement), University of the West of Scotland (UK)

Wolfgang Stark Director Laboratory for Organizational Development
at the University of Duisburg-Essen (DE)

Chair

Jan-Martin Wiarda Science and Education Journalist

11.30

Coffee

12.00

Panel Discussion – part two

13.30

End of Event and Lunch



Hans Amman

Hans Amman is a professor of *Computational Economics* at the Faculty of Economics and Business of the University of Amsterdam and the director of *Innovation Exchange Amsterdam (IXA)*. As the director of IXA he is currently involved with the business development and impact of the University of Amsterdam (UvA), Free University (VU), Amsterdam Medical Center (AMC), VU Medical Center (VUMC) and the Amsterdam University of Applied Sciences (HvA). Until last year Hans was the executive vice president of *UvA* and *HvA*. In the period 2000-2014 Amman

held similar executive positions at the *Eindhoven University of Technology* and *Utrecht University*, which included industrial relations, science park development and valorisation.

Hans received his doctorate in 1989 from the *University of Amsterdam* for his research in the field of Computational Economics. He is the founding Editor-in-Chief of the international journal *Computational Economics* and co-founder of the *Society of Computational Economics* of which he is a former President.

As a researcher Hans has been involved with a number financial engineering projects with organizations like ABP, IBM, KPN and Optiver, that combine elements from Information Communication Technology, High Performance Computing and Financial decision making.

Abstract

In the Netherlands slowly but surely the role of the central government in Higher Educations has been declining. The financing of universities has diminished, but also the support to students is reduced. Like in most Anglo-American countries, higher education is more and more seen as a private investment by the student. Furthermore, it is expected that university research should, in part, contribute to the competitiveness of the Dutch economy.

This is both a challenge and an opportunity for the *Third Mission*. The challenge lies in maintaining the delicate balance between the traditional *Humboldt* ideals while coping with a changing socio-economic environment. The opportunities come from the fact that if the leadership succeeds in opening up the university to non-traditional stakeholders, while safeguarding its traditional role, it can support the goals for research and teaching.

To seize these opportunities, both strategic as operational organizational changes are required. Additionally, it also requires a change in *organizational culture* to make the Third Mission feasible.

Carolyn Campbell-Golden

Carolyn Campbell-Golden has worked as a higher education administrator building partnerships and relationships with members of the community and businesses for 25 years. She began her career in 1992 helping to establish a community college foundation. In 1999, she went on to Auburn University, where she established the university's Office of Corporate and Foundation Relations. In 2004, she was appointed as Senior Director of Regional Campaigns for the university's \$500 million Campaign. Under her leadership, the regional campaigns generated more than \$28 million. In 2007, Carolyn became Vice Chancellor for Advancement at Auburn Montgomery (AUM), where she leads the university's alumni and development efforts. Under her leadership Auburn University at Montgomery has surpassed its \$15.3 Million goal to raise nearly \$20 Million.



Carolyn holds a bachelor's degree from the University of Central Texas, graduate degrees in management and higher education administration from Faulkner University and Auburn University respectively, has received distinction as an Executive Leadership Academy Fellow from the University of California at Berkeley, has received certification in college and university teaching from Auburn University, awarded distinction as a Fulbright Scholar in 2016 and will receive a PhD in higher education administration from Auburn University in August 2017.

Abstract

Diminished state financial support for higher education has caused colleges and universities in the US to become more privatized. Although there is debate among scholars and administrators about the ways in which privatization is having a positive or negative affect on higher education, it is clear that privatization in higher education is increasing and is likely to continue.

Colleges and universities in the US have a tradition of benefiting from the philanthropy of alumni and community supporters to strengthen the academic missions of teaching and research. However in a privatized higher education environment, where there is a scarcity of financial resources, competition to secure cutting edge technology and teaching environments that attract and retain the best students and faculty, as well as the necessity to create alternate sources of revenue, colleges and universities have begun to invest in a new form of relationship building. Today relationship building is extending beyond traditional stakeholders like alumni to new stakeholders, such as businesses, industry and local and national community leadership. Developing long-lasting, symbiotic relationships with this sector requires a multi-pronged strategy which may stretch boundaries for some in academia who believe that industry should be kept at an arm's length from what occurs in the classroom.

In the US, many businesses and universities have implemented partnerships ranging from collaborations with university Research Park initiatives to community leadership participation on university advisory councils and committees. Successful collaboration and partnerships between business, society and academia will require a willingness and commitment from leadership and their internal stakeholders to learn and strategically share areas of strength and opportunity for the betterment of one another and ultimately society as a whole.



Andrew Disbury

Andrew Disbury's career began as an academic at Sheffield Hallam University, where his involvement with home/overseas recruitment and admissions began with the role of Head of Student Recruitment for the Business School. He then worked for the British Council in China as Director Education, where his remit included marketing the "Education UK" brand across mainland China. In 2007 Andrew moved to Scotland to join the University of St Andrews as Director of Student Recruitment & Admissions, where he led pre-enrolment activities. Andrew then

joined Leeds Metropolitan University in 2010 as Director of the International Office where he built a new operation that significantly improved international student recruitment. Andrew led the international roll-out of the university's name change to Leeds Beckett University in 2014. In the same year Andrew became an elected member of the Marketing & Recruitment Steering Group of the European Association for International Education. Andrew joined the University of the West of Scotland at the end of 2016 as Vice-Principal and Pro Vice-Chancellor (Global Engagement), where he has executive responsibility for: international student recruitment; UWS London Campus; TNE strategy; and developing global experiences for students and staff. Andrew is fluent in Mandarin Chinese and has lived in mainland China for ten years (so far).

Abstract

Scotland has more world-class universities per head of population than any other country in the world (except Luxembourg). The Scottish higher education sector is internationally renowned and Scottish universities deliver their education across the world. Education is devolved to the Scottish government and the 19 universities differ greatly in size, age, student profile, and the subjects in which they specialise. The Scottish Government provides over a billion pounds of funding for universities and over half a billion for individual university students (who do not pay tuition fees) to help achieve national strategic objectives, such as making Scotland wealthier, fairer, and smarter. Therefore across the country universities have an important role and responsibility within Scotland's economy and society.

The Scottish Government has set out a number of policy ambitions in relation to higher education including supporting world-class research and improving innovation, and widening access to university for students from deprived backgrounds. Nevertheless there are challenges on the government's ability to sustain funding. Brexit and potential new immigration policies (which are not a devolved matter for Scotland) may impact on our ability to participate in European research funding schemes and may reduce our ability to attract international students

The University of the West of Scotland is unique in a number of ways in that we:

- are the most dependent financially on government funding
- serve the most socially and economically deprived areas in Scotland
- cover 4 campuses and are the local university to 30% of Scotland's population

This means that our 'Third Mission' must link forcefully to the regeneration of the four towns (and their regions) in which we are located. We have a critical role to develop a more highly skilled workforce, and we have a contribution to make to the improvement of social and health outcomes for the communities in which we live and work.

During the session, Andrew Disbury will share examples of UWS-specific strategy and practice to show the university's contribution within its local, national, and UK-wide economic and social contexts.

Wolfgang Stark



Wolfgang Stark is Professor of Organizational Psychology and Organizational Development at the University of Duisburg-Essen. At the University of Würzburg he studied psychology, pedagogy, philosophy, business and economics. Stark has been and still is leader of various research projects in the field of quality management, empowerment and organizational development. He is head and scientific director of the “Laboratory for Organizational Development - Org.Lab” at the University of Duisburg-Essen and was chairman of the university network “Bildung durch Verantwortung” (Education through responsibility) until 2017.

Abstract

Universities and Higher Education today have a ‚third mission‘ beyond or parallel to excellent teaching and research. Teaching and research in Higher Education in many universities emerges as a close link to challenges in civil society, and is supporting and enhancing social innovations in a very practical way. The approach is transdisciplinary from the very beginning. By using community-based research, design thinking and entrepreneurial approaches, campus-community partnerships will establish enduring collaborations between Higher Education and civil society.

Campus-community partnerships will enhance participation in and responsibility for society both as a learning outcome for students and as a new format for experiential learning.

The basic idea of ‚Service Learning‘ is to use existing knowledge and competencies developed by students in various academic disciplines in order to serve communities, organizations or populations in need and to establish collaboration among universities (both students and faculty) and community members to enhance community participation. As a consequence, communities and societal organizations will be empowered as students and faculty are actively collaborating. In turn, students will experience hands-on participatory practice and social responsibility projects, and will develop useful social competencies for their future career.

Universities and Higher Education therefore will change their shape radically – not only as a consequence of digitalization. Future learning will be based upon a commitment towards sharing and engaging in societal challenges and real world problems. It will be focused on a renewal of individual and collective social responsibility and ability transformation. Campus-community partnerships have the potential to aspire towards a new and better world through education, experiential learning, knowledge sharing, transdisciplinarity and reciprocity.



Ulrich Grothus

Ulrich Grothus is Deputy Secretary-General and of the German Academic Exchange Service (DAAD) and the DAAD Office in Berlin. He obtained a Master's degree in Political Science at the Freie Universität Berlin in 1976. He then worked as a journalist before joining the International Division of the former West German Rectors Conference in 1982. He has been working for DAAD since 1988, first as spokesman and head of the president's office. Starting in 1991, he has been director of all three DAAD program directorates consecutively. In between, he served as director of the Paris office from 1998 to 2000 and of the New York office from 2004 to 2008.



Brigitta Schütt

Brigitta Schütt is Professor for Physical Geography, Department of Earth Sciences, Institute of Geographical Sciences, Freie Universität Berlin, and Vice President Research of Freie Universität Berlin. She received her degrees from RWTH Aachen (Dr. phil. 1993) and Universität Trier (Dr. habil 1998). Since 2012, she is a member of the Leopoldina, Nationale Akademie der Wissenschaften, and the Bayerische Akademie der Wissenschaften, Commission for Geomorphology. She is a member of the Board of Trustees of the Potsdam Institute for Climate Impact Research, committee member of the Alexander von Humboldt Foundation and a regular DFG, DAAD and VolkswagenStiftung Scientific Reviewer. She taught at the University of Manitoba, Winnipeg, Canada (1997-98) and the Universität Trier (1998-2002) and served as a guest professor for Physical Geography at the Rheinische Friedrich-Wilhelms-Universität Bonn (2002).

Chair **Jan-Martin Wiarda**

Jan-Martin Wiarda is a science and education journalist and moderator. He has been head of communications of the Helmholtz Association of German Research Centers, and, prior to that position, editor-reporter at DIE ZEIT, Germany's most influential weekly newspaper, where he reported on higher education issues, school policy and research.

Wiarda is a graduate of the University of North Carolina at Chapel Hill (USA) and also attended both the University of Munich and the German School for Journalists (Deutsche Journalistenschule). In 2016 he earned a doctoral degree from Humboldt-Universität Berlin. He has won a number of prestigious awards, most recently the Kausa Media Award.



ID-E Berlin
INTERNATIONAL DIALOGUE ON EDUCATION

www.id-e-berlin.de