

Campus Europae Concept (Draft)

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Executive Summary: Campus Europae and its contribution to the development of European universities

The project continues the strong European tradition of the freedom of science. In the areas of research, teaching and learning, the project aims to use those regional particularities that were once of importance to the shared history of Europe in the common present and future. Furthermore, Campus Europae aspires to contribute to the efforts to overcome nationalism, striving to create delimitation and segregation.

Campus Europae takes up the suggestions made in Bologna, Salamanca and Prague, and aims to quickly implement them within the “European Higher Education Area” by taking the experiences of previous exchange programmes into account and giving them new impulses:

1. The Campus Europae project adds a European dimension to higher education by providing students with an in-depth knowledge of at least three European regions.
2. The project will enable students to experience the “European Higher Education Area” already during BA-programmes – i.e. during the first study phase. This will ensure that also those students can acquire “European competence”, who will enter professional life – temporarily or permanently – upon graduating with a BA degree.
3. The Campus Europae project demonstrates the European idea of “unity in diversity” by bringing students in contact with the so-called “minor” European countries and languages.
4. The Campus Europae study programme will enable students to communicate in at least four European languages (three for English native speakers).
5. Using a new concept of academic exchange, Campus Europae encourages participating universities to improve the quality of their teaching and the transparency of their courses.
6. Campus Europae increases the international competitiveness of the participating universities.
7. The large number of foreign students will lead to internationalisation: changes in lifestyle and learning culture at the respective universities.
8. Campus Europae adds a European dimension to university degrees and improves employment prospects for graduates in Europe and world wide.

- A contribution to the development of European universities

Campus Europae accepts the legal structures presently existing. Therefore, participation is open to any university, and there are no barriers to entry.

What is new is the co-operation in four aspects:

- a. the emphasis on the European idea and the objective of promoting a European identity,
- b. the promotion of an early period of study abroad,
- c. the way it addresses linguistic issues,
- d. the use of a standardised procedure for the accreditation of studies.

Particularly this new approach to linguistic issues will give smaller European countries the chance to attract students from other EU countries.

In its current stage, there are no evident reasons why the concept cannot be applied to other universities or university consortiums. All provisions serve to use Europe's cultural diversity as a competitive advantage and to prepare European students for a future in global markets and multicultural environments.

1. Objective

The core objective of the project is to enable future university graduates to experience the unique quality of a Europe, whose major achievements include the declaration of human rights and scientific universalism. Additionally, the project hopes to foster the notion of “unity in diversity” and make students aware of a European identity. The project will create opportunities to develop a comprehensive understanding of learning and working cultures in European regions, which in turn will enable graduates to use and pass on this knowledge in a post-university working context.

Previous programmes only envisaged that a small minority (i.e. 5 – 10%) of future teachers, physicians, civil servants, economists or engineers would spend between 3 and 12 months abroad. In contrast, the aim of Campus Europae is to gradually ensure that all students – at least those at universities participating in the Campus Europae project – will complete their course of study after having spent time away from their “home university”. During their three to five years in a BA/MA-programme students will spend one year each at two universities in two other European countries where different languages are spoken. The first year abroad is to be spent already during the BA programme, i.e. the first study phase.

The project continues the strong European tradition of freedom of science. In the fields of research, teaching and learning, the project aims to use those special regional particularities in the common present and future. Not only are these particularities of historical importance, they also ensure that nationalism, striving to create delimitation and segregation, can be overcome.

The objective of promoting a European *citoyen/citoyenne* is of equal importance as the strictly professional one of mobility. This can be summarised as follows:

- Students from countries whose universities are unable to keep up with international quality standards choose to study in a country where these standards are fulfilled
- A frequent reason for mobility, especially in the advanced stages of a course of study, is to learn about the latest developments at a university where new breakthroughs appear to be imminent, where appealing “schools of thought” exist or where exceptionally rare specialisations are offered.

- For many disciplines and fields, learning about other regions is an important or even indispensable part of the qualification. This is particularly applicable for linguistics, region-related cultural and social studies, geography, geology and several other subjects.
- A particular reason for studying abroad is the acquisition of skills which will allow the individual to live and work in other countries.

The Campus Europae initiative addresses these characteristics, and supplements them with the “European dimension” by promoting among its students and scholars a comprehension of Europe as a diverse social and cultural unit with the focus placed on the development of a European citizen.

In order to acquire this comprehension, a prolonged stay in the host country(ies) is necessary. The project therefore envisages two one-year periods of residence abroad. The participation of not only a small minority is required, but of as many “normal” students as possible in order to achieve a far-reaching effect in European societies. It aims to increase the capabilities and potential of students and teachers by creating technical, linguistic and organisational conditions which will ensure that the stipulated requirements are met by all students at participating universities.

Even if the intended objective is not directly and simultaneously achieved in all subject areas, it is essential to the planning process to subsequently pursue this aim. The quantitative dimensions, which must be changed considerably in relation to the previous exchange programmes, require a fundamentally different approach with respect to subject matters, organisational issues, and the promotion of language proficiency.

The large number of exchange students acquired through the project will also have a considerable effect on the universities themselves. Up to 40% of their students could be exchange students, i.e. universities themselves are being “internationalised”. Such a unique diversity also makes participating universities attractive to students from non-European countries.

The project especially relates to the reform process of the higher education system in Europe, which was initiated in Bologna in 1999, continued in Salamanca in 2001 and in Prague in 2002. Without this reform, which has progressed significantly in recent years, the objective of which is the attainment of two degrees (BA and MA) in five years, the project would have been considerably impeded, if at all possible. Equally important to the success of the project is the gradually changing

manner in which periods spent at European universities have been accredited since the introduction of ECTS (European Credit Transfer System).

However, in order to offer courses within the planned network of universities as quickly as possible, it is necessary to make changes in further areas:

- Firstly, the acceptance and acquisition of several foreign languages must be promoted, in particular with regard to those European languages with relatively few native speakers. Only in this way can the integration of all European nations and regions be possible, irrespective of their size and current economic strength.
- Secondly, the mutual accreditation of academic achievements must be standardised, in order to accommodate a larger numbers of students. This change is necessary so that courses and degree qualifications can be co-ordinated to allow an exchange process between several universities not only from a technical or organisational viewpoint, but also from a time perspective.
- Thirdly, part of the project includes examining each university's legal, organisational and financial circumstances which will govern the exchange programme to be undertaken by the estimated number of students.

2. The European Higher Education Area

After predominantly US and Australian universities recognised and actively embraced globalisation more than a decade ago, the 1999 “Bologna Process” has now led most European universities and governments to actively promote the internationalisation of the university system. By doing so, they have recognised that a Europe of culture and education, which must develop alongside a Europe of trade, industry and currency – if the unification process is to succeed –, can only be brought about if future graduates as the top performers of European societies, experience the European concept of “unity in diversity” as a significant component of their education, and thus develop to both sensibly and productively use this diversity as a unique resource. Great productivity potential lies in the exchange between European cultures, and appropriate structures and forms of co-operation are being developed within the framework of Campus Europae to exploit this potential in a university context.

For more than 1,000 years, Europe has been viewed as having a common culture. Despite the differences in cultural experiences in each individual country, all are linked by a common tradition and an awareness of their “unity in diversity”.

With the start of the European university system in the 11th century, it was natural over a period of several hundred years for students and lecturers to move around freely. The “Barbarossa Privilege” afforded the special protection of the King to those migrant scholars who had become “homeless for the love of science (*amore scientie facti exules*)”. Using Latin as the *lingua franca*, universities were international beyond the Age of Enlightenment, without having to emphasise this characteristic.

The era of nationalism over the past 300 years has not left the universities unaffected. At times, they almost became strongholds of chauvinistic thought. After the Second World War, however, this nationalist concentration has met with little response in European universities. With the end of the Cold War, the last wall which blocked personal mobility and the free exchange of thought has been removed. The path is once again clear for a fresh Europeanisation of the university system.

Internationalisation and globalisation are the dominating phenomena in the current global debate. They will shape the foreseeable future of science and business, politics and culture, even when confronted with counter-movements seeking to impose regionalism and isolation. The Europeanisation of higher education is therefore not just a key idea in a historical sense. It is equally the necessary conclusion to be drawn from current endeavours to encourage Europe to grow together politically, culturally and economically, resulting in a stronger Europe aware of its shared heritage: The foundations for the spiritual unity and strength of Europe lie in the respect of human rights, and in securing scientific universalism.

The restoration of the European dimension in the university system is a necessary pre-requisite in order to be able to survive in international competition with American, Asian and Australian universities.

Increased importance is placed upon the personal experiences acquired during a course of study. The systematic integration of inter-cultural activities is not in contrast to, but rather it complements the “virtual university” of the future and the Internet’s ever increasing potential for long distance learning.

3. Previous experience with the exchange of students and scholars in Europe

Over the past 20 years, the number of programmes supported and financed by the European Union to encourage co-operation in the educational sector, and the number of bilateral activities carried out by individual universities, have had a more or less equal effect in increasing the number of students who have taken advantage of exchange programmes in European or non-European countries. Yet, viewed against the total number of students who have completed their first degree, this figure only represents a minority group, and is far below the aimed 10% in all disciplines and universities. In the academic year 2001, the proportion of French, Spanish and German students participating in the ERASMUS program to spend between 3 – 12 months studying abroad only represented 1% of all students in each respective country.

More crucial from a political European point of view is the fact that this limited movement of students is confined to only a few member states – Great Britain, France and Spain. For the development of a European identity, an identity which recognises a Europe stretching from the Black Sea to the Atlantic, this selectivity represents a massive obstacle. The multitude of other countries and languages whose contributions to the history and development of Europe are significant and indisputable, serve almost the sole function of being “provider countries” within the mobility program. While they encourage “their” students to study abroad, very few students from other countries actually come there, primarily due to the language barrier. The attempts made in several Eastern European and Scandinavian countries to encourage young people to study in their country by offering to hold classes in English or German usually led to a broader understanding of specific regional or European aspects. An in-depth knowledge and understanding of the country’s culture and specific contribution to European history and to present-day Europe can only be acquired by learning the country’s language.

The ERASMUS-programme on the one hand, and the universities’ bilateral partnerships on the other hand contribute fairly equally to the mobility of students and lecturers. The universities participating in the Campus Europae initiative all have more than 20, and some more than 40, bilateral cooperation agreements with other universities, both European and non-European, and are therefore not integrated in only *one* international network. These cooperations also serve to regulate the scope of the exchange of students and teachers. Closer inspection reveals that some of them are of a purely historic value, and do not necessarily apply today. Where partnerships are actively

practised, only a quantitatively low number of student and lecturer exchanges are actually take place in some departments or courses of study (two to four people per year).

The participating universities which have made far-reaching agreements, e.g. regarding bilateral final qualifications and university degrees with partner universities, indicate the considerably high level of co-ordination required. The reason for this seems to be due to the problems caused when accrediting the academic results obtained abroad.

Hardly a single European university has more than 2% of its students spending a year at a foreign university. This quota does not however take into consideration how many of these students go to countries where the same language is spoken, such as Germans going to Austria or German-speaking Switzerland, French students going to Belgium, or Britons to the US or Australia.

The multifarious experience of the universities participating in Campus Europae with traditional international university co-operation have played an important role in their involvement in this project.

4. Evaluation of previous experience and conclusions

A series of evaluations which assess periods of study spent abroad within the ERASMUS framework are available, and will be taken into consideration as follows.

4.1 Motivation and Recruitment of students

- Situation

The decision to spend a period of study abroad is today almost exclusively a decision made by the individual student. Even for courses which integrate the opportunity to study abroad into their syllabus, e.g. foreign language teacher training, the intensity or duration of study abroad is still very much left to the individual. A selection process is seldom made by the departments since the number of applications usually lies far below the number of available places. The small number of students taking part in exchange programs is therefore not the result of an “elitist strategy” or the

“selection of the best”, but rather the consequence of obstacles which continue to exist. Almost all universities report difficulties to motivate students to go abroad for a longer period of time.

- Conclusions

In accordance with the applicable legal situation, the universities participating in Campus Europae are not allowed to choose their students. With the exception of very few courses of study, universities can neither obligate students to go abroad. However, the project Campus Europae, as well as the idea of a “European Higher Education Area”, can only be realised, if the students at the participating universities are motivated and qualified.

The following possibilities can help to achieve this:

1. The participating universities characterise their study programs as being offered within the framework of Campus Europae. These programs of study involve clearly defined requirements which must be met. Students should be familiar and in agreement with them before starting their course of study. Students are aware of the fact that they will transfer to a foreign university already during the BA programme, that means in general after one year of studies. The attractiveness of the study programmes on the one hand, and the expected level of commitment on the other hand determine the students' level of interest and their willingness to excel. In this way, a selection process on the demand side can be expected, without universities themselves having to implement selection measures prior to registration.
2. The participating universities are mutually obliged to support their students during the first year with regard to academic and linguistic qualifications in such a way that they can be expected to successfully continue their course of study at a foreign partner university. Determining a student's suitability for changing over to a partner university is the pre-requisite for the opportunity to continue the course of study at one of the universities participating in Campus Europae.

For universities, this means that the conditions and requirements of study are sufficiently communicated to interested parties even before the courses have begun. During the first year of study, in addition to providing the relevant academic qualification, universities must also make

suitable provisions for achieving the required level of English as well as introducing the student to the “host” language of the country in which the second year abroad will be spent.

Using the experiences of partner universities, the consortium will evaluate the preparatory measures used by participating universities.

4.2 When to study abroad

- Situation

The majority of students today transfer to a foreign university during their third or fourth year of study, and approx. 25% choose to study abroad only after having completed their first degree.

With the current endeavours undertaken in all European countries to strongly regulate BA programmes, there is the risk that it will be unfeasible for students enrolled in such programs to study abroad for one year. Since BA degrees are designed to qualify students only for their respective professions. Consequently, studying abroad would be a realistic option for MA students only. This, however, contradicts the Bologna intention which is to increase mobility among *all* European students.

- Conclusions

The universities participating in Campus Europae attach great importance to students being able to spend a year abroad, both as part of their Bachelors and Masters degrees. For three-year BA degrees, this year abroad would take place in the second (i.e. middle) year of study, and for two-year MA degrees, in the first year of study. These, however, are not strict rules. Depending on the degree discipline, it may be more appropriate to take the year abroad at another point in time during the degree. In all cases, it should be ensured that students are able to gain the experience of studying abroad, even during their first degree, upon completion of which they could enter employment.

The various common models of student organisation currently used in European countries enable these demands to be fulfilled, even if they are still not adapted to the “Bologna Model”:

Example: Different options of going abroad

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1 year abroad			1 year abroad	

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
1 year abroad		1 year abroad	

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Students stay at home (- Limerick)				2 years abroad	

This however requires that the course of study be designed in such a way as to allow periods of study abroad which do not require – for whatever reason – the student to be continuously present at the home university. One must keep in mind that the creation of a “European Higher Education Area” and the convergence of the organisation of study within Europe which was agreed in Bologna are *not* regulatory measures undertaken by the European education ministers to *impede* but rather to *increase* mobility.

4.3 Length of stay

- Situation

The average length of stay for a study period abroad as part of the ERASMUS program is between six and seven months. Given that the framework of this program encourages periods of stay of between three and twelve months, the duration of the majority of stays abroad is considerably less than half an academic year.

The in-depth experience of another culture, which is the aim of the universities participating in the Campus Europae initiative, barely seems feasible during a three-month summer school or one-semester stay.

- Conclusions

Since the aim is not the acquisition of a foreign language, but rather an understanding of how other people think and live, the length of stay is to be chosen so that students can become as integrated as possible in the host country. Appropriate would be twelve months.

Spending an academic year abroad is also a sensible option for organisational reasons. A comparison of the academic calendar shows that all academic years are divided into two sections. However, the start of the various academic years lies between September 1 and October 20, and the duration of the academic half-years (incl. examination period) varies between 14 and 20 weeks. Therefore, “semesters” at individual universities start and end at very different times. The second half-years, then, start between January 15 and April 1. Changing universities at the end of the winter semester or at the start of the second half of the academic year is usually not possible without students losing time.

4.4 Languages

- Situation

Currently, all mobility programs assume that the participants are capable of following classes in the host country’s language from the beginning. One exception to this rule are summer schools and similar events, which are frequently taught in English.

The decision that the host country’s language should also be the language in which foreign students must complete their course of study has led to a preference of those countries in which a popular language has already been learned at the primary or secondary school level. In Europe, following the demise of the Soviet Union, these languages are English and Spanish, and, to a much lesser extent, French, Italian and German.

Today, English is the lingua franca of the scientific community. Failure to recognise this will lead to isolation and is counter-productive. It is consequently necessary to have a good command of English – not just for studying abroad, but also for an individual’s studies in general. It is appropriate here to draw a parallel with Latin, the old lingua franca of Europe, or German, which was occasionally used in the same way.

- Conclusions

This however does not automatically lead to the conclusion that European universities should neglect their national language in favour of English, or even offer classes exclusively in English for foreign students. Europe thrives on the “tonal diversity” of its many tongues and their centuries old mutual relations and cultural diffusion.

Due to the significance of the English language, the universities participating in Campus Europae have decided to use English as an “interim language”. Unless “guest” students are already proficient in the host language, they can take their classes held in English for the first half of the academic year to enable them to achieve the required amount of ECTS credits. Classes in English should also form part of the regular curricula for the “home” students in order to facilitate their transition to study abroad. Furthermore, it is economically unfeasible – at least with certain forms of teaching such as lecturing – to run parallel class offers in both the native language and English. Yet, parallel classes in the local language as well as in English are easy to implement with small-group-classes teaching the same topics: One or more of those classes can be offered in English.

In addition to achieving academic objectives, the Campus Europae initiative will allow students to experience different European countries and cultures. To this end, it is essential to learn the local language.

This should take place in the following manner. At the “home university”, students will take relatively short language courses (parallel to their regular course loads, or – alternatively – by way of Internet courses) preparing them for their stay in the country they have chosen. This instruction will be continued in the “host” country before the academic year begins – as is already common in many exchange programs – in the form of an intensive course of up to four weeks. These courses should be continued for at least the first half of the academic year. By combining “organised learning” with the day-to-day experience of using a language in situ, foreign students can achieve a language proficiency which will enable them to successfully attend classes taught in the local language during the second academic half-year. The question, however, is whether the command of the local language should be at a level to be able to write scientific papers. For this reason, students should have the option to submit written work in English (to be agreed with lecturers).

The objective is that at the end of a five-year course of study, Campus Europae students will be able to express themselves in three other European languages in addition to their mother tongue (for native English speakers, in at least two further European languages). This combination of using English as a lingua franca – but predominantly as a language to lower the transition threshold for entering a third language environment – will *not* lead to the wasting away of “minor” languages, as paradox as this may seem initially. Indeed, the opposite is true. It will once again become possible to become acquainted with minority European languages, and thus help revive them.

The following obstacles currently impede the realisation of this plan:

Firstly, not all lecturers possess the required English language skills to be able to teach in English. Language courses for lecturers could be just as useful here as inviting guest lecturers.

Secondly, there are legal stipulations in many European countries which specify that at least in certain areas of study and exams, the only acceptable language is the local one. However, these legal stipulations are often circumvented for academic reasons and in agreements between lecturers and students, yet for certain groups and individuals they represent a politically useful instrument to discourage more communication. It is imperative that participating universities be freed from these legal stipulations.

4.5 Accreditation problems

- Situation

The procedure for accrediting work undertaken whilst studying abroad is laid down in detail for programs which incorporate bi-national agreements; the courses of study are agreed in detail between the two universities, and the syllabus is, to a great extent, obligatory.

For those participating in the ERASMUS program and in exchanges based on partnership agreements between universities, an individual concertation is normally made between the students and the departments. In view of the small number (1-2%) of students who annually take advantage of the offer of participating in an exchange, it is quite possible that issues regarding accreditation can be clarified individually. The development of ECTS in recent years has increasingly simplified the accreditation process.

However, approx. 25% of the students report having difficulties when returning to their “home university” regarding the accreditation of work undertaken abroad. In light of the fact that these students are a particularly motivated group and that the university departments are involved in the planned exchange at an early stage, i.e. before the period of study abroad commences, this quota is surprisingly high.

Recently, the development of BA curricula in a number of European countries has been showing so much detail regulation, that essential liberality – or broadmindedness – with respect to the transfer of comparable, not identical credits is at risk here.

- Conclusions

The universities participating in the Campus Europae project aim to resolutely apply the ECTS regulatory matters – “one point is one point, be it in Trento or Aveiro”. This presupposes basic trust amongst the universities involved. To create such trust and to mutually encourage each other to improve the quality of teaching is – in addition to research cooperation – the essential objective of the lecturer exchange program.

It is not our aim to achieve Europe-wide, joint “multilateral” or harmonised courses of study by agreeing on specific areas of content. Based on the experience of the demanding development of bilateral courses of study and final qualifications, as well as the earlier “equivalence commissions”, such an aim is neither possible, nor is it desirable.

Within a system designed to promote mobility, the problem of accreditation can best be solved through a combination of stringent ECTS scoring regulations and accompanying “trust building measures”.

This also seems possible. Any speculation that the courses of study which lead to particularly “public” occupations, such as teachers or civil servants, and which to a large extent are subject to national regulations, are difficult to co-ordinate in a multinational context, is only partly justified.

Even today, students studying to be teachers of modern languages are required to spend a part of their course of study in the country where this language is spoken. Students preparing to teach mathematics and natural sciences can easily spend part of their course of study abroad, since these

disciplines are already “international”. In order to raise the quality of teaching in some European countries, results of comparative international school performance tests (TIMMS, PISA, etc.) indicate that it is desirable to gain experience in the fields of educational science and actual classroom teaching. However, in some countries there is only a limited offer of available disciplines such as educational science and didactics, or the course contains only very few elements specific to teacher training. However, the importance of teacher training to the whole project requires to press for a successful outcome regarding this subject area in particular.

As European integration and globalisation progress, the European and international aspects of *legal*, *administrative* and *economic science* are becoming more important, which is why particular importance is being attached here to achieve a quantitative expansion of the “European dimension”. This should not occur solely or primarily in such a way as to increase the presence in the curriculum of European material – in the narrow sense – such as European law, comparative law and legal co-ordination. It should occur mainly in such a way as to emphasise the common European legal way of thinking by understanding the system and the methodology of law (incorporating English law as a contrasting element). The co-operation between universities is specially suited to finding such opportunities which can be regulated or implemented by the universities themselves – if possible without the intervention of ministerial authorities and parliaments. The Bachelors and Masters structures are very suitable in this respect.

In view of the diversity of subject-specific peculiarities, any attempt to find a solution at a professional level for the problem of accrediting work undertaken whilst studying abroad seems futile. Here, ECTS offers a suitable approach. The universities participating in the Campus Europae initiative have therefore agreed on the following procedure:

- a. Students must be able to achieve 60 ECTS points in each of the academic years at the host universities. This is a prerequisite for being awarded the Campus Europae degree (120 ECTS points from foreign universities where different languages are spoken).
- b. In each subject, such an offer should constitute 30 ECTS points (if possible with additional 15 ECTS points as electives) in English, and 30 ECTS points in the local language (again, plus 15 ECTS points as electives).
- c. Classes taught in English as the interim language are limited and represent an additional drain on the universities’ resources. Therefore, these courses should be chosen in such a way that they can be accredited by as many universities as possible.

- d. Each subject area in the participating universities informs the counterpart in the other universities about which courses they wish to offer for this purpose, paying particular attention to select subjects with excellent academic profiles.
- e. The subject areas at the other participating universities check which of the courses offered are compatible with the local study program, and which can therefore be easily accredited. Since these checks are only to be carried out (step by step) for courses of study in a subject area, the local effort is justifiable even if queries and amendments are necessary to achieve a 90 ECTS point offer (see b.).
- f. At the end of this process, all of the participating universities can advise students at which university they can undertake which courses of study.

Within the framework of Campus Europae, representatives of the participating universities have formed subject committees comprising the fields of business administration and economics, engineering, humanities and social sciences, law, medicine, natural sciences and teacher training. These committees have checked the stipulations listed in points a. to f. from a subject-specific perspective, and they have found them practicable after different implementation periods.

There are, however, two major obstacles:

Firstly, there is an obvious tendency in all European countries to regulate BA programmes to such a degree – or organise them in such a way – that it seems imperative for students to stay “at home”. Studying abroad becomes impossible without losing time.

Secondly, certain phases of study are followed by competitions. In order to take part in those successfully, students need to stay “at home” during the complete study phase.

As a consequence, study periods abroad are realistic only upon completion of the respective study phases (BA or MA). Yet this would prevent those students from going abroad, who begin their professional careers after the first study phase (BA).

By standardising the accreditation procedure and not the course syllabi, the regulations suggested here serve to make the procedures more manageable and transparent for students and universities, involving minimal effort and resources. They do not impede other forms and ways of student transfer. There is of course the possibility that after one year abroad, students might decide not to go

“home”, but instead choose to stay a further year and complete their BA at the foreign university. If this occurs frequently, a procedure can be developed, which also incorporates the first year of study into a multilateral accreditation process. As the “home university” and therefore the place where tuition fees are to be paid is to be changed, this will have repercussions regarding the payment of tuition fees, as detailed in the following section.

Naturally, the course of study can be continued at a university in a non-European country, or at one which is not part of the Campus Europae project.

4.6 Tuition fees

- Situation

Within the framework of partnership agreements and the ERASMUS program, the regulations regarding tuition fees state that students at the “host university” are exempt from paying tuition fees. They continue to be classified as students at their “home university”, who have been “delegated” to study abroad.

These regulations can imply that the normal tuition fees should continue to be paid. Some universities and countries however expressly waive tuition fees for “their” students, thus supporting a period of study abroad. At the same time, the universities are obliged within the framework of the exchange programme, to refrain from levying tuition fees on visiting students. Due to the small number of exchange students within the framework of partnership and ERASMUS programs, this waiver of tuition fees is of little importance to university and national budgets.

- Conclusions

With the increase in the number of exchange students, the issue of tuition fees takes on a significant financial dimension. Within the framework of Campus Europae, the number of students changing universities should be approximately 40% per year and not only 1-2% . Participating universities are obliged to take countermeasures against a concentration of applications to study at a small number of universities. These include appropriate advice and support, as well as attractive offers (“service packages”). A suitable control process is needed, particularly since admission quotas are limited.

There are three different approaches regarding tuition fees:

1. The voucher model: each student is allocated a sum which corresponds to the average study costs at his/her home university. This sum goes to the host university, which then s the delegating university or country for the respective amounts. In the current system, universities do not receive their resources as a per capita grant based on their total enrollment. They are allocated personnel and assets based on an assumed capacity figure.
This model is not realistic unless there is a fundamental change in the way in which universities are financed.
2. Tuition fees are paid at the host university. This would ensure that all students studying at the same institution are treated equally. What would however be a disadvantage is that the costs of studying are harder to forecast at the beginning of a course of study. Additionally, national promotional schemes – e.g. the waiving of home university tuition fees when studying abroad – would become ineffective.
3. Tuition fees continue to be paid to the home university, even whilst studying abroad. This model has the advantage that the costs of studying can be calculated from the outset. In light of a fundamentally risk-laden long-term decision, the ability to calculate the financial implications of this decision is an important safety aspect. Moreover, this ensures that national promotional measures can benefit the desired target groups (social exemption from tuition fees, promotion of certain subject disciplines and courses of study etc.).

Having considered all aspects pertaining to this issue, the participating universities have decided on the third approach.

4.7 Accommodation

- Situation

Providing assistance finding or allocating accommodation is an important yet difficult task for the host university. Within the ERASMUS programme, 60-70% of the students report that they were provided with accommodation by the host university. In view of the small numbers of exchange students, this is possible. Yet, universities are already warning that before student mobility can increase, serious attempts to provide additional accommodation to exchange students must be made.

Reports of difficulty in accommodating ERASMUS students are especially common in large European cities.

- Conclusions

Providing accommodation will be a major problem for the universities participating in Campus Europae, since a 20-fold increase in student demand can be expected in comparison to previous exchange programmes. Even if not all students immediately take up the Campus Europae offer, the significant increase in demand will have a drastic effect on the local housing market, both with regard to the selection in general and prices of accommodation in particular.

The central role of obtaining accommodation is also emphasised by the fact that living expenses, and therefore the cost of the entire period spent abroad, are essentially determined by the cost of the room/flat.

Accommodation assistance by the host university is not just about the provision of accommodation itself. Repeatedly in the past, universities have rented private residential blocks for use as dormitories for all foreign students. Such “home solutions” contradict the idea of Campus Europae.

A large part of the demand for accommodation can be satisfied by having incoming students take over outgoing students’ rooms. However, there are numerous universities where students live with their parents. Making use of this accommodation would in most cases impose on foreign students and their families.

Participating universities should therefore feel responsible for an “organised” market, i.e. a market which is regulated in terms of price and quality. The objective must be to offer accommodation to those foreign students who have no opportunity of finding it themselves whilst they are still at their home university, and to enable them to move in to the room/flat within a week of their arrival.

4.8 Living costs / Support

- Situation

For approximately 60% of ERASMUS students, studying abroad represents an additional financial burden. The additional funds needed averages between €150 - €200. This amount however can not

be considered the norm. The difference in living costs for students in each European country is considerable. It therefore seems reasonable to suggest that the support provided should depend on the place of study. Even if such a tiered system of support is possible within the ERASMUS programme, an identical foreign supplement amounting to roughly half of what students state as their additional expenses is normally paid.

A number of European countries support their students' study abroad through additional grants or by exempting them from tuition fees at the home university.

In addition to the difference in costs at the final destination, the form of funding at the home university can have a considerable influence on whether or not studying abroad can become a financial burden. An increasing number of students subsidize at least a part of their living costs through part-time employment, usually in the students' home town.

- Conclusions

For each university location, the average cost of living for students not living with their parents must be ascertained.

Campus Europae's support system should be able to cover higher living costs for socially disadvantaged students.

Furthermore, specific attempts should be made to give foreign students the chance to work during their stay abroad. Firstly, this is obviously useful for financial reasons. Secondly, and just as important, by integrating students into the regional employment market, they will considerably increase their linguistic capabilities and become more familiar with the country's employment culture, thereby improving the perspectives of the future graduates.

The Campus Europae initiative will therefore promote its model among employer organisations and trade unions, not only to make the attractiveness of such qualified academics for the European labour market clear, but also to give students to opportunity to acquire experience by working abroad.

4.9 Exchange of Lecturers

- Situation

Within the framework of partnership agreements and the ERASMUS program, lecturer exchanges normally are between one week and two months. Longer stays would have to take into consideration the possibility of either the entire family participating in the exchange or considerable travel expenses. Guest professorships are not realistic alternatives, since these usually result in considerable financial losses for the staff involved.

The linguistic competence of lecturers, in particular their ability to teach in English, is not equally available in all subject areas.

- Conclusions

Campus Europae will allow the following targets to be achieved more easily:

- trouble-free mutual recognition of studies abroad
- learning from each other will lead to a qualitative improvement in teaching
- setting up joint teaching and research projects
- development of joint final examinations

These can only be achieved if teachers know both their colleagues and the teaching and research requirements at the other participating universities, and can become familiar with their the learning and working cultures. This includes chairing seminars, advising students, involvement with examinations and contribution to the organisation of student projects. The length of stay should therefore be long enough to complete a constructive lecture period at the host university, i.e. half an academic year (semester), plus an examination period.

Specific efforts are required to motivate lecturers to spend longer periods of time at other universities. From a financial perspective, this can be best supported by the exchange of lecturers in the guise of “service at another location”. This means that lecturers sent to other universities will teach there under the same obligations as at their home university and continue to be paid their home salary.

The guest lecturer's teaching hours should correspond with those normally required at the host university. However, to maintain an incentive for participating in the scheme, the number of teaching hours at the host university should not exceed those at the home university. At first, the number of compulsory teaching hours could be reduced, provided this is due to the reorganisation (language, research organisation, administration-related additional burdens) or can be justified by synchronising with the employees at the host university.

Regarding the increased financial cost (travel expenses, accommodation, food, etc.), the terms of the respective national agencies responsible for supporting the employment of academics abroad are applicable.

A pre-requisite for taking part in such an exchange is that lecturers be proficient in English. Provisions to specifically promote linguistic competence are just as necessary as the (initial) bonus given to those lecturers who teach in English, be it in the form of a financial incentive or a reduction of the minimum number of compulsory hours.

4.10 Campus Europae and its contribution to the development of European Universities

Campus Europae takes up the suggestions made in Bologna, Salamanca and Prague, and aims to quickly implement them within the "European Higher Education Area" by taking the experiences of previous exchange programmes into account and giving them new impulses:

1. The Campus Europae project adds a European dimension to higher education by providing students with an in-depth knowledge of at least three European regions.
2. The project will enable students to experience the "European Higher Education Area" already during BA-programmes – i.e. during the first study phase. This will ensure that also those students can acquire "European competence", who will enter professional life – temporarily or permanently – upon graduating with a BA degree.
3. The Campus Europae project demonstrates the European idea of "unity in diversity" by bringing students in contact with the so-called "minor" European countries and languages.
4. The Campus Europae study programme will enable students to communicate in at least four European languages (three for English native speakers).

5. Using a new concept of academic exchange, Campus Europae encourages participating universities to improve the quality of their teaching and the transparency of their courses.
6. Campus Europae increases the international competitiveness of the participating universities.
7. The large number of foreign students will lead to internationalisation: changes in lifestyle and learning culture at the respective universities.
8. Campus Europae adds a European dimension to university degrees and improves employment prospects for graduates in Europe and world wide.

- A contribution to the development of European universities

Campus Europae accepts the legal structures presently existing. Therefore, participation is open to any university, and there are no barriers to entry.

What is new is the co-operation in four aspects:

- a. the emphasis on the European idea and the objective of promoting a European identity,
- b. the promotion of an early period of study abroad,
- c. the way it addresses linguistic issues,
- d. the use of a standardised procedure for the accreditation of studies.

Particularly this new approach to linguistic issues will give smaller European countries the chance to attract students from other EU countries.

In its current stage, there are no evident reasons why the concept cannot be applied to other universities or university consortiums. All provisions serve to use Europe's cultural diversity as a competitive advantage and to prepare European students for a future in global markets and multicultural environments.

5. The European University Foundation

As a logical continuation of the process which was started in Bologna, the universities participating in Campus Europae see a special duty in promoting an awareness of a European identity amongst students and teachers. “If Europe ever does become unified, it will do so as a common cultural area.” Whether this objective is achieved or not essentially depends on opinion leaders and multipliers in European countries, many of whom are university graduates, specifically experiencing the special qualities of Europe. As declared at their 4th conference in Luxembourg on 4/5 March 2002, the universities involved want to

“actively use Europe’s cultural diversity as a way to prepare students to work in a global market and within multicultural teams”

to achieve their objective of quickly adding a European dimension to teaching, learning and research.

The fact that the universities involved want to take responsibility for realising this objective corresponds to the European idea of academic self-management. The European University Foundation should provide the framework for this, forming the common body of the association. As the umbrella organisation, it will act as the co-ordinating authority for the association. At the same time, it is the institutionalised forum for participating universities, in which decisions regarding strategic affairs will be made. To ensure close and unhampered co-operation, the participating universities are drawing up a set of regulations which will form the foundation for common conduct and direction. As the self-governing authority, the EUF has the task of ensuring that the participating universities observe the rules and standards, as well as evaluating the performance of the universities.

The universities working together in the EUF mutually support each other. Together they create the conditions for a high level of student and teacher mobility. They agree on a minimum of terms relating to the organisation of studies, whereby arrangements regarding the course structure and the mutual recognition of study undertaken abroad also aim to make the special features of the respective university accessible to students from other participating universities.

For graduates who have successfully completed their studies in accordance with the stipulations of Campus Europae, the EUF awards them the right to add “CE - Campus Europae” to their degree qualification. This addition indicates that graduates of the participating universities are especially qualified for positions within Europe as well as being good representatives of Europe on other continents. In order to strengthen the employment potential of this title, the solid co-operation of the EUF with employers and trade unions in Europe is an important pre-requisite.

The EUF, based in Luxembourg, will be composed of three bodies:

- the Council, which includes representatives of the participating universities;
- the Governing Board, consisting of 15 members proposed by majority vote in the Council, and further co-opted members from business and politics who should be open to European thought and the promotion of the universities;
- the Secretary General or the Executive Committee.

The foundation’s funding will initially be through grants alone. The Prime Minister of the Grand Duchy of Luxembourg, Jean-Claude Juncker, has agreed to chair of the Governing Board.

6. The history of Campus Europae

The project is based on the preparatory work of the “Initiative ESU/EUF – European Universities within a European University” – now known as the “Initiative Campus Europae (European University Foundation) e.V.”. This initiative includes members such as Dr. Konrad Schily and Prof. Dr. Meinolf Dierkes, former Senator Christa Thoben, the Managing Director of the Bucerius Law School Hamburg, Jürgen Buring, former State Secretary Dr. Christoph Ehmman, and the former director of Deutsche Bank Luxembourg, Dr. Ekkehard Stork. It was proposed by former Chancellor Helmut Kohl and supported up by his successor, Gerhard Schröder shortly before Germany’s term of presidency of the EU. Events in Kosovo during the first half of 1999 led to other political priorities being placed on the agenda within the European Union, with the result that in early 2000, the government of the Grand Duchy of Luxembourg was asked to assume patronage of the project.

A memorandum was distributed by the Initiative in early 2000 concerning the creation of the university association “Campus Europae”. It substantiates the concept of the close integration of the European university systems, a process initiated in 1999 by European educational ministers within the framework of the Bologna process. This position paper describes in detail the steps toward a co-operation between universities in Member States and Accession Countries, the changes to be achieved as well as a procedure for the implementation of the project.

Under the patronage of Prime Minister Jean-Claude Juncker and Science Minister Erna Hennicot-Schoepges, this project led to the launching conference on 20/21 June 2001 in Luxembourg, which was attended both by representatives from governments as well as universities. At the conference, the universities willing to undertake further co-operation agreed on the following closing communiqué:

“The university representatives agree to examine the establishment of a consortium consisting of universities committed to excellence in research and learning. Therefore, the university representatives agree to consider and to examine the establishment of the European University Foundation as an organisational platform for the co-operating universities. The European University Foundation is the co-ordinating framework; it serves to create conditions that are necessary for the successful co-operation between the universities; this framework contributes to greater self-governance and a strategic vision.

The main purpose of the consortium is to create a field of experimentation generating exemplary experiences, which would then feed into the process of establishing a network of higher education in Europe. The consortium mainly aims at allowing students to gather multifarious experiences in at least two participating universities in two different countries, as well as to efficiently pursue their studies. This should ultimately lead to the creation of a Campus Europae (CE) label. Close co-operation and effective co-ordination between universities is thus required. Degrees awarded by participating universities will identify graduates as being well prepared for professional requirements in European domains of business, science and culture (and politics, CHE).

Feasibility studies investigate how the requirements for cooperation in the network can be met. Some of the requirements have been laid down in and endorsed by the Salamanca Report of 30 March 2001.

The university representatives commit themselves to conducting and completing feasibility studies within a 12 to 18 month period of time. Additionally, the signatories agree to cooperate during this process and to present the results at a follow-up conference.

Based on these results, further steps towards implementation can be agreed upon.”

This launching conference resulted in a significant change of perspective, which is of crucial importance to the whole project. The original idea was to base the project on the joint planning of the association by governments and individual universities, in order to ensure that individual institutions would also possess the autonomy required for such co-operation. Yet, the conference discussion showed that this route was blocked by a multitude of formal and ideological obstacles.

The participating universities therefore decided to form the association from member universities, to fully exploit their own decision-making possibilities and to only include governments in isolated cases.

This included the attempt, at least during the planning phase, to steer clear of direct state finance as far as was possible. Between 1998 and 2001, the initiative was funded exclusively by resources from the Quandt Foundation and through a grant by the media entrepreneur Leo Kirch. Since 2002, the German Allianz Foundation and the Volkswagen Foundation have contributed financially to the project. The government of the Grand Duchy of Luxembourg was the host of all conferences so far.

7 Outlook

Campus Europae is open to every university which feels committed to the project's objectives.

Campus Europae is not rigid in its structure. The study model which forms the basis of this concept is an example, which is useful for the purpose of realising the objectives of the project. Other examples can be just as useful and beneficial. Constant monitoring of the results of this project and its optimisation are constitutive components of Campus Europae.

The time is right for increased and closer co-operation within the European Higher Education Area. The universities participating in Campus Europae are ready and able to lead this process of growing together, and to show that further obstacles can be overcome.