



Maastricht University

*Leading
in Learning!*

Co-creation of Region and University

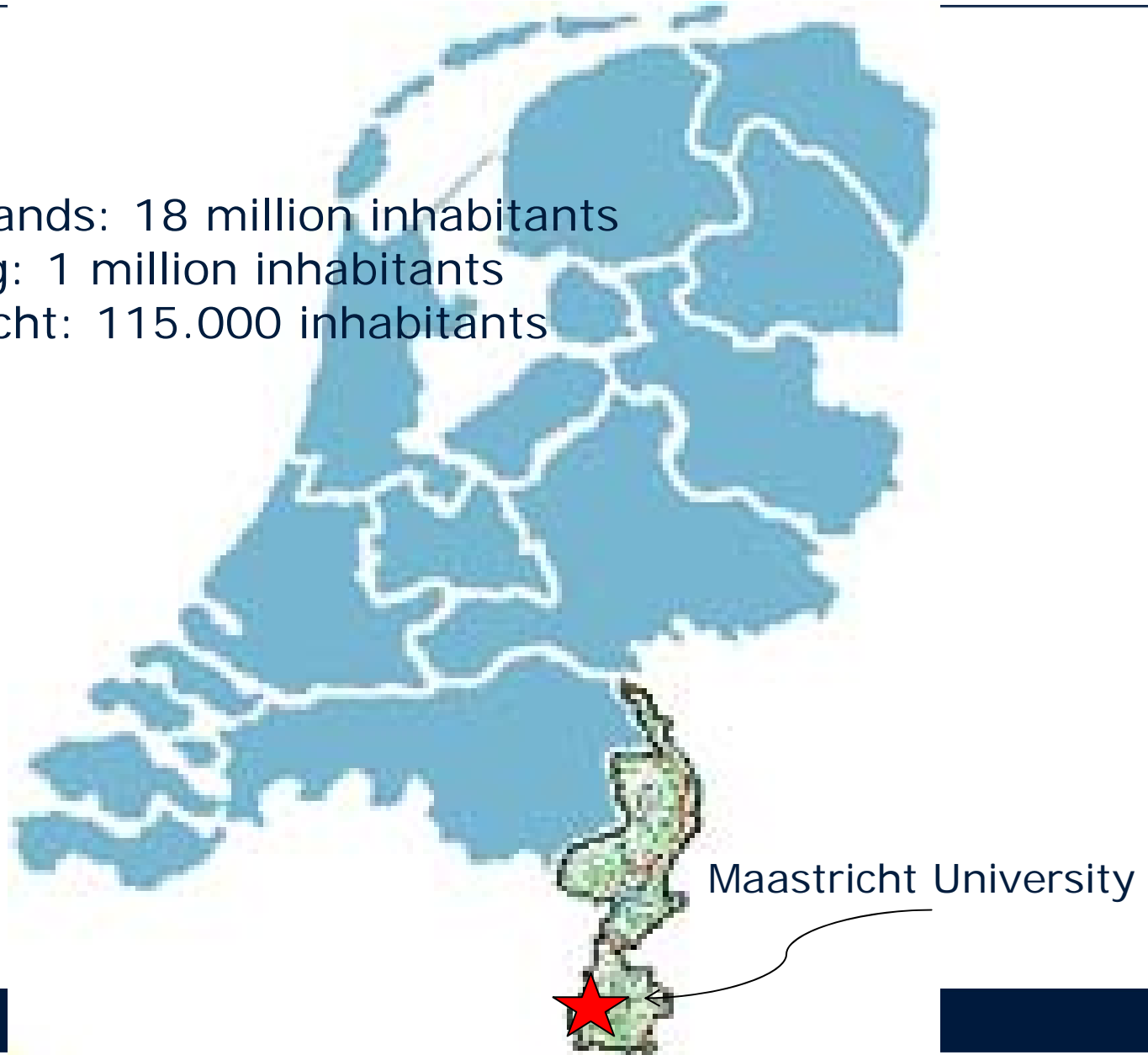
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Netherlands: 18 million inhabitants
Limburg: 1 million inhabitants
Maastricht: 115.000 inhabitants



History: from coal to carbon

- 1840: first industrialised area in the Netherlands
- 1900: coal mining industry and agriculture: more than 90% of all employment
- 1950: DSM made transition to bulk chemicals
- 1970's: closing of coal mines; in some areas more than 30% unemployment
- 1976: foundation of the university as a medical faculty
- 1980's: expansion of the university and the academic hospital; transition of DSM to fine chemicals; decline of automotive and ceramics industry
- 1990's: internationalisation, start of valorisation of the university; decline of agriculture; DSM makes the transition to life sciences
- 2004: regional innovation policy. UM and DSM align policies with regard to life sciences
- Now: joint ambition of co-creation in 4 campuses of open innovation

Development of the university

- Founded in 1976 as a medical faculty. Started with 50 students.
- In the 70's development of Problem Based Learning as educational concept. Local hospital transformed into academic hospital
- In the 80's development of new programs in Health Sciences, Economics, Law, Math and Informatics, Cultural Sciences. Research base is extended
- 1992: University grows till 6.000 students. Maastricht Treaty: internationalisation with Erasmus program. Education is regarded as one of the best in the Netherlands
- 1999: Student number passes 10.000. Transnational cooperation with Hasselt University (B). Strong support by Province. University changes working language to English.
- 2009: student number some 14.000 from which 50% foreign coming from some 70 countries. University establishes linkages in India, China, Arabia, Poland and Turkey. Alumni circles in 25 cities in the world uniting some 15.000 alumni (from the 30.000).

Research

- Limited resources: concentration in a limited number of areas
- Focussed on:
 - Cardiovascular
 - Food and Nutrition
 - Primary Health Care
 - Brain research
 - Labor and Organisation
 - Innovation
 - Europe
 - Governance
- Strong institutes
- Problem driven

World universities top 200 (Times Higher Education Supplement)											
2007	2006	2005			peer review score	employer review score	Staff/student score	citations/staff score	international staff score	international students score	overall score
1	1	1	Harvard	US	100	100	100	96	93	91	100
2*	2	3	University of Cambridge	UK	100	100	99	83	98	91	97,6
2*	3	4	University of Oxford	UK	100	100	100	82	97	96	97,6
2*	4*	7	Yale University	US	100	98	100	91	84	75	97,6
5	9	13	Imperial College London	UK	99	99	100	81	98	100	97,5
6	10	9	Princeton University	US	100	94	95	97	83	75	97,2
7*	7	8	California Inst. of Technology	US	100	55	100	100	100	91	96,5
7*	11	17	University of Chicago	US	100	97	100	86	71	90	96,5
9	25	28	University College London	UK	96	97	100	82	91	98	95,3
10	4*	2	Massachusetts Inst. of Techn.	US	100	99	85	98	34	94	94,6
48	69	58	Universiteit van Amsterdam	NL	84	81	81	70	76	32	78,6
63	86	53	Technische Universiteit Delft	NL	75	80	66	72	83	67	74,4
84	90*	138	Universiteit Leiden	NL	81	63	35	93	78	40	71,7
89	95	120	Universiteit Utrecht	NL	80	55	65	80	38	24	70,9
111	172*	157	Universiteit Maastricht	NL	43	72	80	81	68	99	66,2
130*	67	70	Technische Univ. Eindhoven	NL	48	48	99	69	60	48	63,8
148	97	108	Wageningen Universiteit	NL	39	28	88	87	46	97	61,5
163*	92	57	Erasmus Univ. Rotterdam	NL	51	97	28	88	64	45	59,7
173*	232*	-	Rijksuniversiteit Groningen	NL	48	51	69	74	62	29	58,2
185*	115	217	Universiteit Twente	NL	46	42	61	76	75	51	57
195*	137	177	Radboud Univ. Nijmegen	NL	40	19	82	75	83	31	55,8
N.B.	183*	186	Vrije Universiteit Amsterdam	NL	-	-	-	-	-	-	-

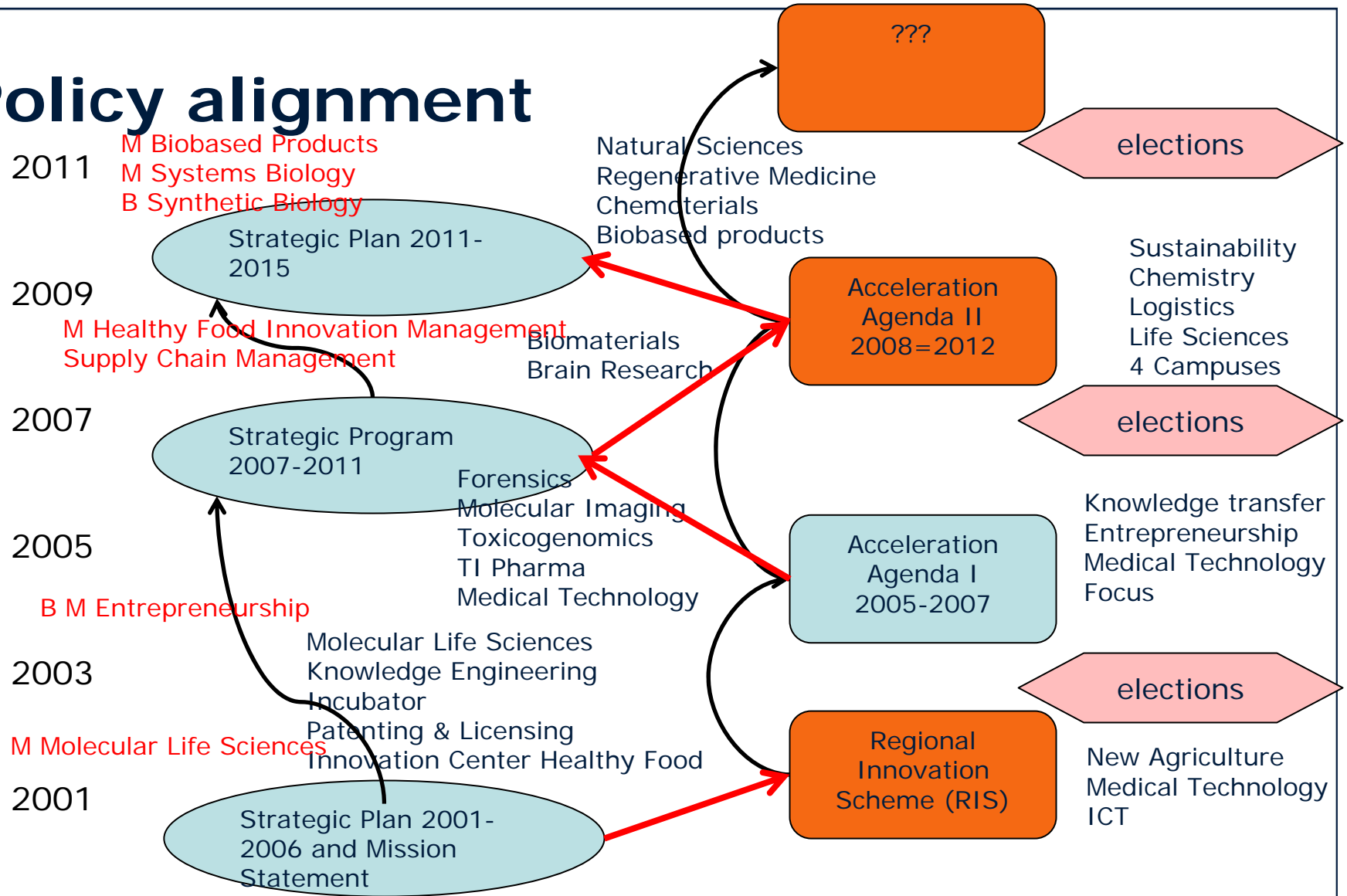
Bron: Times Higher Education - QS World University Rankings 2007 en eerder

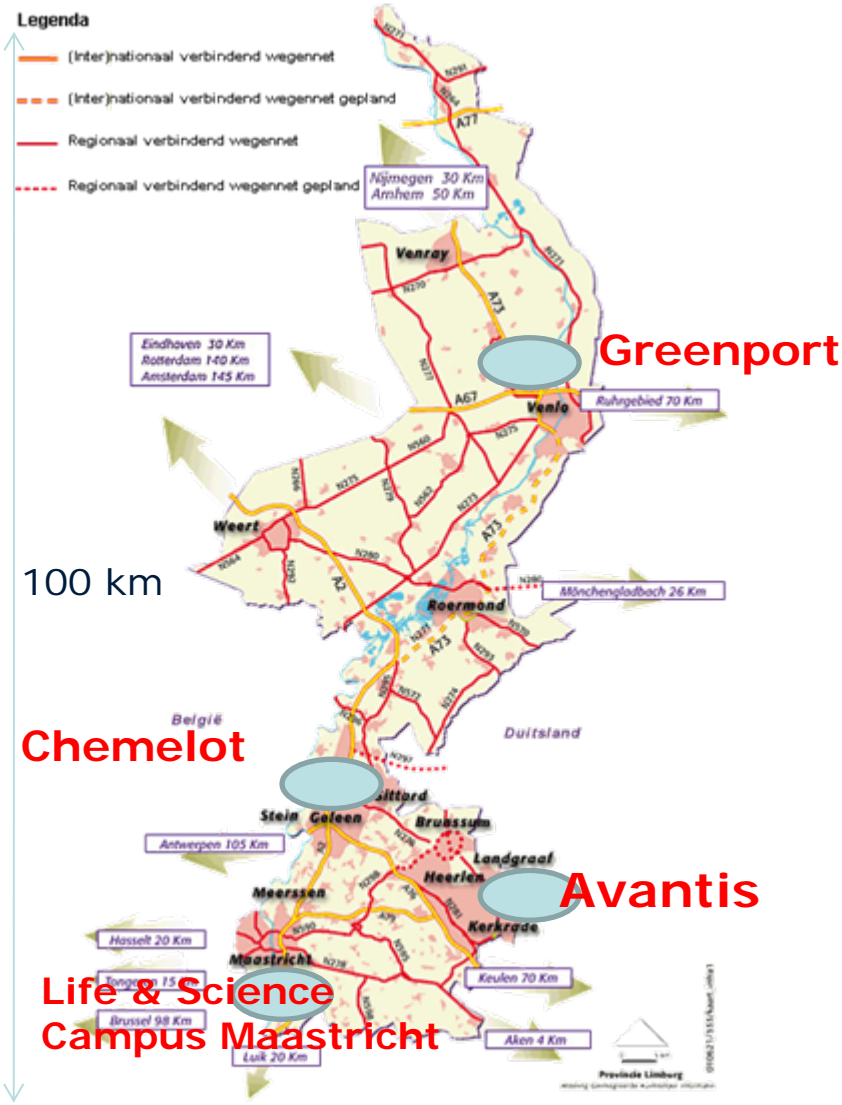
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Regional involvement by university

- Valorisation from 1990's onwards:
 - University holding; now some 30 subsidiaries
 - Patenting and licensing
 - Student spin offs: some 200 created
 - Incubator, seed funding
 - Center for Entrepreneurship
- Regional innovation schemes: product development, knowledge transfer, shared facilities. Mainly in life sciences and medical technology
- Connection to adjacent universities: Eindhoven, Aachen, Hasselt and Liege. And to international networks (FP 5, 6, 7)
- Participation in policy development of the Province and cities. Member of many networks
- Largest employer of the Province (directly 7.000 workforce, 14.000 students). Contributes some 5% of Regional Product

Policy alignment





Greenport: cluster of agriculture and logistics

UM has office in Venlo

Master programs in coll. with other HE
Knowledge Transfer

Innovation Center Healthy Food

Floriade 2012: building open campus

Target: create 2.000 new labour places

Chemelot: open campus for innovation in chemistry and biology under construction

UM has first 2 spin offs on campus

Joint program to develop >1.000 knowledge intensive labour places

Master programs in natural sciences on campus

Avantis: open campus for sustainability

Under construction (now only solar)

UM plans big centre for imaging

Maastricht: open campus for life sciences and brain research

Target: create 3.000 labour places

How is this possible?

- University has region as target in mission statement but will not become a regional university: bring international competition to the region: you have to be excellent and that means you have to be focused
- Mutual understanding of university and regional authorities: shared vision, intense communication, mutual use of expertise, joint projects of policy development. Also after elections with the new officials
- Support to the university is long term investment. Both parties understand: province has to show patience, university has to understand societal needs and how to connect this with research and education policy
- Province and other authorities are willing to invest and can expect return on investment: i.e. contract on support for life sciences obliges the university to deliver in 5-10 years time: graduates, patents, spin off companies, earning capacity for research. Non compliance results in direct pay back.
- Crucial role is there for companies: they create the economic added value. Facilitate that knowledge can be put at work in companies: from the region, imported ones and spin offs. University offers graduates with skills
- Hardest problems: what is in it for researchers, rules of engagement for governmental support