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**UNIVERSITÄT
BERN**

Strategy 2012

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1. Foreword

The University of Bern is undergoing a major change. For one thing, the region requires an institution of higher education that is on a par with the universities and Swiss Federal Institutes of Technology in Zürich and Lausanne/Geneva. It also requires a university that can compete at a high international level. Therefore, the University of Bern must focus on its strengths and refine its profile; it must implement the necessary structural adaptations, and enter into strategic alliances and useful cooperation agreements with other universities. In view of this situation, the Senate of the University of Bern requested the University Board of Directors to draw up a long-term Strategy.

Extending to the year 2012, the Strategy takes into account the general objectives and targets outlined in the Government of the Canton of Bern's performance mandate (objectives and targets) to the University of Bern for the years 2006 – 2009. The Strategy also anticipates various changes due to occur in higher education, which are bound to strongly affect the future structure of universities in Switzerland.

- The most important factor in this process are the Bologna agreements intended to renew higher education by harmonizing academic degrees across Europe.
- The Swiss Government accredits Swiss universities on a regular basis. The revised Swiss Federal Law on University Development (*Hochschulförderungsgesetz*) is also in preparation. Its purpose will be to adjust federal funding of institutions of higher education. Moreover, it will improve coordination of cost-intensive areas, gather certain areas of research in National Centers of Competence, and firmly establish quality management.
- Institutions of higher education operate in a competitive world both nationally and internationally, vying for the best Master's and PhD students from Switzerland and abroad, and therefore having to comply with the toughest of standards. Scientific research has long had an international outlook. Swiss universities must push their achievements to the highest international level. Finally, the need to improve transparency of costs and achievements means that universities are increasingly being compared with each other.

Conceptually, the Strategy is in keeping with the University of Bern's de-centralized organization, respecting material and strategic decisions made by the faculties and the Conference of Interfaculty Units. Therefore, by setting strategic objectives, the Strategy defines development areas and focal points, i.e. areas of potential strengths. Any such instrument can provide no more than an outline of development objectives and targets. Therefore, the Strategy will not pre-empt actual policy decisions but has been designed to define the broader context within which to initiate and guide development processes.

The University of Bern's new Strategy aims at two levels:

Level one relates to general targets for the University, including guidelines for its long-term development. The Strategy is based on the University of Bern's self-perception, which defines as its most important objective the type of institute of higher education that the University aims to be, as well as its most important distinguishing features.

- It would appear to be a plausible and realistic mid-term aim for the University to become a Type III institute of higher education, i.e. one that predominantly provides national Master's programs without neglecting the regionally important Bachelor programs.
- Moreover, the University should aim to provide various Master's and PhD programs that will enable it to continue to play an important international role,
- while its research remains geared to high international standards,
- some research areas achieving top international results.

The University of Bern emphatically continues to perceive itself as a multi-discipline university. Not only does it aim to provide a well-balanced range of high-quality courses in six major fields,

i.e. the humanities, social sciences, economics, law, science and human and veterinary medicine, it will also promote the dynamic development of carefully selected specialist disciplines in the context of the six fields. This approach will enable the University to continue to provide such high-quality education and research. The University's general external and internal distinguishing features are

- its translational research programs (both in higher and continuing education) as well as (translational) research based on performances in disciplinary scientific research that, in some areas, will be on a par with the world's top institutions.
- Superb quality of (student) life
- and an attractive social, economic and political context will further enhance the University's appeal.

Level two of the Strategy concerns departmental targets to bridge the gap between the University's general objectives and departmental portfolios, i.e. of individual strategic areas in its faculties and academic fields that still need to be developed. So-called minimal and performance targets will therefore be defined to ensure compliance with the University's self-perception at department level. In other words, each department's development targets are therefore essential to define decentralized (departmental) strategies in accordance with the Cantonal Performance Mandate in the context of departmental performance agreements between the University Board of Directors and the faculties and/or the Conference of Interfaculty Units.

The University Board of Directors is fully aware of the fact that any strategy requires the active support of each and every member of staff. It is equally certain that this dynamic process will strengthen the internal and external relevance and impact of the University of Bern.

Prof. Urs Würgler, Rector

2. Strategic Planning 2012: General objectives

2.1 The University of Bern's self-perception

2.1.1 Preliminary note

Any university's self-perception defines the **kind of institution of higher education** that it wishes to represent. The same is true for major **features** distinguishing it above all other institutions of its kind.

Self-perception involves the following:

- relative significance of key activities in higher education and research (i.e. the university as a place of higher education, and/or as a place of research);
- relevance of revenue generation (i.e. the university as an institution whose revenue is primarily intended to assure its existence and future development v. the university as a profit-oriented enterprise);
- relative significance of key competitive activities (i.e. international, national or regional); and
- features relevant to the university as a whole that not only distinguish it above all other institutions of its kind, but also outline its competitive profile.

2.1.2 Desirable type of institute of higher education

The following description of types of institute of higher education combines the above-mentioned items a) to c), which form the basis of any university's self-perception.

Table 2-1 presents a range of types of institute of higher education that may assist to define the self-perception of the University of Bern. The proposal further assumes:

- that the University of Bern is to remain a multi-discipline university,
- which implies a complete rejection of it being reduced to the status of specialized university (St. Gallen model);
- that the University is to remain a public institution of the Canton of Bern (Art. 1, cantonal University Act, UniG) and that it will not transform itself into a profit-oriented enterprise.

Finally, the description in Table 2-1 is based on the assumption that academic research is, of course, geared to international standards – a fact which is, therefore, not mentioned explicitly.

The University of Bern as an education and research institution			
<p>Type I</p> <p>Predominantly regional outlook</p> <p>Focus on BA programs; MA programs secondary</p>	<p>Type II</p> <p>Regional and national outlook</p> <p>Focus on regional/national BA and MA programs; PhD programs secondary</p> <p>International top-level achievements in a few specific research areas</p>	<p>Type III</p> <p>Predominantly national and international outlook</p> <p>Regional/national BA programs</p> <p>Focus on national MA and PhD programs</p> <p>International top-level achievements in various research areas; international MA and PhD programs</p>	<p>Type IV</p> <p>Predominantly international outlook</p> <p>Focus on international MA and PhD programs</p> <p>General ambition to be among the world's top research institutions</p>

Table 2-1: Types of institute of higher education relevant to the University of Bern's self-perception

Especially with regard to academic teaching (see also **Annex II**), the University currently represents a type-II institute of higher education – as do most other Swiss multi-discipline universities.

- Most of its programs are regional, with some national programs,
- while its research is on a par with international standards,
- with a few specific areas achieving top-level recognition internationally.

It would appear both plausible and realistic for the University in the mid-term to aim to become a **type III institute of higher education**

- that predominantly provides national Master's programs without neglecting the regionally important Bachelor programs.
- Moreover, the University should aim to provide various Master's and PhD programs that will enable it to continue to play an important international role,
- while continuing to gear its research to high international standards,
- with some research areas achieving highest international results.

2.1.3 Distinguishing features

Any institution that wishes to excel above and beyond its competitors requires distinguishing features. It is often quite a challenge to define such features for large, "diversified" service providers owing to their heterogeneous portfolios of activities and need to identify features that apply to the entire institution (as a "common denominator"), involving at least the most relevant peer groups (i.e. students, lecturers, assistants, staff; actors in the political and private-sectors).

The following preliminary tasks have been carried out to identify the University of Bern's most specific and plausible distinguishing features:

- identification of distinguishing features emphasized by other Swiss universities;
- identification of the University's specific potential strengths (in teaching, research, infrastructure, etc.);
- identification of specific potential strengths of the University's geographical context.

Analysis of these features shows that they can be attributed to **three different groups** of "broad" application, i.e. to the entire University:

- translational research programs (higher and continuing education) and translational research, some of which ranks among the world's best;
- excellent quality of (student) life at the University itself and regionally;
- the University's attractive social, economic and political context.

Annex III contains a list of sub-features that are part of features (2) and (3) above, underscoring both their potential of differentiation and their realistic nature.

Based on established and potential areas of excellence, feature (1) – i.e. translational higher education and research – will have to be defined more precisely (see Section 2.3).

2.1.3 Summary of the above

Core of self-perception (what type of institute of higher education?)

The University perceives itself as a multi-discipline university. It aims to provide a well-balanced range of high-quality programs in the six major fields, i.e. the humanities, social sciences, economics, law, science and human and veterinary medicine, including a dynamic development of specialist disciplines.

The provision of such high-quality education and research will require targeted selection of disciplines promoted in the six fields.

As an education and research institution, the University's performance will attain the highest national and international standards.

Distinguishing Features

The University of Bern distinguishes itself by

- its translational programs (higher and continuing education) and translational research based on disciplinary scientific research performances that, in some areas, are on a par with the world's top institutions;
- very high quality of (student) life;
- attractive social, economic and political context.

2.2 Strategic objectives

2.2.1 Preliminary note

The following section defines strategic objectives deemed relevant to the University's development. They circumscribe its self-perception as defined in Section 2.1, and are based on the conviction

- that the knowledge-based society and workplaces in Switzerland will continue to require increasing numbers of academically trained executives, managers and staff in order to compete successfully at an international level;
- that the current trend towards regional concentration around the financially powerful Swiss Federal Institutes of Technology (Zürich/St. Gallen; Lausanne/Geneva) presents an existential challenge to the University of Bern, which must be met by establishing a "third university center *Mittelland*";
- that in the six major fields of the humanities, social sciences, economics, law, science and medicine, the University of Bern's achievements are sufficiently substantial to actively promote the establishment of such a third university center, and to defend its position as the leading university;
- that in view of financial constraints, it is becoming increasingly important not only to make better use of existing sources of funding (i.e. by developing appropriate performance profiles), but also to access new resources.

Two groups of objectives are being distinguished here, i.e. general strategic ones of relevance to the University of Bern as an academic institution, and task-related strategic objectives that define the University's chief targets at regional, national and international level.

2.2.2 General strategic objectives

1. The **University's core mission** is to ensure excellent higher education and research geared to high scientific standards. High-quality research is a key requirement for high-quality higher education. In this sense, the University of Bern professes unity of teaching and research. Moreover, its continuing education programs provide an important link between the world of academe and society at large.
2. Science-based teaching and research comply with international standards. The University's **international outlook in both teaching and research** must therefore be encouraged.
3. The University of Bern perceives itself as a **multi-discipline university**. It needs to make better use of its currently eight faculties that testify to its great strengths in teaching and research. Interdisciplinarity and networking make significant contributions towards the University's appropriate responses to transdisciplinary issues.
4. The University of Bern firmly believes that Switzerland requires a **third university center** alongside the centers of the Universities and Swiss Federal Institutes of Technology in Zürich and Lausanne/Geneva. The University of Bern aims to actively promote the development of such a center, and will continue to strengthen its own leadership role within the center.
5. The University wishes to engage in **institutionalized strategic alliances** with other universities, especially if they contribute towards the establishment of a third university center, and/or strengthen the University's general position.
6. The University wishes to engage in **disciplinary cooperation** with other universities if they strengthen its own competence in higher education and research. It will pay close attention to international specialized cooperation.
7. The University of Bern will fully implement the **Bologna Declaration** by the 2006/07 winter term. In the mid-term, the University of Bern is to be guided by the planning parameters for tertiary education in Switzerland developed by CRUS, the Rectors' Conference of the Swiss Universities.
8. **Existing resources** are to be secured and made better use of by developing services relevant to higher education, research and the service sector. **New resources** are to be accessed by engaging in appropriate, targeted activities (i.e. sponsoring, alumnus organizations).

2.2.3 Task-oriented strategic targets

The University of Bern has regional, national and international tasks for whose achievement the following targets are of particular relevance:

- 1) **At a regional level**, the University of Bern will
 - a) provide Bachelor and Master's programs and high-level continuing education to respond to the higher education requirements of the population, the private sector and the regional public administration;
 - b) be a focal point for the creation of innovative enterprises based on forward-looking scientific insights and technologies; as well as
 - c) enter into and nurture cooperation with Bern-based actors that can strengthen translational higher education and research, and enhance or strengthen the University's political, social and economic standing.
- 2) **At a national level**, the University of Bern will
 - a) provide the best Master's, PhD and MAS programs in Switzerland;
 - b) increase its stake in the research funding market (in particular from the National Science Foundation); maintain NCCRs, and promote public and private joint ventures;and

- c) provide services in fields that stimulate academic research and education, and/or generate revenue in response to existing demand.
- 3) **To enhance its international outlook**, the University of Bern will
- a) provide Master's and PhD programs that attract international students and young scientists;
 - b) provide MAS programs that attract international participants;
 - c) provide specific support to young scientists to enhance their career options in the highly competitive international context;
 - d) increase the number of participants in EU research projects;
 - e) achieve research results in a few specific areas that are on a par with the world's top institutions; as well as achieve good, and mostly excellent, international research results in all other disciplines.

2.3 Areas of excellence

2.3.1 Preliminary note

In keeping with the type of institute of higher education that the University of Bern aims to be, it will achieve the highest possible international results in various fields. Translational research and related programs (in particular specialized Master's and PhD programs) will significantly contribute towards the University's achieving its goal. Moreover, such credible top-level results are likely to strengthen the University's standing in Switzerland.

In keeping with the definition of strategy as outlined in Section 1.4, Strategy 2012 refrains from identifying clearly delineated organizational units whose support will have higher priority. Rather, the Strategy outlines fairly broad areas of excellence that may attract the interest of researchers/scientists/lecturers from various departments. Areas of excellence are to be interpreted as an incentive to focus existing and new resources so that critical mass may be secured or attained. Their purpose is to further develop existing centers of competence in higher education and research, and to create a limited number of new ones. To reflect this two-pronged approach, the following paragraphs will distinguish between **existing areas of excellence** and areas of excellence with development potential (= **potential areas of excellence**).

2.3.2 Established areas of excellence

Established areas of excellence are based on the University's research achievements and related study programs that

- enjoy significant respect among the international and/or national community,
- and comply with at least three in five of the following criteria.

The five criteria are:

- 1) Recognizably significant need of research and potential for innovative research;
- 2) Socially, technologically, economically and/or politically relevant issue with appropriate resourcing potential (public institutions and/or private sector);
- 3) Issue with distinguishing potential in the context of national and/or international competition;
- 4) Issue with potential of activation in higher education and research (higher and continuing education);
- 5) Issue that allows flexible forms of transdisciplinary cooperation (interdisciplinarity, networking).

Applying the above criteria to the University of Bern, taking into account its international/national achievements in higher education and research, the University boasts the following **areas of excellence (NCCRs)**:

- 1) Climate
- 2) North-South: Global Change Management
- 3) International Trade Regulation

- 4) Space Technology
- 5) Translational Biomedical Research

The term **established areas of excellence** refers to achievements by specific units (chairs, institutes) of the University of Bern that enjoy the highest possible academic reputation as well as great relevance in the University's other strategic contexts. Such units focus a significant part of their resources on the area and have demonstrated their commitment to continue to do so. Ideally, cooperation among various units will produce centers of higher education and research that will be able to defend their current leading positions.

2.3.3 Potential areas of excellence

The term "potential areas of excellence" refers to issues regarding to which the University has development potential. More specifically, this means that

- units boasting significant achievements in higher-education and research already exist;
- further units already exist at least part of whose resources could be invested in thematic projects;
- such units may already be involved in thematic cooperation schemes with other universities or institutes of the University of Bern, but have yet to achieve a (significant) break-through.

Potential areas of excellence may develop into actual areas of excellence if they can mobilize or attract critical resources of specific units at the University of Bern.

Essentially, potential areas of excellence should submit broadly outlined descriptions of issues that – in analogy with established areas of excellence – comply with at least three of the five selection criteria mentioned in Section 2.3.2, above. Whether such a potential area of excellence will lead to more specific developments that will merit the entire University's support will largely depend on its respective units' (chairs, institutes) recognizable, pro-active initiative, and on the commitment of superordinate institutions' (departments, faculties).

It has been suggested that development may be initiated or enhanced in the following potential areas of excellence:

- 1) Medicinal Technology
- 2) Molecular Pathogen-Host Interaction
- 3) Public Governance
- 4) Arts and Culture, especially in a regional context
- 5) Translational Biomedical Research

Other potential areas of excellence should be defined in a process of open competition that includes interdisciplinary aspects. Performance agreements with faculties and the Conference of Interfaculty Units should address the issue of developing and further refining potential areas of excellence.

3. Strategic Planning 2012: Specific targets for individual units

3.1 Targets for the development of unit portfolios

3.1.1 Strategic areas

As has been shown in Section 1.4, strategic management ultimately involves defining investment and development priorities for resources, programs, research, etc. Organizational units are therefore to be defined as strategic areas in charge of resources and the provision of services.

Hence, the eight faculties should be defined as strategic areas at a global level, including the Conference of Interfaculty Units with its research institutions (Interdisciplinary Center for General Ecology, *IKAÖ*; Center for Continuing Education, CCE). Since the program in General Ecology has been defined as a minor subject, and the Center for Continuing Education is a provider of programs in continuing education, these disciplines are not listed by the Federal Office of Statistics – nor are they mentioned in the unit portfolios. Finally, Central Administration is also to be considered as a University unit.

At faculty level, there is great heterogeneity of disciplines and programs gathered under each faculty roof. For example, the Faculty of Law ultimately provides one type of degree, while the Faculty of Humanities provides over fifteen programs and degrees. Strategic areas defined at sub-faculty or sub-scientific discipline level are designed to take this disparity into account. The Federal Office of Statistics' Code of the Swiss University Information System (SIUS) provides categories in which to record specific disciplines.

Using these categories means that SIUS data can be accessed easily to compare the University of Bern with similar Swiss institutions in order to ascertain the relative market position of its strategic areas in higher education and third-party research funding, and to assess the current standing of its unit portfolios.

In total, planning level 1 has eight, planning level 2 has thirty-six strategic areas (excluding Interdisciplinary and Central Administration). Table 3-1 provides an overview; a detailed list of strategic areas can be found in **Annex IV**.

Strategic areas Planning level 1	Number of strategic units Planning level 2
Theology ¹⁾	3
Humanities	15
Human Sciences	3
Law	1
Economics & Social Science	4
Science	7
Medicine	2
Vetsuisse	1
Interdisciplinary ²⁾	2
Central Administration	1

Table 3-1: Number of strategic areas per faculty

1) incl. Religious Studies (integration into Humanities from 2007 onwards has been agreed)

2) General Ecology and Continuing Education

3.1.2 Data on the current situation of strategic areas

Defining investment and development priorities requires data that are adequate to assess the potential success of strategic units, in particular data that allow comparisons with other Swiss universities. At the very least, such data must provide information regarding the position of the University's strategic areas and units in the higher education and research "markets". What is specifically of greatest interest is the University's relative market position in higher education and third-party research funding against all other Swiss universities. It would also be interesting to have comparative data on "standard costs" of higher education at all Swiss universities, because – according to the Swiss government's deliberations on the revised Swiss Federal Law on University Development (*Hochschulförderungsgesetz*) – they will have a major impact on fund allocation.

The SIUS of the Federal Office of Statistics provides national data on student numbers, academic degrees and third-party funding, in particular third-party research funding, that can be used to calculate the University of Bern's relative market positions in higher education and third-party research funding. However, no data are currently available on standard costs of higher education. It would also be interesting to have figures on the strategic areas' resources, where – again – there is a lack of comparative data across Switzerland.

Table 3-2 provides **background information on the current situation** of strategic areas in planning level 1 – based on data available in April 2006. This will have to be updated on a regular basis, i.e. at least once a year, at the beginning of the winter term. **Annex V** provides detailed explanations on how to define specific coefficients; it also provides background information on strategic areas in planning level 2.

	Theol.	Arts	Hum.Sci.	Econ./ Soc.Sci.s	Law	Sci.s	MED	Vetsuisse	Total
Be: No. of grad. students (3-yr-Ø 02/03-04/05)	216	2'200	1'397	2'127	1'436	1'848	1'503	410	11'137
CH: No. of grad. students (3-yr-Ø 02/03-04/05)	897	17'299	10'328	18'922	11'990	15'505	8'014	1'050	84'005
Be: No. of PhD students Winter Term 03/04	31	184	73	117	119	441	407	91	1'463
CH: No. of PhD students WT 03/04	182	1'994	606	1'580	1'304	4'394	2'028	318	12'406
Be: No. of Diploma grad.s (3-yr-Ø 03-05)	9.33	204.00	131.00	284.00	192.67	190.00	180.67 ²	40.67 ³	1'232.33
Be: No. of Doctoral grad.s (3-yr-Ø 03-05)	2.00	23.33	12.00	15.33	20.33	96.33	203.33	53.33	426.00
Be: BE students WT 03/04 ¹	86.3%	53.5%	45.0%	57.5%	85.1%	63.8%	53.0%	36.7%	55.9%
Be: International students WT 03/04 ¹	6.2%	5.2%	4.9%	4.1%	2.3%	4.1%	2.7%	2.2%	4.0%
Be: International PhD students WT 03/04	38.7%	21.9%	17.6%	23.8%	18.3%	33.2%	17.9%	29.7%	25.0%
Be: Proportion in all BE students WT 04/05	83.9%	66.2%	67.8%	60.0%	70.4%	70.2%	85.3%	91.3%	63.3%
Be: 3rd-party res. fund. p/prof. FTE (3-yr-Ø 02-04) ⁴	38'084	114'650	229'329	126'988	74'076	626'616	467'929	40'1529	359'293
CH: 3rd-party res. fund. p/prof. FTE (3-yr-Ø 02-04) ⁴	110'815	82'263	141'944	270'746	95'909	460'106	502'721	464'492	330'023
Be: No. of professorships (FTE) 2004 ²	11.70	47.85	14.25	26.80	19.60	73.60	80.80	20.56	294.96
Be: Personnel costs Fin. Acc. 2004 (CHF)	5'809'224	37'403'897 ⁴	⁵	17'446'313	11'537'773	57'587'938	69'977'931 ¹	25'157'823	224'920'988
Be: Total costs Fin. Acc. 2004 (CHF)	6'322'883	41'356'057 ⁴	⁵	19'276'549	12'532'255	68'494'568	186'913'922 ²	31'932'697	366'828'931
Be: Total revenue 2004 (CHF)	1'876'742	20'398'489	14'148'772	17'119'727	11'136'676	83'336'567	136'121'333	32'255'645	316'393'951
Be: Total costs 2004 (CHF)	8'901'996	55'877'814	29'339'727	32'646'296	20'171'569	158'442'355	295'942'201	59'954'440	628'530'102
Be: Total partial costs 2004 (CHF) ³	6'754'932	37'237'960	17'531'491	23'791'035	13'961'219	111'068'266	140'898'063	43'300'279	384'056'395
Be: Degree of cover total costs 2004	21.1%	36.5%	48.2%	52.4%	55.2%	52.6%	46.0%	53.8%	50.3%
Be: Degree of cover partial costs 2004	27.8%	54.8%	80.7%	73.5%	79.8%	75.0%	96.6%	74.5%	81.3%

¹ Except PhD students
² Tenured/associate professors, assistant professors
³ State Examination
⁴ Incl. Hum. Sci.
⁵ Will be shown separately from 2006 onwards
⁶ See Annex V-8 for detailed explanations on data shown here

Table 3-2: Background information on the faculties' current situation

When considering the core tasks of the University as regards higher education and research, its **relative market positions in higher education and third-party research funding** are of particular interest. They are provided in Table 3-3 and presented in portfolio form in Illustration 3-4.

Data are based on average figures over three years. A relative market position of "1.5" in higher education means that the Faculty's number of majoring students is fifty per cent (50%) higher than the Swiss average, i.e. it corresponds to the average number multiplied by 1.5.

Relative market positions in third-party research funding are shown as average numbers per professorship to enable comparisons and to avoid putting the University's smaller faculties at a disadvantage. A relative market position of "0.5" means that third-party research funding per professorship amounts to fifty per cent (50%) of the Swiss average, i.e. it corresponds to the average amount multiplied by 0.5.

Obviously, quantitative (i.e. numerical) data do not reflect all relevant aspects to assess a strategic area's potential for success. What tends to be disregarded, for example, are top-level research achievements not relying on third-party funding; services that enhance the University's regional standing; and cooperation with both state and private institutions. Nor do quantitative data reflect special circumstances such as extraordinary teaching loads that restrict research capacities; nor services or achievements required by the Cantonal Performance Mandate that may have a similar effect.

While quantitative data are important to present an overview of the current situation and to define investment priorities and development targets, the planning process must nevertheless include complementary data and information regarding special services and circumstances, as well as other, more qualitative assessment criteria.

	Relative market position (MP) in higher education ¹	Relative market position (MP) of research funding per professorship (FTE) ²	Number of students at the University of Bern, 3-yr Ø (2002/03 to 2004/05) ¹
Theology	1.7	0.34	216
Humanities	1.0	1.39	2'200
Human Sciences	1.1	1.62	1'397
Econ. & Soc. Science	1.1	0.47	2'127
Law	1.1	0.77	1'436
Science	1.1	1.36	1'848
Medicine	1.3	0.93	1'503
Vetsuisse	0.9	0.86	410
¹ Basis: Majoring students 2002/03 to 2004/05 (FOS)			
² Basis: 3rd-party funding excl. service revenue (<i>DL-Erträge</i>) 2002/03-2004/05 (FOS)			

Table 3-3: Relative market positions in higher education and 3rd-party research funding; number of students

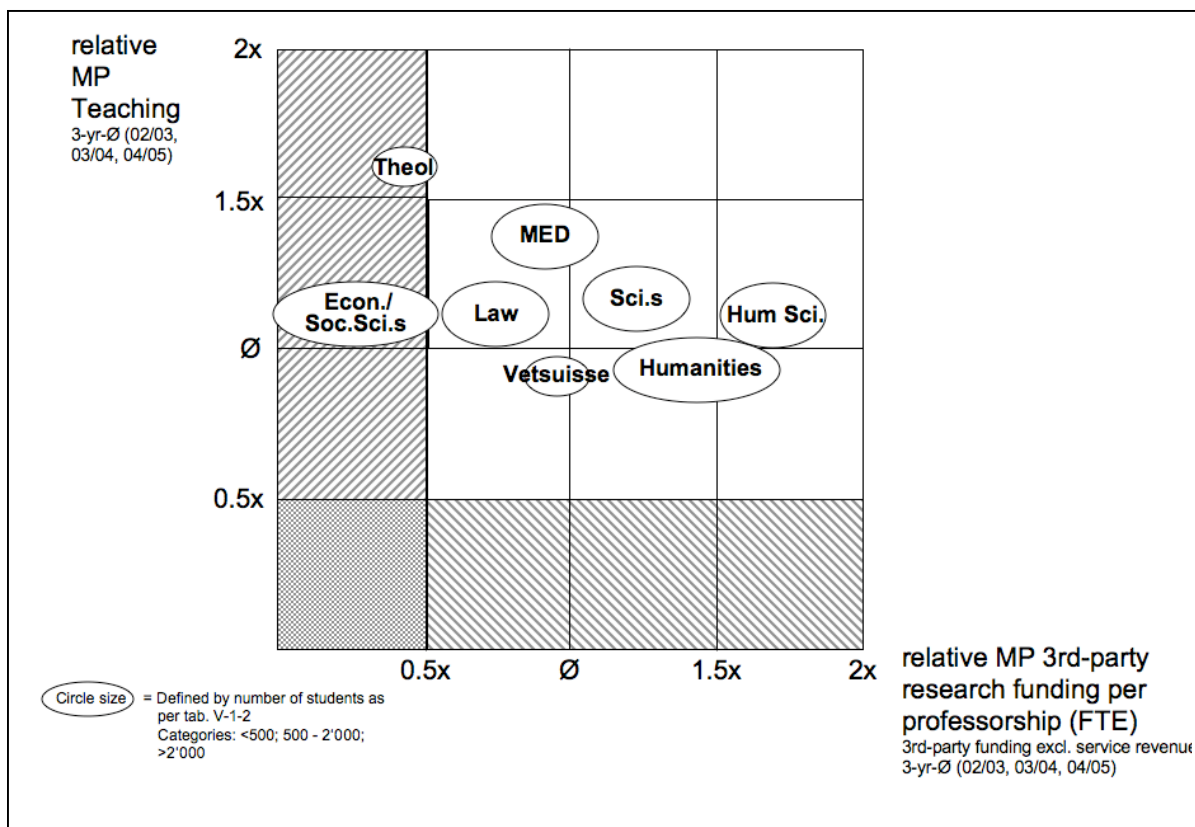


Illustration 3-4: Portfolio of strategic areas (planning level 1)

3.1.3 General targets in strategic area development

The following targets in strategic area development are derived from the strategic targets defined in Section 2.2. They are to push the University's development from a type-II institute of higher education up to the level of a type-III institute of higher education according to the University's self-perception described in Section 2.1.

We distinguish between minimal and performance targets:

- Minimal targets must be achieved in the course of the next two years, i.e. by the time Strategy 2012 is evaluated in 2008; in some specific situations, non-compliance with individual minimal targets may be compensated; concrete reactions will, however, need to be initiated; alternatively, such findings may indicate the need for strategic action.
- Performance targets correspond to the University's desirable achievements and positions according to its self-perception described in Section 2.1; in the mid-term, performance targets should be achieved – even exceeded – by all strategic areas.

In essence, all targets apply to all strategic areas in planning levels 1 and 2. Insofar as targets have been defined numerically (absolute values, percentage values, coefficients), they apply to each strategic area as a whole. In other words, specific units (in particular, individual chairs and institutes) may show lower values if they are compensated for by other units.

To make sure that unquantifiable aspects are taken into account, "**verifiably excellent achievements**" and "**significant contributions**" have been included in the definition of strategic area development targets. Based on proposals submitted by the respective faculties, the University Board of Directors will define performances and contributions deserving of the above-mentioned

attributes. To illustrate the possible range of services, a list of examples of such performances and contributions has been attached to the list of targets.

The following **minimal targets** have to be met by all strategic areas. Non-compliance may indicate the need for strategic action:

Minimal targets in higher education

- Relative market position: 0.5 min;
- Transition to Bologna-compliant programs consistent with University Board of Directors targets;
- Compliance with CRUS guidelines on implementation of Bologna program; at least specific projects exist and are indicative of realistic chance of implementation.

Minimal targets in research

- Relative market position in third-party research funding per professorship (FTE): 0.5 min; lower values may be set off by "verifiably excellent achievements in research";
- Number of PhD/habilitation graduations: min. 0.25 per full professor and year.

Minimal targets in regard to Local Relations and accreditation requirements

- Introduction of University Quality Control System consistent with the targets of the University Board of Directors.

The following **performance targets** are binding for all strategic areas. Compliance indicates that the respective strategic area has achieved a level corresponding with the University's self-perception.

Performance targets in higher education

- All programs comply with Bologna and CRUS requirements;
- The strategic area is making "significant contributions" towards strengthening the University's international standing as an institution of higher education, particularly in the form of programs, courses and/or cooperations;
- The strategic area is making "significant contributions" towards strengthening the University's national or regional standing as an institution of higher education (= either proportion of non-Bernese students: >50%, or proportion of all Bernese students registered with all Swiss universities: >60%, or provision of ongoing programs in continuing education (3 times or 3 years minimum), particularly in the form of programs, courses and/or cooperations;
- Relative market position: 1.0 min.

Performance targets in research

- The strategic area achieves research performances that rank among the top third internationally;
- The strategic area encourages internationally competitive young academics by providing and/or participating in PhD programs, and by taking further measures to create a research-oriented environment;
- The strategic area participates in national and/or international research projects;
- Relative market position of third-party research funding per professorship (FTE): 1.0 min.

Performance targets in local relations

- The strategic area is making "significant contributions" towards improving the University of Bern's local relations, i.e. its embeddedness in the social, economic and political context.

Performance targets (2) and (9) apply to the Humanities and Science Faculties, respectively, as a whole.

The following list presents the kind of performance and contributions required to comply with minimal and performance targets.

Categories and examples of «verifiably excellent achievements» and «significant contributions»

- A) Verifiably excellent achievements in research (e.g. publications of international relevance, participation in international/national research projects, anticipation of research trends, NCCR etc.);
- B) Significant contributions (in particular available educational programs and cooperation schemes) towards improving the University of Bern's international standing (e.g. international specialized Master's and PhD programs; provision of continuing education programs with participation of international students and lecturers; international exchange programs; international cooperation; etc.);
- C) Significant contributions (in particular of educational programs and cooperation schemes) towards improving the University of Bern's national and regional position (e.g. unique national programs; programs attracting >50% of non-Bernese students; programs attracting >60% of all Bernese students registered with Swiss universities; sustained continuing education programs in at least three courses, or over three years; teaching cooperation schemes, especially in the context of a third university center);
- D) Significant contributions to enhance the University of Bern's local relations, i.e. its embeddedness in the political, social and economic context (e.g. start-up promotion and establishment, cooperation with public institutions/private enterprises/trade associations, cooperation in "state" committees, provision of services not prescribed by the state and generating annual revenues > CHF 100 000; etc.);
- E) Contributions towards sustainable accreditation requirements (in particular implementation of university quality control system in higher education and research; implementation of Bologna/CRUS programs; above-average communication efforts, both internally (students in particular) and externally (potential students, University's social context).

Annex VI illustrates how minimal targets to identify areas requiring strategic action could be implemented, also suggesting some major options for such strategic actions.

3.2 Unit-level strategies

3.2.1 Preliminary note

Whether or not the University's strategic objectives can be achieved depends on what activities and initiatives are launched by its strategic areas. Given the multitude of general and task-related targets, a specific strategic area cannot be expected to make significant contributions towards all targets. Evidently, there are great differences regarding the resources and existing performance profiles of individual units. It would therefore be logical to expect strategic areas to adopt different strategic tasks or "roles" in respect to their own requirements as regards pursuing and implementing Strategy 2012. Specifically, this means that certain task-related targets will be highlighted, or that higher-than-average contributions will be expected in any given area.

According to the University's conception of its own strategy, it will not be the University Board of Directors that will prescribe the strategic areas' specific targets and tasks. Rather, they will be defined by the faculties and their respective strategic areas in terms of unit-level strategies, to be included in their respective performance agreements with the University Board of Directors. It would seem important, therefore, that each strategic area define clear task and target-related priorities, i.e. clearly define the "strategic role" it is willing to play in the context of implementing the University of Bern's global Strategy 2012.

3.2.2 Possible roles of strategic areas

From the point of view of the University, some broadly defined strategic roles can serve as outlines of unit-level strategies to express relevant areas' self-perception, including their specific, prioritized tasks and objectives.

The following roles are of particular relevance to the implementation of the University's Strategy:

- Core areas
- Core areas with focus on Master's programs/Switzerland
- Core areas with focus on international specialized Master's programs
- Core area with focus on research
- Core area with focus on continuing education

Certain strategic areas, especially broadly defined ones and those enjoying significant resources, may adopt various roles. Moreover, role definitions may deviate from the above distinctions, and can be defined in the context of performance agreements.

Any **Core area** is expected,

- to make a significant contribution towards achieving the University's strategic objectives, both at regional and national level;
- to have the number of students and the kinds of resources that will enable it to easily comply with CRUS programs;
- to provide relevant Bachelor and Master's programs that will enable it to achieve a significant market position (relative market position in higher education: >0.75), with a significant number of students from the canton of Bern (proportion of Bernese students: $>60\%$);
- to achieve at least minimal targets, but preferably performance targets, with regard to research and PhD/habilitation programs.

Any **Core area Master's programs/Switzerland** is expected to

- provide Master's programs, independently or in cooperation with other institutions;
- hold a predominant market position in Switzerland (relative market position in higher education: >1.0), with a significant proportion of non-Bernese students (proportion of non-Bernese students: $>50\%$);
- achieve at least minimal targets, but preferably performance targets, with regard to research and PhD/habilitation (post-doc) programs.

Any **Core area with a focus on international specialized Master's** is expected to

- provide international specialized Master's programs, independently or in cooperation with other institutions, that achieve a significant position on the international market, chiefly attracting international and non-Bernese students ($>50\%$);
- achieve at least minimal targets, but preferably performance targets, with regard to research and PhD/habilitation programs.

Any **Core area with a focus on research** is expected to

- achieve outstanding research performances that exceed performance targets (relative market position, research >1.0);
- provide international PhD and habilitation (post-doc) programs;
- achieve at least minimal targets, but preferably performance targets, with regard to higher education.

Any **Core area with a focus on continuing education** is expected to

- provide one or several certificate, diploma or MAS programs in continuing education that are either market leaders or unique to Switzerland;
- provide programs whose quality has been approved in accreditation or external evaluation processes;

- achieve at least minimal targets, but preferably performance targets, with regard to research.

3.2.3 Suggested structure of unit-level strategies

Strategies at unit level provide the basis of performance agreements 2006/2009 between the University Board of Directors and the University's faculties. It may be more appropriate to eschew specific strategy papers to focus instead on directly defining relevant objectives in respective performance agreements. Illustration 3-5 presents a suggested structure for faculties and departments wishing to define a strategy for their area. Evidently, this is not intended as a final document but will have to be adapted to their respective requirements.

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| <ol style="list-style-type: none">1. Self-perception of strategic areas<ul style="list-style-type: none">⇒ In particular definition of strategic tasks as core area, etc.2. Unit-level strategic objectives and targets<ul style="list-style-type: none">⇒ Implement particularly relevant general and achieve task-related objectives and targets to comply with self-perception⇒ taking into account objectives according to Section 2.2, and targets according to Section 3.1 of the University's Strategy 20123. Strategic policies/plans of action<ul style="list-style-type: none">⇒ Establish specific programs or plans of action to reduce strategic deficits (in particular regarding lack of achievement / minimum achievement of minimal targets according to Section 3.1)⇒ Establish specific programs or plans of action to develop and/or expand strategic strengths |
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Illustration 3-5: Suggested structure of strategies at unit level

4. Further Action

At its meeting of April 25th, 2006, the University Board of Directors approved the draft of Strategy 2012. In agreement with the Deans, it conducted a questionnaire survey ending May 31st, 2006, among the faculties and the Conference of Interfaculty Units of the University of Bern, on the contents of Strategy 2012, to ascertain their agreement with or rejection on principle of Strategy 2012.

Faculty-level concerns will be dealt with at a later stage. In order to implement Strategy 2012, and based on the Cantonal Performance Mandate for 2006-2009, the University Board of Directors will agree on development foci and targets with the faculties and the Conference of Interfaculty Units. Specifically, the faculties and their individual strategic areas will have to define their tasks or "roles" in function of their specific targets for the promotion and implementation of Strategy 2012. If by end May 2006, the faculties and Conference of Interfaculty Units essentially respond positively to the survey, an updated draft of Strategy 2012 will be presented to the Senate meeting on June 20th, 2006, for approval. The senate will have to approve the following University Board of Directors proposals concerning the contents of Strategy 2012 as they affect the entire University:

- 1) Self-perception of the University of Bern according to Strategy 2012;
- 2) Strategic objectives according to Strategy 2012;
- 3) Areas of excellence according to Strategy 2012;
- 4) Development targets for unit-level portfolios according to Strategy 2012;
- 5) Definition of unit-level strategies to implement Strategy 2012 in the context of performance agreements between the University Board of Directors and the faculties/Conference of Interfaculty Units based on the Government of the Canton of Bern's Performance Mandate (objectives and requirements) to the University of Bern for the years 2006 – 2009.

Following a second reading on October 31st, 2006, for final approval of Strategy 2012 by the University senate, performance agreements will be agreed with the faculties and the Conference of Interfaculty Units no later than the beginning of the academic year 2007/08 to define the future direction and long-term objectives of the University of Bern in the context of Strategy 2012, and in compliance with the Cantonal Performance Mandate for 2006 – 2009, as well as with the above-mentioned performance agreements.