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- **Deliverable 10 : EUREA**
- **Intermediary Report**
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Introduction

The EUREA Project can certainly be described as a complex project: great number of participants scattered over Europe, novelty of the underlying concepts, consensus-based process to elaborate, etc.

Despite this level of complexity, the objectives have been reached: the way to the implementation of the EUREA meta database is opened, and this is the result of the work of the various horizontal work groups that have been constituted.

- **A mutual knowledge** that confirmed the pertinence of our objective: the partners have a strong expertise in e-learning and ICT that, when mutualized, make it a unique task force in Europe. Moreover, the partnership has at its disposal an impressive range of digital academic and scientific resources that we were able to quantify thanks to the inventory of digital resources that was conducted within the consortium.
- **An emerging model** that covers the definition of the fundamental concepts (through the elaboration of a business model), the IPR management, the design of the technical architecture.

Today, one month before the end of the feasibility study, two work axes remain:

- The test of the pilot system (work package 4) whose implementation is currently underway,
- The preparation of the implementation (work package 6) that includes:
 - the ratification of the emerging model by the institutions (political level);
 - the definition of the legal status of the European EUREA support centre envisaged in the emerging model;
 - the precise definition of the upcoming procedure : setting-up of the implementation project with the definition of the appropriate strategy and the distribution of the tasks between the partners;
 - the search for complementary funds to enrich the inventoried content, for which a huge part is not indexed. The partners have agreed on submitting a proposal in the framework of the eContentPlus programme.

The closure meeting that will take place in Milan on October 24th and 25th will give us an opportunity to review the results obtained and to analyze the various components of the project (work methodologies, commitment of the partners, available resources, etc.) in order to anticipate and to optimize the management of the foreseen implementation project that should start in spring 2006.

The consortium's priority now lies in the presentation and promotion in each partner university of the emerging model that comes out of the feasibility study, by the various teams gathered around the project: the main stake of these promotion and dissemination activities is the ratification of the model at the institutions' political level and their commitment to support the implementation project through the provision of the available resources. All the participants to the project have therefore been mobilized around this common task since July, and especially the coordination team (ULP). The delay

in the writing and delivery of this intermediary report is a direct consequence of this strong involvement.

Generally speaking, all the partners have respected their commitments as regards objectives and activities. Several tasks have been accomplished with a significant delay in comparison with the initial plan, but without affecting the global functioning of the project. These delays were generally the consequence of human restraints that still appear in European universities when it comes to developing the use of ICT. The enclosed Gantt diagram compares the actual schedule to the planned one.

These positive outcomes can be partly explained by the strong underlying political motivation of the partner universities to collaborate as a matter of higher education, these universities being federated by their LERU membership as well as by the agreement on the visions and needs of the various e-learning centers of the partner universities.

The results obtained are presented in the joint deliverables:

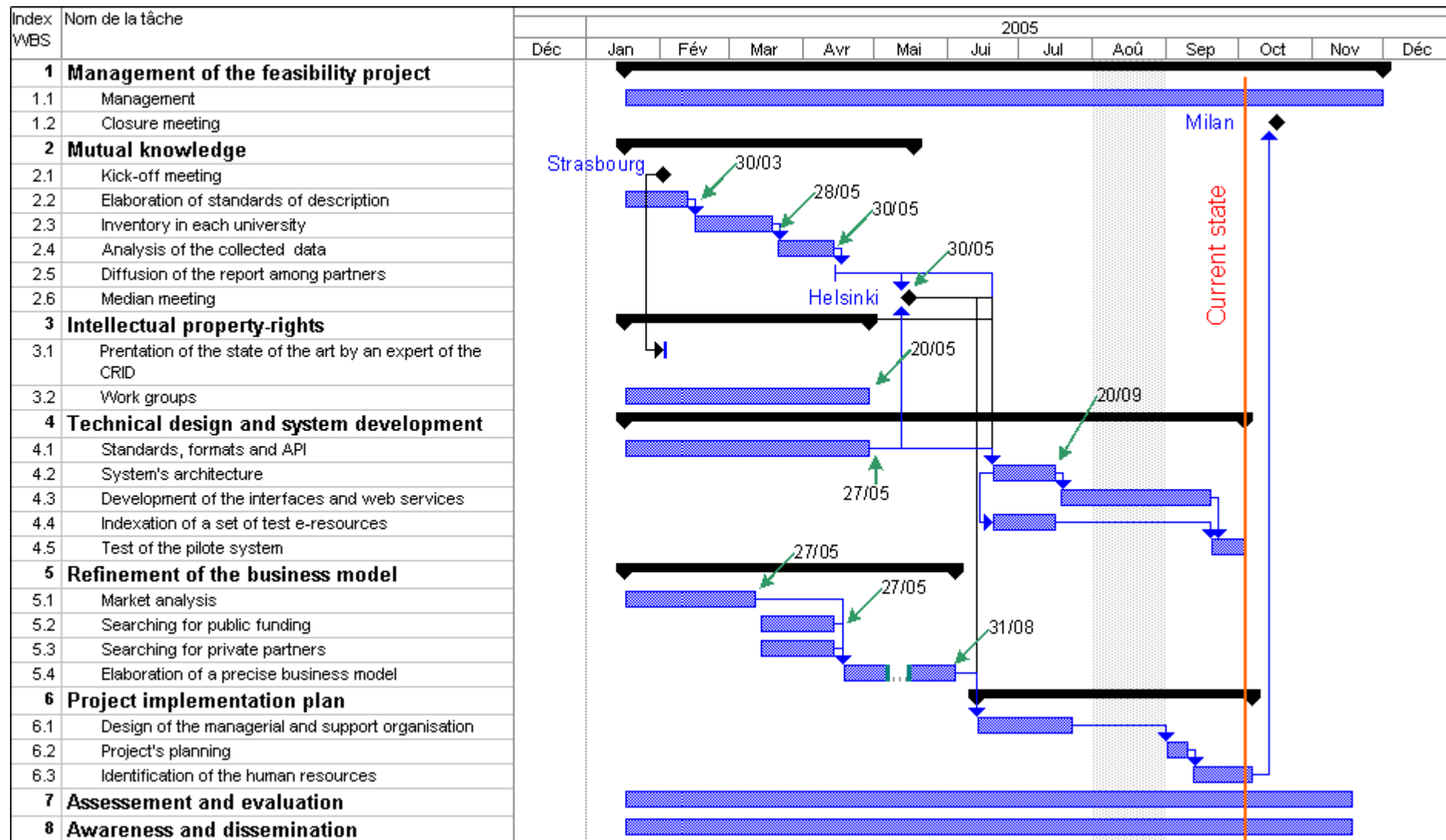
D1. Inventory of the digital resources: standardized grids of description [D1.1], description of the results of the inventory and comparative analysis of the results [D1.2], report presenting the content that could be mutualized [D1.3].

D2. IPR: the plan of action validated by all the partners for the elaboration of an appropriate licensing and remuneration scheme.

D3. Data and metadatabase structure: the results and propositions of the standards format and API work groups [D3.1] and the approved architecture of the mutualisation system [D3.2].

D5. Market analysis: a case statement, with a record of the elements of the project [D5.1], results of the searching for private partners and for public funds [D5.2] and a market analysis [D5.3].

D6. Business plan. NB: this version is only the draft version that will be amended thanks to the comments made by the partners.



Key dates of EUREA versus the initial Gantt diagram

Overview of the project's outcomes

Work Package 1: Management of the feasibility project

The first strategical management activity consisted in the setting up of the appropriated tools for communication between the partners and collaborative work in transversal team over the 9 universities. Considering the strong motivation of the consortium to forge ahead with our collaboration in higher education, the aim of this initial setting-up was went beyond the strict framework of our feasibility study: we were trying to organize the best conditions for a distance collaborative work, in the long term. It took roughly three months for it to become totally effective.

The partnership now has at its disposal operating work methodologies, and a real task force has been created. This was not the easiest part in the project's follow-up, considering the scope of the project and the lack of mutual knowledge among the partnership.

A significant amount of human resources

Coordination (ULP)

A project manager (Anne Goudot) is in charge of the project's follow-up. An assistant has been hired, financed by the European grant (Véronique Debord).

Other tasks

In each university, resources have been identified for the different work packages and groups planned. A grid defining the human resources was sent by the project manager to each university, which was invited to fill it in. Using the filled forms that were sent back, work groups were constituted: a mailing list has been launched, followed shortly afterwards by the creation of dedicated seminars on the project's collaborative platform (see section "Tools").

Each university has identified:

- a person in charge of the project locally (who is also our direct contact),
- a contact on IPR issues,
- a contact on technical issues,
- one or two members of the Steering Committee

Operational collaborative work methodologies

Tools

Various already existing tools are being used among the consortium, facilitating the development of strong and effective collaborations.

A dedicated collaborative platform (ACOLAD, <http://eurea.u-strasbg.fr>)

As a collaborative work tool, the consortium uses the ACOLAD platform, which is a distance learning platform created and used at the ULP Multimedia. This platform's functionalities meet the needs of the consortium for:

- a common virtual place that facilitates the creation and consolidation of relations between the project's participants (a true virtual community has been created, which is shown by the high number of visits to the platform),
- Structuration and flexible sharing of the produced resources,
- Communication between the partners (synchronous: chat and asynchronous: discussion forums),
- Steering Committee's decision-making process: Steering Committee's debates and votes (easy-to-use and efficient),
- Collaborative elaboration of common documents.

Other tools: Mailing lists and VideoConferences

The consortium also uses more classical tools for distance collaboration, such as:

1. **Mailing lists:** several have been created (a general list that includes all the participants to the project, separate ones for each work package, and a specific one for the Steering Committee)
2. **Videoconferences:**
 - Classical VCs: a form was sent to all universities asking them to indicate their references and parameters. The received data were then centralized by the ULP.
 - Flashmeeting: ¹ Flashmeeting is a new tool that has been introduced by the Katholieke Universiteit Leuven. It appears as particularly appropriate to the needs of a large consortium. It indeed facilitates the setting-up of meetings including a greater number of participants.

Methodologies

By choosing to use technical tools developed within the partner universities to collaborate, the consortium also encourages best practice exchanges.

An internal charter as an organizational framework

Since no consortium agreement was required for the EUREA feasibility study, the partners decided to create an internal charter that is setting the rules regarding the organization of the consortium. It was elaborated by the ULP, debated by the members of the Steering Committee, and the final version was unanimously accepted by the partners. It has been made available to all the partners on the Acolad platform (Cf Appendix 1).

¹ FlashMeeting is a project of The Centre for New Media, which is a part of The Knowledge Media Institute, based at The Open University, Milton Keynes, UK. It is a simple but sophisticated web based 'meeting' tool, allowing a group of people to setup and have a meeting with each other using the internet. As long as you have an internet connection you can join a FlashMeeting anywhere in the world. Flashmeeting allows video and audio broadcast over a network or internet, and the recording of the meetings for a later use.

An efficient virtual decision-making process

Setting-up an effective decision-making process was an issue of great importance in the success of the project. Part of it lied in the establishment of a voting system. It was decided to use Acolad as our virtual voting place. Debates are being held on the propositions that will be submitted to a vote in discussion forums located in rooms that are accessible to all. Each proposition is therefore discussed in order to identify the problematic elements and to subsequently adapt the propositions. Dedicated forums, only accessible to the members of the Steering Committee, are then opened and are used as ballot box. So far, 5 voting sessions have been held. The coordination team draws up the minutes of the debates and votes that are then sent to the partners and posted on Acolad.

An optimisation of the use of the collaborative tools

The consortium initially had 3 potentially rival work tools: mailing lists, emails, the Acolad platform. It was finally decided that we would systematically use Acolad to work and post resources. Only the general mailing list is used, which enables the partners to send crucial information, and to give hints on what is happening on Acolad: all the documents that are produced within the consortium, as well as all the resources available are being gathered on Acolad. Since the partnership's organization in different work packages is translated on Acolad through the dedicated seminars, we can say that the platform is an image of the project's life (organization, human resources, diverse productions, etc.).

A search for consensus

Discussion forums are systematically opened on Acolad to enable the partners to discuss collectively all aspects of the project, usually after the spadework has been undertaken by the work group in charge of a precise issue. The basic idea is to be able to find solutions that will be accepted by all the partners, in the perspective of the next step: implementing the EUREA system.

Frequent contacts

- Regular virtual meetings have been set up on the collaborative platform Acolad, to enable the partners to meet at least once a week in an Acolad chat room. There, they can discuss a series of topics defined in the meeting's agenda and review the progresses that have been made during the week.
- The partners also have the opportunity to freely organize one-to-one or collective meetings on Acolad, whenever discussion or coordination is needed for the completion of a specific task or work package.
- Regular Flashmeetings and videoconferences have been organized (3 flashmeetings and 5 VideoConferences so far).
- Two physical meetings took place since January: the kick-off meeting in Strasbourg (France), and the median meeting in Helsinki (Finland). EUREA's closure meeting will take place in Milan (Italy) on October 24th and 25th.
- In order to ease the general functioning of the partnership and improve the level of collaboration within the consortium, EUREA's project coordinator have already visited some of the partner universities where work sessions had been organized (Helsinki, Milan, Leiden, Heidelberg) and visits to the other partner universities are planned in the coming weeks (Geneva, Stockholm, Munich, Leuven).

Financial Coordination

An intermediary cost statement is currently underway and all the partners have been asked to provide the coordinating university (ULP) with the required information.

Management and quality issues

The topic of the management quality has been regularly discussed by the project manager and the University of Geneva. The university of Geneva, in the framework of its assessment and evaluation mission (Work Package 7) has given its feedback on the management quality to the project manager, who has also approached Geneva several times to obtain their feedback on the work that has been carried out.

Work Package 2: Mutual Knowledge

Institutions

The EUREA project represented a huge challenge that could not be envisaged without gaining, firstly, mutual knowledge of the various partners. EUREA's kick-off meeting in Strasbourg gave each university the opportunity to introduce itself, both academically and as regards their expertise in the field of e-learning. The median meeting was held in Helsinki on May 30th and 31st.

This kick-off symposium received a wider audience thanks to its broadcasting on the Internet (one complete day out of a 2-day meeting), enabling more partners to follow the presentations. Furthermore, all the institutional presentations as well as the presentations of the e-learning skills of the universities (digital slides) were made available on the Acolad platform.

Thus, the first steps taken in the framework of EUREA have constituted essential stages for the good comprehension of each partner's own way of working and culture. These elements were crucial for the setting up of a sound partnership.

The represented academic fields

Besides, the first meeting enabled the setting up of a first grid to compare the training offers proposed by each partner university, through the represented academic fields. The initial grid allowed the partnership to elaborate a ranking of the most represented academic fields among the 9 partner universities, ranking that was later used by the Consortium during the project within different work packages (see appendix 2).

The ICT expertise (tools, methods, vision, problems)

The EUREA project was also a good occasion to establish a comparative state-of-the-art of the Consortium's member universities' expertise as regards new technologies, and more particularly in the field of e-learning. We could then realize the diversity of situations on several accounts:

- tools used (developed by the university, or commercial ones),
- pedagogical approaches,
- general approaches on e-learning.

It quickly appeared that the consortium should rely on this diversity and not be afraid of it. The European construction does not have as an objective to eliminate all specificities but rather to facilitate exchanges and to enable everyone to “test” the diversity of cultural approaches. The elaboration of a standard therefore implies the integration of this diversity.

An inventory of digital resources in medicine

The objectives of the first work package, coordinated by the ULP, were to enable the partners to gain enough mutual knowledge of their skills in the field of ICT and to elaborate and test a methodology to describe digital resources. It is in this framework that was led the inventory of digital resources in the medicine faculties of the 9 partner universities (only academic field represented in all the universities).

- The first step taken therefore consisted in elaborating resources description grids. These grids were the result of an iterative process that gave all the partners the opportunity to develop a common vocabulary on the notion of “digital resources”, essential step to the constitution of a common work basis.

- The inventory of digital resources was realised in 8 universities (at least in the medicine faculties). It was followed by a statistical analysis of the collected data, realised by the ULP, whose results have been presented in a report. This work enabled us to highlight the importance of the mass of content that could be mutualized, as well as the characteristics of the inventoried digital resources.

All the activities carried out during this work package are presented in the report “EUREA Work Package 2: Inventory of Digital Resources - Final Report” (Deliverable D.2), that was distributed among the partnership.

Work Package 3: Intellectual Property Rights

The law faculty in Namur (CRID) intervenes as an expert in the project on the Intellectual Property Rights issue regarding digital content. The CRID based their study on the answers brought by the partners to a questionnaire that was distributed in April. The conducted study demonstrated the feasibility of EUREA’s objectives as regards copyrights, which was not obvious at the beginning of the project, if we take account of the lack of a legal framework in this field on a European level. Besides, it appeared that a sufficient amount of resources should be dedicated to the IPR issues in order to be able to develop a real protection policy, considering the complexity and the diversity of the content involved (cf Deliverable D.3).

The CRID has also underlined the quasi-absence of expertise amongst the different universities. Research papers will have to be written during the implementation phase so as to create the most appropriate IPR scheme.

A report was produced by Séverine Dussollier from the CRID, integrating the answers to the questionnaire as well as the outcomes of the median meeting in Helsinki (May 30th and 31st). In this report, the CRID also envisaged the elements that should be considered in the drafting of an appropriate IPR policy, considering the project’s objectives. The consortium now has a quite clear image of the actions that will have to be taken during the implementation and of the corresponding resources that will have to be dedicated.

Work Package 4: Technical Design and System Development

The WP4 – Technical design and system development had the objectives of designing the best suitable architecture for the system, considering various needs, demands and specificities of partners, and considering the state of the art in the field of norms and standards. There will also be implementation of a pilot system, which will allow testing of the designed architecture and to observe the possible problems to be solved in the implementation project.

In the first months of the project the WP4 has been started with the task 4.1 – Standards, Formats and API. This included two presentations in project meetings, and using shared working space. Questionnaires were used to map out partners current environments. A proposal for the technology base of the pilot was presented in the median meeting.

The results show that over 50% of participants have a Dublin Core compatible system already set up. Environments supporting LOM standard are almost as popular. Over half have utilized LDAP authentication, and some have piloted on Shibboleth. A few have OAI-PMH compatibility set up, or it could be done quite simply (cf Deliverable D4.1).

A project designer started to work in July 2005 on WP4's next tasks – architecture design, development of interfaces and services, setting up the pilot system and testing. Different platforms were considered to be used in EUREA, and a model to be tested for the technical architecture of the project has been agreed on by the Steering Committee: this hybrid model has a central database, which holds the metadata of the locally stored learning objects (cf Deliverable D4.2). The metadata is harvested and collected to a central database, which is a database with the 'harvester' software. The learning objects and resources are located in the LERU-universities' own repositories.

The testing of the pilot system is currently underway.

Work Package 5: Business Model

Work package 5, Elaboration of a business model, is devoted to the development of the business dimension of the project with an investigation of all the possible ways of commercial operating, with a market analysis, a search for private partners and public funds and the elaboration of a precise business plan.

In March, the partners filled out a questionnaire that the Leuven University had set up with the aim to find out what the wishes, expectations and questions on which the partners wanted an answer. Each partner had the opportunity to explain his answers during a phone call. At the same time the Leuven team investigated existing repositories. These case studies provided a better understanding of how the EUREA meta database can be best organised.

In April, we investigated which networks, partnerships and public funds could assist EUREA in starting the implementation phase and in promoting the use of it. In May, the results of the market analysis and of the search for private partners and public funds were published in two reports, which were discussed at the Median Meeting at Helsinki, 30st-31th May (cf Deliverable D5.2).

In September, a **draft version** of the business plan has been sent to all partners to be discussed on Acolad (cf Deliverable D6). A final version will be available shortly after that discussion. This business plan should provide a model with which the EUREA meta database can be set up.

Work Package 6: Preparation of the implementation project

One of the tasks of the EUREA feasibility study was to prepare the ground for an upcoming implementation. In order to do so, it was essential that the universities agreed on a common model.

The work carried out by the various work groups (IPR, Mutual Knowledge, Business Plan, Technical Architecture, etc.) led to the progressive emergence of this model. Building on this, rich and sound discussions took place during the second meeting of the EUREA project in Helsinki, thanks to the participation of all the partners. They led to the elaboration by the ULP and the Katholieke universiteit Leuven of a set of concrete propositions describing the main elements of the future architecture of the EUREA system. Posted on our dedicated collaborative platform Acolad, these propositions have been discussed by the partners since August 2005. The discussion has been closed at the end of September and a vote session has been opened for the EUREA Steering Committee at the beginning of October (see the list of propositions in appendix 4).

The main propositions lead us to the setting-up of an open system, initially financed by a contribution from the partner universities. The opening of paying services through the EUREA portal is eventually envisaged (global training solutions, CD-ROMs, print-on-demand). At the beginning, the commercial development of the project will be limited to bilateral agreements between the universities and the users.

At the same time, the ULP has elaborated promotional documents towards its partner universities, in order for them to present and disseminate the EUREA project to their boards:

- A list of arguments in favour of the EUREA project has been drawn up by the ULP, with the help of its partners,
- Slides presenting the general concepts of EUREA.

Both of them were made available to the partnership on Acolad.

Work Package 7: Assessment and Evaluation

The WP7 consists first in assessing and evaluating the quality of the management of the project, second in measuring the accomplishment of the objectives, and third by checking the usability aspects of the resulting software tools (the products). To perform this third objective, particular attention had to be given to the appropriateness of the chosen formats, and to the usability of the user interfaces and web services provided by the different partners. Not following this basic recommendation would have a direct impact on the ability of the multilingual meta databases to satisfy stated needs, and would result in delivering low-quality products.

Finding the most suitable document formats for the sharing of e-resources is obviously not a simple process. In order for that process to be the least subjective, a list of metrics has been proposed by the University of Geneva. These metrics, which are part of WP7 deliverables, concern accessibility, adaptability, interoperability, maintainability, portability, facility of development, storage, etc. This set of metrics applies to any kind of data type, be it electronic documents, e-learning objects, meta data, etc. However, these metrics offer no guaranty that some subjectivity is not introduced when allocating values to them. To better identify the critical factors involved in the choice of the different formats,

guidelines have also been provided. The aim of these guidelines and associated metrics is to ease the task of the panel of experts in choosing the formats supposedly the most suited to the EUREA aims. These guidelines and metrics should be used as a way to improve the selection of formats based on criteria as rich as possible. Another part of the WP7 concerned the usability heuristics and associated metrics, which have been suggested to enhance the usability of EUREA database's future interface.

Another aspect of WP7 is the assessment of the quality of the project's management, which includes an evaluation of the objectives. The status of the project is so far in line with what has initially been planned.

Work Package 8: Awareness and Dissemination

The dissemination of the project's results is obviously an essential element in its success. The University of Milan has worked on the creation of the project's visual identity and of a website, making possible a clear information on the project and its promotion.

A visual identity

→ After consulting all the partners, a logo has finally been adopted, relying both on the LERU's logo and on the European Union's visual identity.



→ Templates have been elaborated to enable the consortium to disseminate its results both internally and externally.

A website (Deliverable D8)

An information website on the project's history, its objectives and the related news has been set up and is regularly updated by the Milan and ULP teams. www.eurea.leru.org

A documentary

A documentary on the EUREA project has been realized and produced by the ULP Multimedia audiovisual team. This documentary has then been sent to the partners, and is used today as a promotional tool for the project. It can be seen on UTV, <http://utv.u-strasbg.fr>.

Broadcasting of the kick-off meeting on internet

The university channel Canal2 « Colloques et Conférences », produced by the ULP Multimédia, has broadcast live on internet the project's kick-off meeting, thus enabling a larger audience to follow the

presentations and debates that took place during the day. This document can be seen on Canal2's website: <http://colloquesetconferences.u-strasbg.fr>.

Articles

A press release has been written (see appendix 3) on both projects (EUREA and e-LERU). A presentation of the project was also published on the LERU website (<http://www.leru.org>).

A virtuous circle

The various dissemination activities conducted had a significant impact on the life of the project.

- During the information day on the European program « eContentPlus » that took place in Paris on June 20th under the aegis of the Department of Media Development, the EUREA project was presented as an exemple of good practice in the field of digital resources' sharing.
- EUREA has been chosen as an example for the eContent Programme, on InfoEurope's website: www.info-europe.fr

Emergence of a new axis: the LERU libraries

Although it was not part of the initial work plan of EUREA, as the project was developing, a potential collaboration between the LERU libraries appeared as particularly promising. This possible new work axis would have as a main objective the mutualization and enhancement of the theses conducted within the LERU universities. One way to promote them could be the elaboration of a set of LERU descriptors (metadata) that would assess the quality of the theses. A work group gathering representatives of the libraries of the various partner universities has been created, with a devoted seminar on Acolad.

Appendix

1. EUREA – Organizational Charter (April 2005)
2. Academic Fields Ranking
3. Press Release
4. Propositions submitted to a vote of the Steering Committee in October

Appendix 1: EUREA – Organizational Charter (April 2005)

The EUREA partners undertake to respect this charter regarding the organization and implementation of the EUREA project.

1. The Steering Committee

1.1 Composition

The Parties have established a SC composed of a maximum of two representatives of each Party.

University	Partner's number	Names of the representatives
Université Louis Pasteur ULP	1	JAILLET Alain
Université de Genève	2	BURGI Pierre-Yves
Ruprecht-Karls-Universität Heidelberg	3	<u>GÖHNER Barbara</u> ; <u>HEISEL Andreas</u>
Helsingin Yliopisto (Helsinki)	4	<u>KOSKI-KOTIRANTA Sari</u> ; SARIOLA Janne
Universiteit Leiden	5	<u>DUPUIS Marc</u>
Katholieke Universiteit Leuven	6	<u>VAN PETEGEM Wim</u> ; <u>VERJANS Steven</u>
Università degli Studi di Milano	7	<u>MILANI Manuela</u>
Karolinska Institutet, Stockholm	8	<u>HÖÖG Jan-Olov</u>
Ludwig-Maximilians-Universität München	9	<u>FELKER Kerstin</u> ; RUBNER Armin

Each Party shall have the right to replace its representative and/or to appoint a proxy, after having informed the others in writing. Each Party shall use all reasonable endeavours to maintain the continuity of its representation.

The Coordinator, Anne Goudot, undertakes the chairmanship of the Steering Committee.

1.2 Role

The SC shall be in charge of the overall direction and the strategic issues of EUREA. The SC shall take responsibility for the successful running of all EUREA related activities. To that end, all the decisions having an impact on the carrying out of the project shall be examined and approved by the SC, particularly on - although not limited to - the areas which are summarised below:

- (a) The examination of the propositions made by the Parties within the work packages. Each of them will be submitted to a vote;
- (b) Reviewing the models for financial arrangements relevant to EUREA;
- (d) The acceptance of new members to EUREA;
- (g) Agreeing on joint press releases by the Parties with regard to EUREA.

1.3 Reunions and Voting

1.3.1 Meetings

The Steering Committee shall meet on each of the three (3) consortium's meetings that will take place within the project's duration.

Besides, a work group "Steering Committee" has been created on the collaborative platform ACOLAD, as well as a chat room (synchronous discussion) and a discussion forum (asynchronous discussion). The SC shall meet on this platform when necessary at the request of the chairman or of one of the Parties. Meetings shall be convened by the chairman.

A discussion forum is created on ACOLAD for each question requiring a vote of the SC within a period of time commonly agreed by the partners.

The chairman shall draft the minutes of all discussion forums.

Once the delay is over, the partners proceed to a vote via a dedicated discussion forum within a period of time defined beforehand.

The vote is confirmed in writing by the chairman.

The minutes are gathered in a single document accessible to all the Parties via ACOLAD.

1.3.2 Vote

In voting, each Party shall have one vote. A meeting cannot be constituted without a quorum of Parties being present. A quorum consists of minimum of seven (7) representatives of the Parties.

Unless explicitly provided to the contrary, decisions shall be taken by the absolute majority of the votes of the Parties present or represented by proxy at a meeting, except for:

- the acceptance of a new participant;
- the withdrawal of a partner;
- the exclusion of a partner;
- the modification of this charter or any modification of the grant before submission to the EC;
- financial arrangements relevant to EUREA.

These decisions will be taken by the majority of two-third ($2/3^{\text{rd}}$) of the partners, present or represented by proxy at a meeting. Each member may nominate a substitute member among the present members, to the extent that a present member will not be granted more than 2 proxies.

Should there be equality in the votes, the Coordinator's voice shall prevail.

2. Rights and obligations of each Party

Each Party agrees to undertake all the actions as defined in the project's work packages and to notify the SC of any delay in performance or of any event that may impact the project.

Each Party shall undertake to use ACOLAD as the reference collaborative platform for the EUREA project.

Each Party shall take all necessary measures to perform, fulfil, promptly and in due time all their obligations so that the project is carried out in accordance with the terms and conditions of the EU grant agreement.

Each Party shall be fully responsible for the technical supervision of its obligations and shall enter into appropriate arrangements for such purposes.

Each Party benefiting from a EU grant undertakes to hand in, within short delay after the project is over, a scientific report and a detailed financial report, according to the model provided by the Coordinator.

Each Party shall not disclose any information about EUREA to a third Party without the agreement of the SC.

3. Intellectual Property Rights

The University Louis Pasteur is the owner of the platform ACOLAD and of the attached intellectual propriety rights. The partners do not acquire any right but the usage of the platform for the sole needs and duration of the present agreement. Any other use of the platform must receive the formal agreement of the University Louis Pasteur.

4. Costs – Payment

The Coordinator shall receive all payments made by the European Commission.

The Coordinator undertakes to transfer the grant allocated by the European Commission within the time allotted in the Grant Agreement's General Conditions.

Each party undertakes to respect the financial conditions as defined in the Part B of the General Conditions (Article II.14).

The grant will be allocated to each Party according to the Budget and proportionally to the grant received by the EC, once the Coordinator has received the grant from the Commission.

Appendix 2: Academic Fields Ranking

Appendix 2: Academic Fields Ranking

	UniGe	Heidelberg	Helsinki	Leiden	KU Leuven	Milan	LMU Munich	KI Stockholm	ULP	TOTAL
Health	1	1	1	1	1	1	1	1	1	9
Life sciences	1	1	1	1	1	1	1	1	1	9
Physical sciences	1	1	1	1	1	1	1		1	8
Mathematics and statistics	1	1	1	1	1	1	1		1	8
Social and behavioural science	1	1	1	1	1	1	1		1	8
Law	1	1	1	1	1	1	1			7
Humanities	1	1	1	1	1	1	1			7
Teacher Training and Education Science	1	1	1	1	1		1		1	7
Arts		1	1	1	1		1			5
Computing	1	1			1		1		1	5
Business and Administration	1			1	1		1			4
Veterinary			1			1	1			3
Environmental protection			1			1			1	3
Engineering and Engineering Trades					1				1	2
Agriculture, Forestry and Fishery			1		1	1				3
Chemistry		1			1				1	3
Architecture and building	1				1					2
Journalism and information					1	1				2
Manufacturing and processing					1					1

Appendix 3: Press Release

Strasbourg, 10 February 2005

Digital higher education at a European scale

Nine major European universities are embarking on an ambitious collaborative project with one essential objective: bring the digital resources and quality teaching at these top learning institutions within international reach.

The EUREA and e-LERU projects are contributing to the establishment of a European area of higher education. Both are coordinated by ULP and funded by the European Commission.

Founded in 2002 and made up of Europe's top 12 research universities, the League of European Research Universities (LERU)¹ evaluates, proposes and directs European policy on research.

To this end, nine of its member universities have launched two large-scale projects to bring about a European vision of internationally competitive higher education.

> **EUREA project:** the first interface between the scientific and educational know-how of top universities in Europe and the world.

Initiated on 15 January 2005, the project's objective is to pool the digital resources (courses, educational software, scientific and institutional current events, etc.) of LERU's partner universities into an information portal that will provide the general public with ready access to a wide collection of outstanding scientific and educational materials.

> **e-LERU project:** offer students virtual mobility in a number of top universities.

Launched on 1st February 2005, the e-LERU project will ultimately lead to the creation of a virtual campus in the form of 'e-modules'. Each participating university will offer a selection of teaching modules recognised by the other partner universities and which students will be able to sign up for. These courses and the excellence of each national degree will be certified by a pan-European LERU label.

Thanks to these two projects coordinated by ULP and the possibilities for exchanging and sharing offered by information and communication technologies, Europe's major universities are able to effectively meet current needs in transforming and adapting Europe's higher education systems.

1. LERU member universities and e-LERU project partners (in alphabetical order): Genève, Heidelberg, Karolinska (Stockholm), Leiden, Leuven, Milano, Strasbourg and, for the EUREA project, Helsinki and München.

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Appendix 4: Propositions submitted to a vote of the Steering Committee in October

I-1. The content provided through the EUREA portal will be free.

[The partners agreed on the fact that the service we are providing through the EUREA project is part of the universities' public mission, and it should therefore remain free. Furthermore, it is a way for them to promote their skills and competences on national, European and international levels.

We also considered that it was impossible to establish strict criteria defining if you should pay for a material or not. This element should be left to the teachers' choice.]

I-2. Outside a European grant period, the universities will financially contribute to the maintenance of the system through a 25000 euros grant per university per year, over a minimum 3-year period.

[The general cost of the system has been evaluated by comparison with the cost of the EducaNext portal. A global cost that is, on the whole, quite low (250 000 euros per year) as well as a great number of participants make the non-commercial dimension of the system possible.]

I-3. Once the system is in place and the grant period is finished, brokerage services for digital resources could be developed to ensure the long-term sustainability of the meta database (assessment for instance). Their elaboration could be one of the tasks of the implementation project.

[During the grant period, services will be organised through bilateral agreements, outside the EUREA consortium. However, the commercial aspects that we will develop will help us make our system more sustainable, increase its dynamism and our knowledge of the market. It can also be a way to promote it towards our teachers, and encourage them to provide content.]

I-4. A central agency is needed to provide technical and IPR support.

[The general maintenance of the system (technical, pedagogical and administrative) requires coordination and would be too heavy to implement without a support agency.]

I-5. The central agency must have local support from each partner university: select material, motivate and support teachers who want to provide e-content.

[The central agency will have to rely on the local teams to reach local potential contributors.]

I-6. A three-year commitment is required for all universities.

[Our system cannot be financially sustainable without a minimal commitment of the partner universities.]

II-1. Quality issue. We would use the "Cream of Science" method: materials from renowned scientists would be highlighted on the website.

[The Cream of Science method is used in the framework of other projects. It has proved to be efficient to attract teachers and to convince them to add their material.]

II-2. Quality issue. Teachers can earn a LERU-label after a certain number of good expert and user comments:

2.a We would set up a flexible, informal peer-to-peer review system: teachers who want to receive a LERU-label can present their material to other teachers of their choice and ask their opinion about it.

II-2. Quality issue. Teachers can earn a LERU-label after a certain number of good expert and user comments:

2.b Users have the opportunity to evaluate the material (user ratings).

II-3. Quality issue. There would therefore be three kinds of materials on the site: Cream of Science material, LERU-labelled material and other material.

II-4. Quality issue. One of the quality process aspects could be to elaborate a common description grid of the e-resources (metadata), filled by the teachers with the help of the local support teams.

[This definition of a complete list of metadata could help teachers to understand what we mean by "resource of high quality" and could also be a way to present and define clearly the resources to students.]

II-5. Quality issue. Who will check the metadata quality?

5.a The metadata quality would be evaluated by the local support teams.

II-5. Quality issue. Who will check the metadata quality?

5.b The metadata quality would be evaluated by the central support agency.

III-1. What university will coordinate the implementation of the EUREA project?

KU Leuven / ULP Strasbourg◇

III-2. What university will host the European support agency?

KU Leuven / ULP Strasbourg◇

III-3. What university will be the consortium's expert as regards IPR issues?

CRID Namur / KU Leuven's legal department



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