

CASE STUDY OF UNIVERSITY CONSORTIUM DEVELOPMENT IN THE USA

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The first Russian Cross-border University Consortium has been established after twelve years since the Soviet Union had collapsed. It includes seven major state universities of the South Russia (Rostov, Belgorod, and Voronezh Universities), of Ukraine (Donetsk, Tavriya, and Kharkov Universities), and Belarus (the Homel University).

The establishment of consortium was caused by the development of the integration process in brotherly Slavic countries, which after being separated, recognized the negative consequences of destroying effective united system of higher education in the former Soviet Union. The consortium establishment opened the way for overcoming some of the disadvantages of the post-Soviet higher educational system. This is the first attempt in Russia to build a new form of university relationships in the post-Soviet epoch. At the same time, each of the above mentioned universities has strongly developed, long standing relations with the universities of the Western world – European, American, and Australian ones. For example, the Homel University (Belarus) has strong liaisons in graduated programs with the famous Sorbonne University in France. The reconstruction process of huge educational entities carried out in the International format and in transition period to market economy, takes time and effort and demands certain borrowings both practical and cultural, especially in the area of institutional and organizational structure.

We will discuss here the examples of educational consortiums in the USA, specifically in California State University System, where the educational system has some particular features, state universities are highly developed and

cooperate effectively at different levels and within different programs. International Center of California State Polytechnic University provided the author with the opportunities to meet different representatives of top administration, deans, and faculty members. Discussions held with these people who actually are the experts on this problem were really helpful for us. They shared factual and evaluation information about the university consortium. Their opinions allowed us to shape the following ideas:

1. Consortium doesn't have strictly structured and stable organizational structure. It is something in between institution and sporadically emerging organization with its managerial staff, management, and set of functions.
2. Consortium liaisons unite rather not universities but their structural divisions – colleges, involving their administrative, clerical staff and faculty. They are set to solve certain project issues. Coordination of activities in the university consortium goes mostly at this level.
3. University consortium as an entity of diverse resources could exist and assisted by the activities of outside organizations, such as the state government, businesses, professional academic and research associations.

The University Consortium in Russia has more distinct organizational structure. It involves not only relationships built between the colleges (majors) but also the Rector Council of the universities and Consulting Board. The function of the latter is to coordinate all the activities of academic, research, and administrative university divisions in accordance with the goals of consortium. The priorities are as follows:

- 1) exchange of educational resources: curricula, pedagogical materials, professors, students, mutual use of experience bases (the latter is of special importance for science majors: geology, physics, engineering and so on.);
- 2) joint use of new information technologies and distance learning resources;
- 3) mutual research activities;
- 4) participating in graduate programs involving students from different universities, which provides diversification of academic schools;
- 5) conducting scientific forums (conventions, conferences, seminars, workshops, discussions) which stimulates scientific process and exchange of the research results; conducting complex fundamental and applied researches;
- 6) advocacy function – it means that consortium is ready to defend the rights of faculty, staff, and students of the state higher educational entity. It is of great importance for California, where the budget cuts have become a sad reality for the state university system and both the number of courses and of faculty tend to be decreased;
- 7) joint implementation of the Distance Learning system;
- 8) facilitating to make a career for students and faculty of the universities.

Coordination of effort in the area of scientific developments is of great importance, as the Rostov State University is carrying out a number of research projects dealing with the territories lying beyond the Russian Federation. This is a complex investigation of the river Seversky Donets as well as the Azov Sea. This project is similar to the world famous investigation of the Mississippi river

because they have studied not only environmental aspects like dynamic of the ecological situation but also social, economic, and even political aspects. Also the legislative aspects in the international format have been developed.

As we found out in the process of investigation the California University Consortium, it has somewhat similar structure and functions. Also we saw some differences in the processes of realization of inter-university relationships and problems that consortium is to solve.

Mostly it is connected with organizational-functional specific features of the California Consortium. We investigated its specific features with the assistance of deepened standard interview with the extended set of expert and it turned out that it looks like the following:

The system of California State University (SCU) includes 23 campuses with relatively autonomous structures. They are independent in the field of management and budget (they are located in different cities, have its own system of colleges, staff and administrative structure, financial funds).

The CSU consortium activities are executed on different levels.

Curricula, syllabi, development of regional educational standards on different majors (developing and adding to the state standards) and accreditation of majors are coordinated on the national level. Professional associations play a very important role, promoting educational integrity, but they are not included in the consortium like a structural unit. As an example, we can speak about **the Western Association of Schools and Colleges (WASC)**. It is a coordination consortium, one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The Western region covers institutions in California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/International schools or colleges may

apply to it for service.

The accrediting activities of WASC are conducted by the three Commissions listed below. Each Commission works with a different segment of education.

The consortium has different commissions for accrediting Community and Junior Colleges (associate degree) and for accrediting universities – Bachelor’s Degrees, Master’s Degrees, and doctorate programs. The purposes of WASK are: the continual improvement of education and cooperation among educational institutions and agencies, the certification of accreditation or candidacy status, and the promotion of effective working relationships with other educational organizations and accrediting agencies. WASK evaluates and accredits public and private postsecondary institutions offering one or more educational programs of two academic years in length that grant the associate degree. Its member institutions are in California, Hawaii, American Samoa, Guam, the Commonwealth of the Northern Marianas, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

1. The result of its activities helps make educational process homogenous in its content in accordance with appropriate majors inside of the consortium.

2. Not all universities (campuses) have the same level or standard for the programs of Bachelor’s Degree, Master’s Degree or PhD. Specific accreditation level in this case limits the type of the undergraduate, graduate or postgraduate program. Nevertheless, inside of the consortium, a student with Bachelor’s Degree has an opportunity to defend both Master’s Degree and PhD in the college that has been certified for a program.

3. The consortium helps unite resources and coordinate efforts for implementation huge research programs, being carried out by different university colleges. Hence, the consortium promotes more effective use of

research funds, and, thanks to consortium the best specialists, technologies, laboratories could be selected for accomplishing a project and to reach the best results.

4. Interaction between the academic university programs, business programs and governmental program is a very specific American way of consortium activities. Participation of the three subjects, two of which (governmental and business representatives) are not included in the consortium structure, promotes the university system development and inter-university cooperation. At the same time, it helps solve pragmatic goals of local industrial development and political goals of stimulating specific branches on the government side. As a rule, the following scheme is being realized: specific problems of an industry development force businessmen to appeal to the state government. The government evaluate the problem in the context of actual economic priorities, comes to the decision to allocate the funds for the universities. Consortium enables research for solving the problem It is beneficial for all three parties. On the one hand, the universities get the money for research activities. On the other hand, they educate talented graduates, who go to work in the industry. And the third result of this three-party cooperation is the research product. Therefore, the industry gets effective solutions for the problem, and the new impulse for its development and strengthening its competition level, and the government carries out regional economic policy, supporting local businesses and educational system.

5. The international aspect of the industrial-university consortium is represented by **the North American Free Trade Agreement Consortium (NAFTA)**. It has long-standing agreements in the field of education and university research in the USA, Mexico, and Canada. Actually, this consortium sounds like a consortium in trade but the university research resources are actively involved in investigations on the most urgent problems for all three

countries. The federal governments of these neighbor countries create special funds, including grants for development, for example, agriculture, education, commerce, culture. Each of these research programs includes three national partners and gives great effect in the field of the respective economic and industrial sector development. Speaking in detail, this agreement is established in respect to the following objectives:

- strengthen the special bonds of friendship and cooperation among their nations;

- contribute to the harmonious development and expansion of world trade and provide a catalyst to broader international cooperation;

- create an expanded and secure market for the goods and services produced in their territories;

 - reduce distortions to trade;

 - establish clear and mutually advantageous rules governing their trade;

 - ensure a predictable commercial framework for business planning and investment;

- build on their respective rights and obligations under the General Agreement on Tariffs and Trade and other multilateral and bilateral instruments of cooperation;

 - enhance the competitiveness of their firms in global markets;

 - foster creativity and innovation, and promote trade in goods and services that are the subject of intellectual property rights;

 - create new employment opportunities and improve working conditions and living standards in their respective territories;

 - undertake each of the preceding in a manner consistent with environmental protection and conservation;

 - preserve their flexibility to safeguard the public welfare;

 - promote sustainable development;

strengthen the development and enforcement of environmental laws and regulations; and

protect, enhance and enforce basic workers' rights.

Each of the above-mentioned aspects of university consortium activities in the USA is a vivid example of practice having been developed for decades (in California the last 40 years of educational system evolution) and crystallized in the given seventh trends and ways of interaction.

I'd like to discuss the interaction organization specifically. It is similar to what we are doing in Russia but still there are some differences (for example, chair rotation of the colleges deans). As we have already mentioned, the university consortium in the USA is structured mostly at the college level and committed to solve research and academic issues. Most of the experts with whom we have met were focused to reveal this aspect. It appeared that consortium activities do not demand independent organizational structure, buildings, means, technical support, and staff. Deans Council, headed by different deans in turn, is able to solve all the problems on coordination curricula, educational standards, and research.

The system functions effectively and economically. Many of the technologies of organization of interaction of the universities and consortium activities are very helpful for successful development of the Russian-Ukraine-Belorus Cross-Border Consortium.

Having observed the entire system of the university consortium organization, let us transfer to concrete examples of their activities at all five levels.

During the last decade rapid growth has occurred in the field of geographic information. With this growth have come diverse notions concerning which direction the field should take. To ensure that a coherent view emerges, a broad representation of universities and professional associations have come

together to form the **University Consortium for Geographic Information Science** (UCGIS). The mission of this university consortium is to serve as an effective, unified voice for the geographic information science research community; to foster multidisciplinary research and education and to promote the informed and responsible use of geographic information science and geographic analysis for the benefit of society. One of the goals of the consortium is to unify, which means to provide ongoing research priorities for advancing theory and methods in Geographic Information Science and to assess the current and potential contributions of GIS to national scientific and public policy issues. Another goal is to facilitate expand and strengthen Geographic Information Science education at all levels. Also they view their goal as providing the organizational infrastructure to foster collaborative interdisciplinary research in Geographic Information Science. All these goals are set to benefit society - promote the ethical use of and access to geographic information and foster Geographic Information Science and analysis in support of national needs.

As you see from the mission statement and the goals of the consortium in question, it has all the features we have already discussed: it combines educational and research resources, which in its turn benefit society.

The current members of the consortium prove its all-national character. They include 65 North-American universities (national wide net of universities from the University of Main up to California State University System); four professional organizations – American Congress on Surveying and Mapping, American Geographical Society, American Society for Photogrammetry and Remote Sensing, and Association of American Geographers; two governmental structures – Bureau of Transportation Statistics and United States Geological Survey and two international members – Centro Geo and Technical University of Vienna, Austria.

It is an example of the interaction between the worlds of academia,

business, and government, including international liaisons and connections.

Another example is **Claremont University Consortium**. It is made up of a lot of small colleges. Claremont University Consortium is the central coordinating and support institution for the students, faculty and staff of The Claremont Colleges. The indispensable programs and services enrich the distinctive character and vitality of this mid-sized university cluster of small colleges. Moreover, CUC advances the consortium, facilitates planning and collaboration, holds land and plans for the founding of new educational institutions.

The CUC vision is to advance The Claremont Colleges as a preeminent educational and intellectual center. CUC aspires to enable the collective endeavors of the member colleges to achieve more than the sum total of individual efforts. They try to achieve this vision by:

- Fostering academic and administrative collaboration among the members
- Efficiently and effectively managing consortium services and programs
- Promoting the establishment of new centers, academic enterprises and colleges
- Increasing financial support for new and existing programs and facilities
- Advancing the reputation and recognition of the consortium and its constituent institutions
- Serving as an international exemplar of the benefits to be gained through consortial practices in higher education

The consortium leverages the power of working together within departments, among and between CUC services, with individuals and groups

across the Claremont Colleges and with external constituencies.

Social development processes aim to empower people to bring about economic and social improvement in their lives. Often this involves institution-building and structural change.

The **Inter-University Consortium for International Social Development (IUCISD)** is an organization of practitioners, scholars and students in the human services. It was started in the 1970's by a group of social work educators to respond to pressing human concerns from an international, interdisciplinary perspective. The organization seeks to develop conceptual frameworks and effective intervention strategies geared to influencing local, national and international systems. It is committed to creating peaceful solutions to the problems of survival at the local, national and global levels. **IUCISD** members use a social development approach to:

- Promote world peace and social justice
- Fight economic and political oppression
- Improve access to adequate health care and education
- Overcome discrimination against women and minorities
- Create sustainable income and economic structures

IUCISD serves as a clearinghouse for information on international social development. The Consortium fosters collaboration among personnel of organizations such as the United Nations, World Bank, UNESCO, and UNICEF as well as among professional associations in the human services and institutions of higher learning. **IUCISD** is a well-established and widely recognized international catalyst for sharing ideas among many nations and across many cultures.

The **IUCISD** Technical Assistance Roster links members' special expertise in international social development to agencies, governments and

organizations upon request. Areas of expertise include:

- Community and economic development
- Organization and program building
- Education and training in problem-solving processes
- Monitoring of social development projects

IUCISD provides mutual consultation and cooperative action on social development. Typical areas include curriculum development, faculty recruitment and training, International liaison among colleagues with similar research or practice interests, conferences for educators, practitioners, officials, and research and demonstration projects.

This could be referred to the example of joint effort of faculty, researches, industrial and governmental structures.

The Electronic University Consortium (EUC) operates under the auspices of the South Dakota Board of Regents and the six public universities which are governed by the South Dakota Board of Regents' policy manual.

South Dakota's six public universities include Black Hills State University (BHSU), Dakota State University (DSU), Northern State University (NSU), South Dakota School of Mines and Technology (SDSM&T), South Dakota State University (SDSU), and The University of South Dakota (USD).

In Fall 2000, the Electronic University Consortium (EUC) came on-line. The EUC provides a single connection point for distance education offerings from South Dakota School of Mines and Technology, as well as our sister institutions South Dakota State University, University of South Dakota, Dakota State University, Northern State University, and Black Hills State University. Students from throughout the world are able to register for and participate in classes offered via the Internet from any of these institutions. Courses offered by two-way interactive video and by correspondence are also listed on the EUC. As

the EUC develops, it will offer students a one-stop university from which they will obtain their degree, but the consortium effort allows students access to a wider offering of courses from all six universities.

Science Careers University Consortium

The following universities are members of the 2003 Science Careers University Consortium. The Consortium is made up of some of the top universities from around the world. Its purpose is to promote jobs, scientific meetings and announcements, career advice, graduate programs as well as the latest information on career trends to the students of these universities. Among the member of the consortium are 25 American universities (including such famous institutions of higher education as Cornell University, Princeton University, University of California, San Francisco, and so on) and 10 major European universities from Denmark, United Kingdom, Sweden, Switzerland, Germany.

The consortium helps build a career for graduate and postgraduate students both in the USA and in Europe.

The Arrowhead University Consortium is a group of colleges and universities committed to providing bachelor's and master's degrees on location to the communities of Northeast Minnesota. Degrees are available from Bemidji State University, The College of St. Scholastica, the University of Minnesota at Duluth and other colleges and universities.

The Arrowhead Consortium offers classes at area community and technical colleges and utilizes a combination of face to face instruction and Interactive Television and Internet technologies. For the convenience of the working students, classes are offered evenings and weekends.

The consortium is an example of territorial organization, located at area community and contributing to the community by increasing the educational

level of the region.

College University Consortium Council

This consortium was created to facilitate, promote and coordinate joint education and training ventures that will: aid the transfer of students from sector to sector; facilitate the creation of joint programs between colleges and universities; and, further the development of a more seamless continuum of postsecondary education in Ontario.

For more than thirty years, COU has been working to improve the quality and accessibility of higher education in Ontario. COU is involved in a host of activities from issues management to information management; from leadership on collective issues to general operational support for our member institutions, committees and affiliates. COU works with and on behalf of our members to meet public policy expectations of greater accountability, financial self-reliance, diversity of educational opportunity, and responsiveness to educational and marketplace needs, while supporting institutions' traditional rights of autonomy and self-regulation.

Through numerous committees and affiliates, the Council provides many important services to its members and the community. These include research, advocacy, communication, coordinating and planning, and central processing of university applications.

Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) is an advocacy and marketing association of the 24 Colleges of Applied Arts and Technology of Ontario. Its mandate is to advance a strong college system for Ontario. ACAATO's current activities include:

- implementing advocacy/communications strategy;
- raising the profile of colleges among targeted public and private sector audiences, and to position the colleges as a major contributor to

employability; economic development, technological innovations and community well-being;

- publishing newsletters, information pieces, directories and briefing material;
- building the Ontario colleges leadership network through meetings, workshops, conferences and the Internet;
- providing research support for advocacy and policy development issues Coordinating CON*NECT, the Colleges of Ontario Network for Education and Training, as a marketing alliance and single contact for public and private contract training;
- leading province-wide common information system development through the Ontario College Application Services (OCAS).

ACAATO is financed by all colleges on a voluntary basis, with dues assessed according to enrolment. The association's structure and priorities are currently under review to enable ACAATO to address changing college needs.

This consortium is very strong in advocacy and marketing alliance.

The University Consortium on Welfare Reform

The Institute for Policy Research (IPR) is an interdisciplinary public policy research institute founded in 1968 at Northwestern University. Our mission is to stimulate and support excellent social science research on significant public policy issues and to disseminate the findings widely - to students, scholars, policymakers, and the public at large. Research associates, visiting scholars, postdoctoral students and graduate fellows are drawn largely from sociology, political science, economics, education, communications, law, and management. They participate in research projects, seminars, conferences, and workshops.

Faculty research is published widely in books, journal articles, chapters,

monographs, and reports. It is disseminated through IPR's working paper series, an annual brochure, newsletters and policy briefs.

IPR sponsors or co-sponsors several dozen colloquia each year, in addition to conferences and workshops. In 2002-03, IPR was proud to help organize a policy briefing and a conference on state fiscal crises, mayor's briefings on education and welfare recipients, conferences on health care policy and the underserved and welfare reform authorization (VISTA/Americorps), a debate over the 1996 welfare reforms, and an undergraduate lecture series on public housing in Chicago. The most recent IPR Distinguished Public Policy Lecture discussed empowering citizens and community activism.

IPR research falls broadly into six program areas. They include:

Poverty, race, and inequality

Child, adolescent, and family studies

Community development

Law and justice studies

Philanthropy, voluntarism, and nonprofit organizations

Politics, institutions, and public policy

Current working groups focus on:

Health policy

Urban policy

IPR is home to:

- The Joint Center for Poverty Research on the Northwestern campus, a national center created to advance understanding of the causes and consequences of poverty and the effectiveness of policies designed to reduce it.
- The Asset-based Community Development Institute, a research and training facility whose new approaches to community revitalization are now being utilized worldwide.

Internet2 is a consortium being led by 206 universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. **Internet2** is recreating the partnership among academia, industry and government that fostered today's Internet in its infancy.

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- Create a leading edge network capability for the national research community
- Enable revolutionary Internet applications
- Ensure the rapid transfer of new network services and applications to the broader Internet community.

Through Internet2 Working Groups, Internet2 members are collaborating on:

- Partnerships
- Initiatives
- Applications
- Engineering
- Middleware

Internet2 led by the university community in close partnership with industry and the federal government. The federal government has played, and is playing, a crucial role in both support of some key technology development projects as well as in collaboration with university and industry researchers

investigating next generation internet technologies and infrastructures.

In fact, the federal government has its own advanced Internet initiative, called the Next Generation Internet (NGI) initiative. The NGI program was announced just about 7 days after the establishment and announcement of the Internet2 project.

Many government agencies taking part in the NGI Initiative are also collaborating with Internet2.

Beyond coordinating the NGI initiative the National Coordination Office for Computing, Information, and Communications (NCO/CIC), directs many other information technology research and development programs. These include the new Information Technology for the 21st Century program (IT2). 206 universities are leading Internet2 working in partnership with industry and government. Eight government agencies participate in the consortium activities.

All the teams coordinate closely with experts from academia, industry, and federal laboratories. The following agencies are listed with their respective high performance network ancollaborative applications with Internet2 if any exist.

National Science Foundation

The vBNS is a nationwide network that supports high-performance, high-bandwidth research applications. Launched in 1995, the vBNS is the product of a five-year cooperative agreement between MCI and the National Science Foundation.

National Laboratory for Applied Network Research - NSF funds three centers of expertise in Network Measurement and Analysis, as well as Network Engineering and Applications/User Support, as a part of NLANR. NLANR supports the NSF's High Performance Connections grant winners - almost all of whom are Internet2 members.

All three NLANR expertise centers are collaborating with Internet2 efforts

in the same areas.

UCAID funds NCNE specifically to support Internet2 member universities connecting to the Abilene network. MOAT (Network Measurement and Operations Analysis Team) and Internet2 Measurement Working Group are collaborating on the use of Coral as a key part of Internet2 measurements.

Department of Energy

ESnet provides global networking for the Department of Energy research and development mission. ESnet is a leader in internet design and innovation providing a major piece of the U.S. internet backbone. Defense Advanced Research Projects Agency.

SUPERNET is composed of a variety of high speed technologies and testbeds, enabling researchers to collaborate and experiment with advanced networking technologies and applications in a diverse high-capacity wide area environment. The network will begin to come online in early spring of 1999.

The Advanced Technology Demonstration Network (ATDnet), established by the Defense Advanced Research Projects Agency to enable collaboration among Defense and other Federal agencies, ATDnet has a primary goal to serve as an experimental platform for diverse network research and demonstration initiatives.

National Aeronautics & Space Administration

NASA Research & Education Network (NREN)'s vision is to create a next generation network testbed that revolutionizes end-to-end applications for NASA missions and the nation.

The NASA Integrated Services Network is being implemented to serve the needs of all of NASA's users for the transmission of digital data, voice and video information in the most cost-effective manner possible

Department of Defense

The Defense Research & Engineering Network (DREN) links scientists

and engineers DoD wide to DoD's High Performance Computing centers and to each other.

National Institutes of Health

The National Institutes of Health is the steward of medical and behavioral research for the nation. It is an agency under the U.S. Department of Health and Human Services. NIH funds scientific studies at universities and research institutions across the nation.

National Institute of Standards and Technology

Although the NIST maintains no high-performance network, the agency has developed many tools for evaluating and testing the NGI network. These include:

NIST Net - a general-purpose tool to emulate performance dynamics in IP networks, allowing controlled, reproducible experiments with QoS sensitive applications and protocols

ISPI - an interactive measurement tool for experiments in realtime transport and resource reservation protocols

This consortium shows the example of real communication between government, industry and academia. It is very challenging to work in the e-format but, again, this consortium encourages the links between government, industry, and universities.

Consortium FOR Qualitative Research Methods

(CQRM) promotes the teaching and use of qualitative research methods in the social sciences. Our activities include an annual training institute, where leading scholars have (to date) taught advanced qualitative methods to over one hundred graduate students and junior faculty.

The consortium is presently headquartered at Arizona State University. CQRM's members include departments, centers and/or institutes at Brown University; University of California - Berkeley; University of California - Davis;

University of California - Irvine; University of California - San Diego; University of Chicago; University of Colorado at Boulder; Columbia University (IWPS and ISERP); University of Connecticut; Cornell University; Duke University; Georgetown University (CPASS and Government); Harvard University; Massachusetts Institute of Technology; University of Michigan; University of Notre Dame; University of Oregon; Princeton University; Rutgers University; University of Southern California; Stanford University; University of Washington; University of Wisconsin- Madison (Political Science and Law); and Yale University.

While the consortium's mission is to promote qualitative methods, we proceed from the position that to produce policy-relevant knowledge, the social sciences should employ the full range of available complementary qualitative, statistical and formal methods. Our concern is that very few leading research universities offer graduate-level qualitative methods courses and even fewer require them. As a consequence, the social sciences are failing to take advantage of recent advances in qualitative methods, and in the long run risk losing an important component of their methodological heterogeneity.

The Humanitarian University Consortium was founded to support the development of initiatives associated with economic, social, cultural and humanitarian issues worldwide. The mission of the consortium is to serve as an international community of scholars, a bridge between Humanitarian Resource Institute and the international academic community, a think tank in support of the United Nations programs and the promotion of higher learning through both traditional and distance education. Our goal is to advance new ideas, provide access to quality educational programs and support initiatives developed in collaboration with scholars from around the world.

In summary, the analysis of university consortium development allowed us to find, theoretically systematize and illustrate with help of concrete examples

the main trends in the university interaction in the field of academic, research, and social-economic activities. The results could encourage us to learn three main factors:

- technology of structuring interconsortium relationships;
- liaisons with business and government;
- interaction with the professional academic associations.

These three aspects are quite a challenge for the Russian Cross-Border University Consortium and they could be issues for questions and discussions.