

European University Association

Annual Report 2011

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FOREWORD FROM THE EUA PRESIDENT

This year's annual conference in Aarhus was an opportunity to celebrate EUA's first decade working to create "strong universities for a strong Europe" - but also to reflect on priorities for the future as universities in many countries struggle with cuts in public finances that threaten to undermine their contribution to societal development.

In Aarhus, discussions focused on the importance of "Investing Today in Talent for Tomorrow". Nurturing talented individuals remains central to the mission of every university, and is becoming ever more challenging at a time of increasingly growing global competition. This is also why we entitled our recent input to the Innovation Union strategy, the policy framework that will underpin the development of the next generation of Research Programmes (entitled Horizon 2020), "Smart People for Smart Growth". President of the European Commission, José Manuel Barroso, told us two years ago that "investing more in education and research will help Europe emerge from recession faster and in better shape". This message is more relevant than ever today as he reiterated in Aarhus.

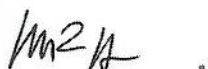
Global challenges require global solutions, which can only be achieved through sustaining a global knowledge base and research capacity. Europe's universities are therefore working hard to provide innovative courses and study programmes and research and training environments to help tackle these challenges. EUA has underlined in various policy statements this year that, in order to rise to these challenges, universities need a balanced and appropriate combination of instruments and funding at the European, national and regional level to assist their efforts. EUA has also underlined that universities' financial sustainability is conditional on reliable and sufficient public funding as a basis upon which to attract and maximise funding from other sources.

Universities also need space to manage and develop. They need to be able to determine their diverse missions without micro-management or over-regulation, both of which we can still see in our systems and which are the enemies of innovation and efficiency. Furthermore, EUA's work has shown that in these difficult economic times, autonomous universities are also better able to attract additional funds.

The profound reforms of the last decade have shown that universities can and do embrace change, as they strive to be inventive and innovative - even when governments fail to provide the resources which are needed. Universities can change and change quickly, they *are* responsive.

As we look towards the next decade, there will still be much, much more that we can do together. I am confident that EUA will therefore play a key role in helping us to achieve our common goals, both within and outside the boundaries of Europe.

As 2011 was my last full year as President of EUA, I would like to say how much I have appreciated working closely with you. I would also like to welcome the incoming President, Professor Helena Nazaré, and the four new members of the Board who were elected in Aarhus. On behalf of the new Board, I would like to thank you all for your continued active support of EUA. It is our intention to ensure that EUA reinforces its role as a strong, influential and united voice for European universities.



Professor Jean-Marc Rapp

President, European University Association

FOREWORD FROM THE EUA SECRETARY GENERAL

Since EUA was formed a decade ago, membership has grown each year making it the largest and most comprehensive organisation representing universities. This trend continued in 2011 with nearly 30 new institutions and affiliates joining EUA, and taking overall membership to 860 by the end of the year.

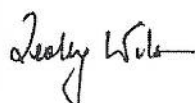
In order to respond to the diverse needs of this growing membership, EUA has organised this year its widest range of activities ever. Outlined in this annual report, these included a wide range of events (around 30 in total) and around 15 projects both of which provide unrivalled opportunities for the heads of universities and other senior staff, policy makers, and higher education experts to exchange experiences and best practice on key issues as well as providing invaluable input into the different areas of our policy work.

The major events in 2011 included the annual conference held in Aarhus in April where members elected the next President (Professor Helena Nazaré) for 2012-15, the Annual Meeting of the EUA Council for Doctoral Education which now gathers nearly 200 European universities dedicated to improving Europe's doctoral education; and the European QA Forum which EUA organises with the E4 Group. For the first time, EUA also organised a seminar dedicated to university rankings, where members were given a detailed presentation on the outcomes of EUA's first review of international rankings and were able to exchange views with a range of experts on how to deal with the growing number of such transparency tools.

Senior university staff from member universities also took part in the wide range of thematic events organised as core activities of the projects set out in Section 2 of this report. These have meant a wider range of opportunities for members to take part in activities that correspond to their own specific interests and concerns (in areas such as quality management, lifelong learning, financial management, collaborative research), be it inside Europe or internationally. We encourage universities to use these opportunities provided by EUA.

In Aarhus, we also presented the outcomes of the strategic review (launched at the end of 2010) that was designed to outline the next steps forward for the Association in the next decade. Members have called for EUA to reinforce its position in influencing and informing HE and research policy debates; and to widen opportunities for benchmarking and best practice. These will therefore be important objectives in the coming years.

On behalf of all my colleagues in the EUA Secretariat I would like to thank you for your contribution and your support. We look forward to developing our cooperation further, in response to your needs, in the year to come.



Lesley Wilson

EUA Secretary General

INTRODUCTION: EUA – BUILDING STRONG UNIVERSITIES FOR EUROPE

EUA has more than 860 members and affiliates across 47 countries, making it the largest and most comprehensive organisation representing universities in Europe. As the voice of Europe's universities, EUA supports and takes forward the interests of individual institutions and the higher education sector as a whole.

Members of the Association are European universities involved in teaching and research, national associations of rectors and other organisations active in higher education and research. The criteria for joining either as full or associate members and for EUA affiliates are clearly outlined in the statutes and in the membership section of the EUA website. Membership applications are first assessed by a standing committee (appointed by the EUA Board and Council) and then must be approved by EUA Council.

Based in Brussels, EUA now employs 40 committed and experienced staff who provide access for members to resources and advice on, inter alia, European funding instruments, higher education and research policies and practice across Europe, on topics such as quality assurance, internationalisation governance and funding, as well as on managing transnational projects, and institutional development more generally.

EUA provides members with a wide range of opportunities to share best practice by participating in European projects, structured events and mutual learning activities involving a wide and diverse range of institutions. EUA's website, members' community (extranet), briefings and newsletters are designed to keep members well-informed about these opportunities and updated on European developments which impact upon their activities.

Above all, EUA provides members with unique opportunities to influence and shape future EU policy and initiatives. Through its high-level contacts and work with the European Commission, the European Parliament, and other European bodies, its mandate in the Bologna Process and with a range of other European and international partners, EUA ensures that universities' interests and concerns are taken up with all key stakeholders.

This annual report outlines these different areas of EUA's work and how the organisation itself functions. The first two sections are dedicated to EUA's policy work at the European level, and the project activities underpinning these policies. Section 3 focuses on two additional 'à la carte' membership services: the Institutional Evaluation Programme and the Council for Doctoral Education which bring direct benefit each year to hundreds of universities across Europe. Section 4 of this report is then devoted to the way EUA communicates with its wide membership and an increasingly diverse range of stakeholders.

The final section gives background on EUA's governance structure, and membership development. In the Annexes, you will find details of the principal events, and EUA position statements and reports published during the year.

EUA's 10th Anniversary: Looking forward to the next decade

EUA celebrated its 10th Anniversary during its 2011 Annual Conference at Aarhus University in Denmark. Three EUA Presidents (past and present), Professors Eric Froment (2001-2005), Georg Winckler (2005-2009), and Jean-Marc Rapp (2009-2012), joined former Board member Professor Pierre de Maret as moderator on the opening day to look back at how the association had grown and expanded its activities over the last decade. During the celebration, they outlined some of EUA's key achievements in the development of the European higher education and research areas.

All three Presidents pointed to EUA's role in shaping the Bologna Process since the beginning, in particular EUA's impact on the European dimension of QA, and on the role of the doctoral cycle. They also underlined EUA's role in more recent years in shaping the European research agenda, strengthening universities' positions in the framework programmes and new bodies like the European Research Council and the European Institute for Innovation and Technology. Professor de Maret also underlined how EUA's work on university funding, governance and autonomy, and more recently its analysis of international rankings and activities in international collaboration with different regions were influencing different European policy agendas and supporting individual members in their development.

However, Aarhus was not only an opportunity to celebrate past achievements of the association but also to launch discussions on future priorities and the most important milestones for the next decade.

This is why EUA, prior to the conference, decided to carry out a survey of its members as part of a strategic review of its activities, member services and orientation. The results of this exercise were presented to members in the EUA General Assembly in Aarhus by EUA's President Professor Jean-Marc Rapp.

After a decade of growth (in membership and activities), the review concludes that EUA should strive to reinforce its position further as the major, all encompassing European association of universities informing and influencing the European higher education and research policy agenda wherever decisions are taken. It also underlines the need for EUA activities to reach deeper into universities, to a broader range of institutional decision makers, thus positioning EUA as an effective resource to guide universities in developing and implementing coherent institutional strategies.

Professor Rapp stressed that these would be key priorities for the years to come, together with an increased focus on benchmarking activities on key topics for members so as to provide them with comparative information and analysis in which to situate their own national/institutional discussions.

The full results of the review and membership survey are available from the members' area of the EUA website (in the General Assembly – Aarhus section)

SECTION 1: COMMON POLICIES FOR EUROPEAN UNIVERSITIES

As a representative body for Europe's universities at European level, EUA seeks to provide leadership, support and a unifying voice on important issues for universities, and to influence policy through advocacy based on evidence-based comparative research. The aim is to develop and advocate common policies for European universities that will contribute to creating a higher education and research system for Europe built on strong, autonomous and well-funded universities able to act in an increasingly complex and global environment. To achieve this, EUA seeks to:

- **Define and shape the agenda** at European level by building long-term relationships with European political actors
- **Strengthen its position as the privileged partner** for a broad range of stakeholders at European level by seeking systematic involvement in all relevant consultation and decision-making processes
- **Enhance the profile of universities** by monitoring, reporting and responding to EU and other policy documents and legislative texts through debate and targeted campaigns
- **Develop strategic partnerships and coalitions** on issues of common concern, both at European and at international level
- **Underpin policy development through project work involving members on priority themes** by collecting and analysing data and good practice from a broad cross section of universities that feeds into policy development and underpins EUA's lobbying and advocacy activities.

How does EUA formulate 'common European' policies?

The strength of EUA's policy work is based on its unique structure: 34 national university associations and more than 800 individual institutions from all the countries in the European Higher Education Area. EUA policy development takes place through the three main statutory bodies: the Board, the Council, and the General Assembly of all members which together represent a wide range of views and expertise from across Europe. A full list of Board and Council members can be found in Section 5 of the report and a full list of all EUA members on the directory on the EUA website.

The **EUA Board**, made up of eight current or former rectors, and the EUA President, met five times in 2011 to develop the Association's policy and work programme and for the preparation of all the meetings of the EUA Council, the principal forum for discussion of the Association's policy positions on higher education and research.

The **EUA Council** brings together the Board and the Presidents and Secretaries General of the 34 national rectors' conferences. In 2011 the Council also met several times to debate and formulate policy positions on key issues such as EUA's response to the next generation of EC programmes for research and innovation, education and training, and the funding base of European universities. The Council also decides on applications for membership, approves the EUA budget and annual accounts and adopts the work programme for the association.

The **EUA General Assembly**, the body bringing together all EUA members, takes place once a year. In 2011, during EUA Annual Conference in Aarhus, members elected the next President of EUA (Professor Helena Nazaré), who will take over from Professor Jean-Marc Rapp in March 2012, and four new members to the Board. Following a presentation

of the organisation's strategic review, members also voted in favour of a new structure of membership fees (that will come into force for 2012) designed to create a more equitable structure between richer and poorer countries in Europe.

To strengthen policy making in the area of research and innovation EUA also benefits from the advice of a

- **Research Policy Working Group (RPWG):** which focuses on issues such as the framework conditions required to ensure that Europe's universities play a full part in building the European Research Area and the development and implementation of the European Framework Programmes. Operating under a mandate from Council it is responsible for dialogue with the European Research Council (ERC) Scientific Council, European Research Area Board (ERAB), European Institute of Innovation and Technology (EIT) and other bodies.

i) Universities in the European Higher Education Area (EHEA)

"Through its policy and related project work, EUA seeks to position universities as the key stakeholder influencing the future development of the Bologna Process/European Higher Education Area (EHEA) and EU activities in education and training. EUA activities are also designed to support individual universities in improving the learning and teaching process and enhancing the quality of the student experience. EUA provides comparative data and regular analysis of key developments and trends in European universities."

EUA continues to represent universities in the Bologna Follow-Up Group (BFUG) and in the various working groups that have been established to prepare the next ministerial meeting that will take place in Bucharest in April 2012. EUA's contributions to the different working groups have been informed by data and information gathered through a wide array of projects and thematic events on topics including lifelong learning (through the Sirius project), transparency (through the Rankings review project) mobility and employability (the Trackit and Maunimo projects) and different quality-related issues (outlined in the Quality Management section below).

In October, EUA worked together with the Romanian Ministry of Education and the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) in the organisation of a conference entitled - the "Future of Higher Education - Bologna Process Researchers' Conference". For the first time, the conference gathered researchers on a range of topics with specific relevance for the future of the EHEA. The outcomes will feed into the discussions at the 2012 ministerial events where a presentation will be made by the General Rapporteur and Chair of the Editorial Board, Sir Peter Scott, Institute of Education, University of London.

In parallel to the EHEA/Bologna developments, it has been equally important for EUA in 2011 to provide input to new EU policy developments in higher education and to ensure the university viewpoint is reflected in the development of the next generation of EU education programmes and budgets that are being elaborated for the period 2014-2020.

EUA therefore responded on behalf of its members to key consultations on the European Commission's modernisation agenda for higher education, published in September 2011, and entitled "Supporting growth and jobs - an agenda for the modernisation of Europe's higher education systems". The Communication includes reference to many issues underlined by EUA, in particular core issues such as quality, improved university autonomy and public funding, and the importance of addressing the professionalisation of university management.

EUA has also responded to the Commission's proposals (November 2011) for the next programme (2014-2020) for education, training, youth and sport: "Erasmus for All". EUA has supported the proposed increased budget for the programme and will continue to participate in discussions with the various European bodies and speak out on behalf of universities as the debates continue in 2012.

In order to be able to act on the basis of evidence received from members EUA organised, in December 2011, an online consultation of members on the Erasmus for All proposal, the results of which have been presented to the European Commissioner responsible for education and will underpin EUA's further input to policy debates in 2012.

EUA has also been closely involved in 2011 in the process leading up to the revision of the Directive on Professional Qualifications, an important EC priority in the context of the re-launch of the Internal Market. This work focuses on ensuring that the Bologna reforms and notably some of the instruments developed through Bologna, in particular the use of ECTS credits and of learning outcomes, find their way into the processes in place for the recognition of professional qualifications (please read more below).

BOLOGNA AND ALIGNMENT WITH PROFESSIONAL QUALIFICATIONS

Directive 2005/36/EC, which regulates the recognition of professional qualifications in the EU's internal market, is currently under review. EUA contributed the university viewpoint during the lengthy consultation process which preceded the publication of draft legislation in December 2011.

The proposal has three particular policy objectives in mind: to increase cross-border professional mobility in sectors where demographic change puts pressure on existing labour supply, notably healthcare; to combat professional protectionism; and to raise the level of cross-border service provision.

Many of the proposals are relevant to higher education institutions and rectors' conferences, as well as to policy makers and quality assurance agencies. In particular, they concern the agreed minimum training specifications in medicine, general care nursing, dentistry, veterinary surgery, midwifery, pharmacy and architecture, as well as the apparatus and procedures which allow Member States to assess qualifications in other fields where recognition is not automatic. For the first time, they envisage the use of ECTS (European Credit Transfer and Accumulation System).

EUA has long maintained that the 2007 Directive is insufficiently compatible with the Bologna Process and with the structural features of the European Higher Education Area. The Commission's proposals therefore open the door to significant re-alignment.

EUA has published a full briefing note and position paper on the EUA professional qualifications webpage: <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-and-professional-qualifications.aspx>

For more information about the projects underpinning this policy work please go to section two of this report or visit: <http://www.eua.be/projects>

ii) Quality Management in the European Higher Education Area

"The quality of European higher education is at the heart of European higher education reforms and governments have committed to supporting the development of quality assurance (QA) at the university, national and European levels. EUA's policy work in this area seeks to ensure that the views of the university sector are taken into account in European-level policy discussions on internal and external quality assurance. EUA also seeks to support members in developing internal quality systems aiming to promote institutional "quality cultures".

Throughout 2011, EUA has continued to be active in the field of quality development and quality assurance both as an association on behalf of its members and through the 'E4' partnership with quality assurance agencies (ENQA), students' unions (ESU) and other higher education institutions (EURASHE) that has developed over the years as an informal platform of the main stakeholders in quality assurance in higher education at European level.

In particular in 2011 the 'E4' Group carried out a major project mapping the implementation of the 2005 European Standards and Guidelines for Quality Assurance (ESG) in Europe from the perspective of each organisation and with a view to reaching a common opinion on the need for an updating or revision of the ESGs in the coming years. The outcomes of the report were presented in January 2012 and will feed into the 2012 Bologna Ministerial meeting. EUA members, along with the E4 partners, concluded that the ESGs have served their purpose well and contributed to the development of a European framework for quality but that there is, indeed, room for clarification and updating to take account of developments since 2005. This will be a major task for EUA in the years to come.

In March 2011, EUA agreed to support the implementation of a major new higher education law in Romania, one key of which is the diversification of the system by grouping all universities (public and private) into three major categories: research intensive, teaching and research oriented, and mainly teaching. The law requires this exercise to be supported by an external body and on the request of the Romanian Minister of Education, EUA agreed to assume this responsibility. A high-level international expert group was established to provide this support and the results of the exercise were announced by the Minister in September.

In September, EUA also published a new report examining the range of different factors and conditions – both internal and external - that help create a "quality culture" within Europe's universities. The report, the second published as part of a two year EC-supported project, argues that establishing such a culture is the most effective and meaningful way for universities to ensure that quality assurance (QA) mechanisms improve quality and support change within universities. The information and experience gathered will underpin EUA's input on behalf of universities to the further development of the European policy processes in 2012.

The sixth edition of the European Quality Assurance Forum (EQAF) was organised by EUA in November with the E4 group. It has become a landmark event in the QA calendar as it provides a unique platform for all stakeholders to discuss the latest developments and trends in quality assurance. This year's edition, held at the University of Antwerp and Artesis University College Antwerp, Belgium, brought together over 400 experts in QA from across Europe and beyond.

This was also an opportunity for EUA to present the results of its work on transparency tools/rankings to an international QA audience. In recent years, the number of

international and national rankings, league tables or classification exercises has increased significantly. Universities are therefore increasingly confronted with a plethora of ranking and classification initiatives – both at the national and international level. To help its member universities deal with these different initiatives EUA set up a project to review the methodology of the main international university rankings and other ongoing projects seeking to measure university performance.

In June, it published its first report on this topic “Global university rankings and their impact”. This was also an opportunity for EUA to clarify the methodologies used by existing rankings, some of their “unwanted consequences”, and possibilities for improving the transparency of such initiatives. The results of the review were presented at a special rankings seminar in Brussels, and were widely picked up by the international media. EUA plans to follow up on this initiative with a second report at the end of 2012.

Finally, another important QA development in 2011 was the admittance of EUA’s Institutional Evaluation Programme (IEP) to the European Quality Assurance Register for Higher Education (EQAR). The Register aims to provide clear and objective information about trustworthy quality assurance agencies that are working in Europe. As the first QA body with a broad European-wide mandate to have been admitted on the Register, this decision recognises the IEP approach and will therefore be significant in terms of further development of the European quality assurance framework. (See section 3 for more information on the IEP).

For more information about the projects underpinning this policy work please go to section two of this report or visit: <http://www.eua.be/projects>

Other membership services focusing on Quality Management:
The Institutional Evaluation Programme: <http://www.eua.be/iep>

iii) Research & Innovation – universities in the European Research Area (ERA)

"EUA's policy work in this area emphasises universities' pivotal role in the research and innovation process by bringing empirical evidence from EUA members' experiences to inform the policy making process in Europe. In particular, EUA positions itself as the key university stakeholder providing input for the EU Framework programmes for research (in terms of budgeting, design and rules of participation) and the creation of the European Research Area Framework. EUA is also exploring the need and potential for further cooperation platforms among European universities in key research areas (grand challenges) along the lines of its energy platform (EPUE). The Association continues to develop the Council for Doctoral Education as a motor for the improvement of doctoral education in Europe and for addressing questions related to the improvement of researcher careers."

Led by the Research Policy Working Group (RPWG), which met three times in 2011, EUA takes a pro-active approach to ensure that the university voice is heard in different EU debates, participating on behalf of universities in key fora and expert groups established by the European Commission Directorate General for Research (DG RTD). The RPWG also maintains dialogue with important bodies such as the European Research Council and European Institute for Innovation and technology, the European Research Area Board (ERAB).

In 2011, EUA responded to key EU consultations on research and innovation policy, and formulated a series of position statements and responses as the European Commission unveiled its plans for the next Framework programme for research and innovation during the year.

In February, EUA published its response to the EC's Innovation Union flagship policy initiative, entitled "Smart People for Smart Growth". The statement was designed to underline the crucial role universities play in the "innovation chain" through their research and teaching activities which strengthen the knowledge base and skills development to provide new jobs for the future. The underlying message was also that the EU's ambitious innovation policy would require increased investment in research funding instruments. It also stressed a number of the underlying elements that should define the structure and development of future EU research funding.

Following a meeting of the RPWG that included also a discussion with Robert-Jan Smits, the Director General of the Commission's DG Research and Innovation, and a consultation with its members, EUA put forward a detailed response (building on the Smart People statement) to the Commission's Green paper in May 2011. This response also tackled the issue of achieving greater synergy between the EU research and innovation funding instruments and the EU Cohesion policy instruments, i.e. European Regional Structural Funds and European Social Funds (i.e. the portions of those Cohesion funds devoted to research and development objectives) and drew attention to the work of 12 of EUA's collective members (national rectors conferences) on this topic.

Six months later, the Commission unveiled its detailed plans for the Horizon 2020 programme that will be negotiated in 2012 with both the Council of the EU and Parliament before it can begin in 2014. EUA has supported the Commission's aim to increase the funding for Horizon 2020 programme to 80 Billion Euros and was pleased the proposal also included many of the main elements for EU research and innovation funding that EUA had presented in its responses, in particular the strengthening of "bottom-up" funding instruments such as ERC and Marie Curie Actions.

EUA has also been making the case for the further simplification of the Programme's rules of participation, and an enhancement of the role of the social sciences, arts and humanities. With regards to simplification, it has been actively involved in discussions on the shaping of programme rules for recovery of indirect research costs. EUA has argued that the proposed lowering of the indirect costs flat rate to 20% in comparison to 60% in FP7 is not a simplification but rather a clear step backwards. It sends a negative signal to universities and public authorities across Europe as to the importance of moving towards funding on a full cost basis to support a sustainable research funding base. EUA will be making the case, as discussions on Horizon 2020, continue that the FP7 indirect costs flat rate should be maintained and a simplified procedure introduced to recognise universities who have the capacity to identify and calculate all direct and indirect costs of their institution's project activities.

This important issue was also underlined by EUA in its response to the European Research Area (ERA) Framework Consultation. The Commission launched this consultation following the conclusions of the EU Council (heads of state and government) in February 2011 which called for the removal of the remaining obstacles to complete the ERA by 2014.

EUA has emphasised that the ERA Framework conditions need to take account of how increasingly Europe's universities are European and international in their character and activities and the European and national policy frameworks and funding schemes and instruments need both to reflect and support this reality. EUA stated that it is of particular importance for Europe's universities to have their "place at the table" in ERA Framework mechanisms when preparing new ERA instruments relating to joint programming and HORIZON 2020 "Tackling Societal Challenges" programmes through a transparent procedure of European stakeholder involvement. It also provided detailed feedback on the "main barriers and obstacles" facing the building of the ERA Structure and the role that Europe's universities are playing in overcoming them.

In particular, it has highlighted the substantial evidence that it has collected through the work of its Council for Doctoral Education (EUA-CDE), and the DOC CAREERS project which has provided a range of good practice examples of universities that are increasingly working with a wide range of external partners (including companies, NGOs, and public authorities) to provide innovative doctoral programmes.

EUA's European Platform of Universities Engaged in Energy Research, Education and Training (EPUE).

At the Belgian EU Presidency Strategic Energy Technology Plan (SET-PLAN) Conference on 15 November 2010, the European University Association announced its intention to develop a European Platform of Universities Engaged in Energy Research, Education and Training (EPUE).

By the end of 2011, The European Platform (EPUE) comprised around 160 universities from across Europe who have demonstrated research and training capacity in the energy field, ranging from science, engineering and technology to bio-sciences, medical/life sciences and economics, social sciences and the humanities. EPUE has been formally recognised by the European Commission as a partner within the framework of the EU Strategic Energy Technology Plan (SET-PLAN) and its work has been developed by an EUA Steering Group under the leadership of Professor Torbjørn Digernes (Rector, Norwegian University of Science and Technology, and member of the EUA Research Policy Working Group). Professor Digernes also represents EPUE within the European Energy Research Alliance of the EU SET-PLAN.

EPUE has been developed following a survey questionnaire sent to all EUA member universities. The questionnaire has yielded an important initial mapping of European universities' research and training capacities in the energy field in terms of faculty expertise, research projects, collaboration with external industry partners and Master's and Doctoral programmes. All the universities that completed the survey questionnaire have expressed their interest in the European Platform, and its membership remains open to universities who complete the questionnaire, providing the necessary information on their research and training capacity.

In February 2012, the EPUE will hold its inaugural meeting - a unique initiative to bring together European universities' research and education capacities to address a high priority "grand societal challenge" field at the EU level. Its purpose is to discuss the potential role and development of the European Platform - "from concept to implementation" - and to consider a range of activities addressing the following missions to:

- establish a strong voice for university energy research and education at the European level
- ensure that characteristic university attributes such as fundamental research and training, and collaborative activities with industry partners, are properly included in forthcoming EU energy activities in the next Research Framework Programme, entitled Horizon 2020
- facilitate competitive European university groupings to participate in the realisation of the Strategic Energy Technology Plan (SET-Plan) in cooperation with the European Energy Research Alliance
- bind more strongly the various disciplines ranging from natural sciences, engineering to social sciences and arts/humanities to best fulfil the needs of society in energy research
- speak for long-term thinking in European research agendas and initiatives, with due consideration given to a balance between top-down and bottom-up research strategies.

Find out more about the Platform here: <http://www.eua.be/epue>

For more information about the projects underpinning this policy work please go to section two of this report or visit <http://www.eua.be/projects>

Other membership services focusing on Research:
The EUA Council for Doctoral Education: www.eua.be/cde

iv) Governance, autonomy and funding

"Financial sustainability, increased autonomy, appropriate governing structures and strong management and leadership capacities are crucial for strong universities. EUA's policy work in these areas seeks to influence policy processes in both the EHEA and ERA and on the national and regional level in order to contribute to improving funding conditions for higher education institutions as well as governance and autonomy frameworks. Key activities also include the broad dissemination of project findings and comparative analyses to inform and raise awareness among policy makers."

In the light of the current economic downturn, and the decision of many governments in Europe to cut public funding to higher education, EUA's work on the financial sustainability, autonomy and governance of European universities has become increasingly important.

The Association has continued throughout the year to monitor (and disseminate information on) developments in public funding of higher education, with a view to informing the relevant policy debates across Europe. It has created a public funding observatory webpage where it posts regular updates on European developments in terms of public funding and which includes a "monitoring map" where HE systems are grouped according to different categories on the basis of the data collected, and the evolution of public funding since 2008. This is accompanied by short reports – which provide further background and explain different trends, as well as the overall complexity of the European picture on this particular matter.

In February, the association published a new major study, "Financially Sustainable Universities II: European Universities Diversifying Income Streams", (European Universities Diversifying Income Streams - EUDIS). The findings were based on an online survey completed by more than 150 universities across 27 countries, on site visits and on workshops involving a wide range of institutions.

This report underlines that universities need both sufficient resources and a long-term planning horizon to invest in their future academic and research activities, and thus to continue fulfilling their role in society. It also highlights that financial sustainability depends on reliable, sufficient public funding, and on the autonomy and support necessary to explore successfully complementary funding options. These have been key messages that have been repeatedly put forward by EUA throughout the year.

The EUDIS report also analysed the different barriers preventing universities from pursuing additional income streams (considering internal challenges and external regulatory barriers) and the possible drivers for stimulating 'income diversification'. It encourages governments therefore not only to increase public funding but also to invest in leadership development training for higher education leaders and managers. It also underlines the need to simplify and streamline rules across the different funding entities and reduce the administrative burden for universities.

Meanwhile this work also highlighted that university leaders need to integrate income diversification into institutional strategy and apply a proactive approach that engages the academic community. These findings have enabled EUA to build on its ongoing work to support universities in the development of modern financial management systems – in particular through its work developing full costing methodologies – through the EUIMA project outlined in the project section of report. The focus of this work has been the implementation of full costing in European universities through stimulating coordinated approaches to the development of full costing on national or regional levels.

Financial sustainability has also been a major consideration in EUA's policy activities on university autonomy and governance, which is particularly important at the national (or system) level. EUA collaborates with its collective members, with a view to supporting them in their national endeavours. A key part of this work has been the progress of the Autonomy Scorecard project.

This led to the publication in November of a new study on the state of university autonomy in Europe. This new study also included four scorecards ranking and rating 28 European higher education systems in four autonomy areas: organisational, financial, staffing and academic autonomy. It has been designed to engage all higher education stakeholders in a more in-depth debate on autonomy in order to improve national higher education systems.

Speaking at the launch of the report in Brussels, university leaders also underlined the value as a benchmarking tool for individual institutions, in a context where a lack of autonomy in key areas can lead to a competitive disadvantage in the global higher education market.

At the beginning of 2012, EUA has also launched an online tool that that will allow for a more interactive use of the comprehensive data that has been collected.

For more information about the projects underpinning this policy work please go to section two of this report or visit www.eua.be/projects

v) European universities in a global context – Interregional Dialogue

"In response to the growing international activities of European universities and the increasing interest in European developments in other parts of the world, EUA promotes dialogue with counterparts in other world regions. The outcomes of EUA activities also contribute to a better understanding of global higher education and research trends, which feed into the preparation of EUA policy positions on a wide variety of issues. EUA also contributes to governmental interregional dialogues – such as the Bologna Policy Forum, and the Ministerial Conference - in addition to a number of the EU's interregional dialogue processes such as the EU-LAC, EU-Africa and the ASEM Education Process."

In recent years, Europe's universities have become progressively more international, developing cross-border mobility and institutional partnerships within Europe and also increasingly on a global level. This trend has been driven not only by increasing competition for talented students and researchers but also by an awareness of the importance of responding to commonly shared 'grand challenges' and the role of higher education in development cooperation. One of the key aspects of EUA's policy and project work is therefore to support and enhance dialogue and cooperation between universities on a global level by bringing together different institutional, national, and pan-regional actors. EUA is also increasingly called upon to share European experiences in terms of regional HE reform and convergence processes around the world.

In 2011, EUA launched a number of new international cooperation activities including a new 'global' project and forum focusing on doctoral education. Organised through the EUA Council for Doctoral Education, the first Strategic Global Forum on Doctoral Education in April brought together university leaders from six different continents to discuss the global aspects of doctoral education. Building on the outcomes of this event, EUA launched a new project (with partners from Africa, Asia, South America, and Europe) that is designed to examine trends in doctoral education in different regions of the world and provide opportunities for enhancing collaborative doctoral education (Please see the CODOC project in the projects section).

During the year EUA has also actively participated in the latest G20 Global University Summit (please see below) and has further developed dialogue and exchange with partners across the following regions.

Africa

EUA has continued to reinforce its strong working relationship with its sister body, the Association of African Universities (AAU) which resulted at the end of 2010 in the publication of a 'White Paper': *Africa-Europe Higher Education Cooperation for Development: Meeting Regional and Global Challenges* which contained a series of recommendations for universities, university associations, development agencies, governments and the European and African Unions' respective Commissions. To build on this work in 2011, EUA and AAU launched a new joint project focusing on leadership and quality management: Europe-Africa Quality Connect, and has continued to promote the white paper recommendations to different actors.

Asia

In an effort to generate dialogue and sustainable relations between Asian and European institutions, EUA has continued activities with Asian partners which seek to build on the "EU-Asia Higher Education Platform" (EAHEP) EC-funded project.

It has been active in 2011 in the evolving ASEM Education Process participating in a number of meetings including the Third Meeting of the Ministers for Education of the ASEM countries that was hosted by Denmark in Copenhagen in May. The meeting was attended by 160 participants from 40 ASEM member countries and chaired by the Danish Minister for Education. Four main topics were discussed during this meeting: quality assurance and recognition; engaging business and industry in education; balanced mobility; and lifelong learning including vocational education and training. EUA was also invited to Malaysia in July to take part in a Consultative Forum on Autonomy for Malaysian Universities and to present the outcomes of its work on the state of university autonomy and governance across Europe that have been an inspiration for ongoing work on this topic in Malaysia.

Latin America and the Caribbean (LAC)

Latin America has increasingly taken a concerted interest in better understanding the Bologna Process and engaging in projects with European partners on the regional level. Furthermore, the European Union has also adopted an external policy strategy to develop an EU-LAC Common Higher Education Area (ALCUE), which is supported by funding initiatives. To build and follow up on the recommendations that EUA had already made to the development of this policy process EUA has helped to develop a major new project (ALFA PUENTES) that was launched in May 2011. This will seek to improve mechanisms for modernisation, reform and harmonisation of education systems in Latin America and will enable EUA and the national rectors' conferences partnering in this activity to develop strong working relationships and partnerships with around 15 major university associations working in Latin and Central America.

North America

EUA continues its strong relationship with both the American Council on Education (ACE) and the Association of Universities and Colleges of Canada (AUCC).

In 2011, EUA's Secretary General, Lesley Wilson, participated as an international expert in the American Council for Education's National Task Force on Institutional Accreditation that has been considering the future of institutional accreditation in the US, in an attempt to respond to growing concerns expressed by policy makers. EUA also presented different aspects of its work in two important annual meetings in this region; the Council for Higher Education Accreditation (CHEA) and NAFSA, the Association of International Educators.

GLOBAL UNIVERSITY SUMMIT 2011

EUA participates in the Global University Summits which bring together university Presidents, Rectors and higher education representatives from the G8 and G20 countries. In 2011, the Summit took place in France and focused on the theme: "Sustainable development and the Knowledge society: What structuring and cooperation for society in the 21st century?".

Organised by the French Rectors' Conference (CPU) and the PRES Bourgogne Franche-Comté, it looked to build on the previous Summits in Sapporo (2008), Turin (2009) and Vancouver (2010) where the importance of sustainable development, with the urgent need for implementing effective government policies in order to deal with current economic, social and environmental problems, led to stressing the vital role of universities and higher education establishments in this field.

EUA President (Professor Jean-Marc Rapp) and EUA President-elect (Professor Maria-Helena Nazaré) participated in the event which led to a joint declaration. This outlined a series of actions around each of the three Summit themes "that are based on ethical, equitable and solidarity principles of sustainable development at local as well as global level, and reaffirming that education is a public good".

For more information about the projects underpinning this policy work please go to section two of this report or visit: <http://www.eua.be/projects>

SECTION 2: EUA PROJECTS – PROVIDING EMPIRICAL EVIDENCE TO SUPPORT POLICY MAKING AND INSTITUTIONAL DEVELOPMENT

The most effective way for EUA as a European organisation to underpin its policy work at European level is through the collection and analysis of data and examples of good practice from members. Projects developed together with and involving universities from different countries provide comparative information and good practice examples on key topics of importance. By drawing on the outcomes of these projects EUA is able to develop well founded - 'evidence-based' - policy conclusions and recommendations as well as to support individual universities through the broad dissemination of the project results.

(All of the projects listed below are supported by funding from the European Commission unless otherwise* stated.)

Universities in the European Higher Education Area (EHEA)

Shaping Inclusive and Responsive University Strategies (SIRUS) (2009-2011):

This project, completed in 2011, was designed to follow up on the implementation of the European Universities' Charter on Lifelong Learning. Run by a consortium of European partner organisations, it offered approximately 30 universities with different profiles and interests in lifelong learning (LLL) an opportunity to develop and enhance their strategic LLL approaches. After four workshops the project ended with a final conference to disseminate the project outcomes and the final report.

Tracking Learners' and Graduates' Progression Paths (TRACKIT) (2010-2012):

The project involves a comparative study that focuses on systematic approaches to assessing the tracking procedures applied by institutions, national agencies and researchers regarding learners' and graduates' progression paths during their studies and in transition into the labour market. It also considers their impact and relevance with regard to strategic institutional aims. Given multiple definitions of excellence and the growing diversity of institutions and their student bodies, a key question being addressed is how tracking learners and graduates can be achieved in a way in which a student-centred approach is maintained. In June 2012, a conference will take place at the Aarhus University Copenhagen campus, bringing together researchers, policy makers and higher education institutional leadership to discuss the preliminary findings of the project.

Mapping University Mobility of Staff and Students (MAUNIMO) (2010-2012):

Data on student and staff mobility are, at present, generally insufficient and not fully comparable. Furthermore, the current policy focus on data collection often tends to overlook the institutional realities and complexities of mobility. This project is supporting a cohort of 35 European universities to undergo a mobility self-assessment that encourages both strategic development and data collection enhancement. An online 'Mobility Mapping Tool' is being piloted by the participating universities and used as a basis to stimulate discussion both within the institution and across borders. The project will identify case studies, and assemble qualitative data and information on institutional mobility strategies and mechanisms. It is also expected to develop recommendations for institutions as they respond to external data demands regarding mobility. The project will conclude with a publication and a large dissemination conference in September 2012.

Quality Management

Examining Quality Culture (EQC) in higher education institutions (2009-2012):

During this project, EUA has mapped institutional responses to the Standards and Guidelines for Quality Assurance in European Higher Education (ESG) across the 47 Bologna signatory countries. The analysis has focused on the development of a quality culture in higher education institutions with a view to providing an overview of the internal quality assurance processes used in institutions. After a survey conducted in 2010 and interviews carried out in 2011, which have resulted in two publications, a final dissemination workshop is to be organised in February 2012 in order to disseminate good practices and offer EUA members an opportunity to share experiences.

Mapping the application and implementation of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (MAP-ESG) (2010-2012):

The purpose of the project is to gather information on how the ESGs – adopted by the Ministers in HE in 2005 following a proposal of the E4 Group – have been implemented and applied in the Bologna signatory countries, at national level, in HEIs and within QA agencies. After five years of experience with the ESGs, it was time to investigate thoroughly how they have been implemented and applied in relation to their original purposes. As a partner in the project, EUA has independently carried out an analysis with selected university representatives and is contributing to the elaboration of the final report that will be submitted to the Bologna Ministerial meeting in 2012.

***EUA Rankings project (2010-2013):** EUA originally launched the Rankings Project as a new, pilot activity for 2010/2011 with the aim of describing and analysing the methodologies of global university rankings. The first project was overseen by an Editorial Board chaired by the EUA President, and including Board member Jean-Pierre Finance, Council member Jens Oddershede, and former Council member Sir Howard Newby. The first Rankings Review report, "Global Universities and their impact" was published in June 2011 and has been widely disseminated and reported in the media. The next report covering developments in university rankings will be published at the end of 2012. The project is co-funded by the Robert Bosch Stiftung and the Calouste Gulbenkian Foundation.

Universities in the European Research Area (ERA)

DOC-CAREERS II (2009-2012): The main aim of DOC-CAREERS II is to contribute to enhanced employability of doctorate holders in the public and private sector. The project further explores one of the key findings of DOC-CAREERS i.e. that collaborative doctoral education schemes are very diverse and tend to include local and regional cultural differences. In order to capture this diversity, DOC-CAREERS II looks at how universities work with their regional partners (local Small and Medium Enterprises, large Research and Development enterprises, non-university research institutions, non-governmental organisations and other industries). A series of five Regional Workshops have taken place around topics such as: skill development and mobility strategies in doctoral education; empirical insights relevant for the reform of doctoral programmes; regional cooperation and networking in dialogue with employers; and building sustainable partnerships, networks and initiatives aimed at fostering collaboration between the public and private sector. The final project conference takes place in Brussels in January 2012.

Accountable Research Environments for Doctoral Education (ARDE) (2010-2013): This project examines European doctoral programmes with a view to mapping existing structures for accountability and identifying good practices. Over the last decade, European universities have carried out substantial reforms of doctoral education. It is

widely agreed that successful doctoral education is dependent on high-quality research environments with clear missions and strategies. Nevertheless, the means of enhancing the accountability of these environments have not been addressed in a methodical way. This project aims to map the existing procedures, good practices and problem areas in assuring quality in doctoral programmes through a survey and consultation process during which areas of specific interest will be explored. This process will include intensive working groups combined with an on-line discussion forum, as well as a final project event that will take place on 27 September 2012 at the Karolinska Institute, Stockholm, Sweden. This event will gather a range of stakeholders to discuss and validate the results from the consultation process. The ARDE project report is due to be published in early 2013.

European Universities Implementing their Modernisation Agenda (EUIMA) "Take-Up" activities (2009-2012): The overall goal of the "take-up" activities is to demonstrate that the ERA and the EHEA require a globally competitive European university sector. Within this framework EUIMA (European Universities Implementing their Modernisation Agenda) addresses two main elements of the modernisation agenda for Europe's universities: collaborative research and sustainable funding. The research part of the project will specifically look at the transparency and appropriateness of measurement tools for the assessment of university-based collaborative research, reflecting the diversity of universities' missions. It has involved six workshops and a series of case studies, with a final workshop planned for May 2012 in Brussels to discuss the European policy implications of the research findings.

Governance, Autonomy and Funding

A-Card: Autonomy Scorecard (2009-2012): The Autonomy Scorecard project consolidates data and findings from previous work on autonomy. It compares different elements of university autonomy thus enabling governments to benchmark their progress on governance/autonomy reforms vis-à-vis other systems, and provides policy makers with feedback on national reforms from an institutional perspective. The final project report, published in November 2011, includes a detailed analysis of institutional autonomy and scorecards on four autonomy dimensions (organisational, financial, staffing and academic). The project results and the data collected will feed into an interactive online tool, which represents a further milestone in EUA's work on autonomy. This will be launched in early 2012, and will provide national rectors' conferences and other stakeholders with an "at a glance overview" of the status of university autonomy across Europe, thereby facilitating longitudinal analysis and cross-referencing with other data and providing the information needed to engage in policy dialogue on governance and autonomy reforms.

European Universities Implementing their Modernisation Agenda (EUIMA) "Take-Up" activities (2009-2012): The second part of the EUIMA project (outlined above) focuses on the sustainability of university funding, financial management and the development of full costing and will look at the development of appropriate funding mechanisms to ensure sustainability of the sector as a whole. Implementation of these activities has included a series of workshops and study visits throughout 2010/11.

European Universities: Diversifying Income Streams (EUDIS) (2008-2011): During this project, EUA mapped the status of income diversification in European universities and provided good examples of best practice. This project has also looked to put forward the institutional perspective on the topic of funding, with a view to informing national and European policymakers on how best to facilitate a sensible diversification of income streams. The final report, published at the beginning of 2011, provided a detailed description of how European universities are currently financed, and looked into the sector's expectations for future evolutions. It also analyses the many different barriers

currently preventing universities from pursuing additional income streams (considering internal challenges and external regulatory barriers) and the possible drivers for stimulating 'income diversification'.

EUA Funding Forum (2011-2012): Following the success of the EUDIS project (outlined above) and work on financial autonomy, EUA will organise for the first time in 2012 a "Universities' Forum for Financial Sustainability", an inclusive platform to debate and share experiences related to funding in higher education. Participants and contributors to the Forum will seek to define the key conditions that make funding systems sustainable and identify best practices on how to achieve this goal. The outcomes of the Forum will also inform European institutions as well as national and regional public authorities of the views of the sector. *The Funding Forum will be held on 11-12 June 2012, at the University of Salzburg, Austria.*

Europe in a Global Context – Interregional Dialogue

Europe-Africa Quality Connect - Building Institutional Capacity through Partnership (Europe-Africa QA Connect) (2010-2012): The project follows up on the Erasmus Mundus project Access to Success (2008-2010), in which EUA and the African Association of Universities (AAU) were leading partners. This project seeks to share EUA's Institutional Evaluation Programme's (IEP) methodology for institutional evaluations aiming at quality enhancement and capacity building with five African universities in different regions of sub-Saharan Africa as a trial application. While the project will provide immediate benefits for the participating universities, the scheme could be applied in the future to other universities. The strengths and weaknesses of the exercise will be debated in the post-evaluation workshops in April 2012 and a final dissemination conference will be open to all higher education stakeholders.

Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe (CODOC) (2010-2012): This project will allow for information gathering and sharing, and networking among institutional leadership in charge of doctoral/graduate education from Europe, Asia, Africa and Latin America, with the overall goal of fostering stronger doctoral education partnerships. It will facilitate mapping exercises and organise several international and regional workshops. The outcomes will be disseminated to higher education stakeholders, ranging from governments to research councils and donors.

Building Capacity of University Associations in fostering Latin-American regional integration (ALFA PUENTES) (2010-2013): This project will aim at strengthening the role of Latin American national and regional university associations as key actors in contributing to the HE system and institutional development at national level, and across borders. The emphasis will be on Latin America as a region, the three sub-regions of the Andean Community, Central America and Mercosur, and on the process of the EU-LAC (Latin America & the Caribbean) higher education and knowledge area. Overall, the project aims at contributing to the development of the Latin American Higher Education Area and the EU-LAC Common HE and Knowledge Area. Two major bi-regional university association conferences will be held in the context of this project.

Europe-Asia Higher Education Platform/ASEM Education process (ongoing activities in 2011): The 'EU-Asia Higher Education Platform (EAHEP)' project ended in December 2009. However, the framework that was created for information exchange, dialogue, and cooperation in higher education and research between Europe and Asia continues to be of great relevance to EUA's activities. EUA maintains the EAHEP Portal (www.eahep.org) as a repository for the project outcomes, and utilises it to underpin its stakeholder contribution to the intergovernmental Europe-Asia cooperation process (ASEM), which has a secretariat, thematic bi-regional meetings and ministerial meetings.

As a concrete follow-up to EAHEP, EUA is also exploring cooperation on doctoral education with Asian partners under the CODOC project (see above).

SECTION 3: ADDITIONAL 'A LA CARTE' MEMBERSHIP SERVICES – THE COUNCIL FOR DOCTORAL EDUCATION AND INSTITUTIONAL EVALUATION PROGRAMME

EUA runs two independently managed membership services for universities which focus on developing doctoral education and institutional quality enhancement. Both the Council for Doctoral Education (EUA-CDE) and the Institutional Evaluation Programme (EUA-IEP) have their own Steering Committees and annual work programmes.

The outcomes of these two activities, each in a different way, make an important contribution to EUA policy development on a broad range of topics.

EUA Council for Doctoral Education (EUA-CDE)

In less than four years the EUA Council for Doctoral Education has become the European platform for leaders of doctoral schools to discuss, develop and implement good practice in doctoral education. More than 200 institutions are now members of EUA-CDE – the largest and most comprehensive body at European-level which is dedicated to developing and improving doctoral education within European universities.

Objectives of the EUA-CDE

- **Staff development:** a forum for those directly responsible for doctoral education such as vice-rectors, deans and heads of doctoral schools. EUA-CDE strengthens strategic capacity and professionalises staff by providing information about institutional development and new trends in doctoral education in Europe.
- **Sharing good practice:** thematic workshops and focus groups for its members to share experiences on a number of issues such as supervision, career development and mobility. Workshops give member institutions the possibility to present their programmes through calls for papers.
- **Creating international networks:** Membership of EUA-CDE increases the international profile of institutions because it is the main organisation dedicated to doctoral education in Europe. EUA-CDE events are aimed at building international networks of those responsible for doctoral education.
- **Monitoring and informing about European developments** EUA-CDE publishes a quarterly newsletter, which addresses a specific topic, reports from events and announces new initiatives in European doctoral education.
- **A strong voice for doctoral education:** EUA-CDE gathers experiences from its members and disseminates the information to a range of non-university stakeholders. The Annual Meeting of EUA-CDE is the largest forum in Europe for dialogue between all stakeholders involved in doctoral education.

Following the adoption of the EUA Salzburg II Recommendations on doctoral education at the end of 2010 the priority for the EUA-CDE in 2011 has now moved to their implementation within different institutional contexts and on the development of institutional strategies at the PhD level.

These objectives have been taken forward in 2011 through the organisation of events designed to facilitate dialogue among CDE members and provide a forum for the exchange of good practices between universities.

In January, more than 90 participants gathered for the EUA-CDE workshop in Hungary to share best practice in setting up collaborations to facilitate doctoral mobility across borders and sectors. The workshop presented a number of case studies of international and intersectoral mobility from all over Europe. Participants underlined the need for making mobility at the doctoral level a flexible and integral part of the research project, as is also stated in the Salzburg II Recommendations.

The 4th Annual Meeting of the EUA Council for Doctoral Education was dedicated to the topic 'Promoting Creativity: cultivating the research mindset'. Around 200 stakeholders gathered at Carlos III University of Madrid with the common aim of looking at the structures that universities can develop to ensure and promote individual development, creativity and innovation in doctoral education.

Furthermore, the event was a chance to present EUA-CDE's involvement in EUA's project work. These include the 'Accountable Research Environments for Doctoral Education' (ARDE) project, which looks at how quality can be assured and enhanced in doctoral education, and the 'Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe' (CODOC) project which examines collaborative doctoral programmes in the context of capacity building and a balanced development of global knowledge.

It is clear that many trends in doctoral education are now global, something that was highlighted during a special Global Forum organised by EUA-CDE prior to the EUA Annual Conference at Aarhus University. The forum brought together around 50 university leaders and experts in doctoral education to discuss the global aspects of doctoral education. Investment in research training is now seen worldwide as a central part of developing knowledge economies and responding to social and economic challenges. In particular, expanding university sectors need doctoral education to provide research and teaching staff. For universities, internationalisation of research environments, inter-institutional collaboration and dialogue with non-university sectors were common trends highlighted by many of the participants.

All of the CDE activities are managed and developed by a Steering Committee of international experts who are elected by the EUA Board. In December, the EUA-CDE elected five new members to the Committee, including a new Chair, Professor David Gani (Deputy Principal, University of Strathclyde, UK). Professor Gani takes over the role of Chair from Professor Jean Chambaz (Université Pierre et Marie Curie) who has led the EUA-CDE since its creation in 2008.

More information on the EUA-CDE is available at <http://www.eua.be/cde>

EUA's Institutional Evaluation Programme (IEP)

The Institutional Evaluation Programme (IEP) is an independent membership service which evaluates higher education institutions in the context of their own goals and objectives and actively supports them in fulfilling their mission.

IEP has carried out around 300 evaluations in Europe and further afield. The objective of these assessments is to evaluate the quality processes used by the university and to assess how these relate to strategic management processes. The overall aim of the programme is to strengthen institutional autonomy and create support mechanisms for institutional change.

IEP is a member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed on the European Quality Assurance Register for Higher Education (EQAR). It is overseen by an independent Steering Committee that selects the members of evaluation teams, provides them with training, and supports the implementation of the programme. Since October 2011, the Committee is led by Professor Lothar Zechlin from Germany.

The programme is backed by a pool of around 80 European experts, who participate in evaluations. These experts are current or former university leaders, higher education professionals and students, for whom IEP organises an annual training seminar to ensure the quality of IEP evaluations.

By signing up for an evaluation, institutions will benefit from:

- An evaluation procedure based on their institutional profile and geared towards improving their capacity to implement strategic goals
- A truly European focus taking into account the framework of ongoing reforms in higher education across the continent
- A self-evaluation process that will contribute to increased awareness, across the university, of the need to develop an internal quality culture and complement external accountability exercises
- Two site visits of an evaluation panel, composed of current or former European rectors or vice-rectors, a student and a senior higher education expert
- A final report that highlights the good practices identified and includes recommendations for improvement

During 2011, the IEP completed 17 evaluations (including follow-up evaluations) for the 2010/11 academic year and began a series of new evaluations in the Czech Republic, Portugal and Turkey.

Another important development for IEP in 2011 was its admittance to the European Quality Assurance Register for Higher Education (EQAR). In most European countries, higher education institutions or study programmes are subject to regular external review by a quality assurance (QA) agency. Set up in 2008, the European Quality Assurance Register for Higher Education (EQAR) is a register of such agencies, listing those that substantially comply with a common set of principles for quality assurance in Europe, as laid down in the European Standards and Guidelines for Quality Assurance. The Register therefore provides a means for HE institutions, where national regulations permit, to choose between different agencies on the Register.

As the first QA body on the Register to have been created with a broad European-wide mandate, EUA believes this decision recognises the IEP approach and will therefore be significant in terms of further development of the European quality assurance framework.

In the autumn of 2011, a new round of IEP started, with preparations for eight new evaluations (and follow-ups). Moreover at the end of 2011 it was confirmed that IEP will begin a major new project in Romania. On the request of the Romanian government, IEP has agreed to carry out the evaluation of 90 universities as part of a major project to be carried out with the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI).

More information on the IEP is available at: <http://www.eua.be/iep>

Universities taking part in the IEP round 2010/2011:

- Universidad Nacional de Colombia, Colombia
- University of Zagreb, Croatia
- Kazakh National Technical University after K.I. Satpaev, Kazakhstan
- An Najah National University, Palestine
- Instituto Politécnico de Castelo Branco, Portugal
- Instituto Politécnico de Setúbal (follow-up), Portugal
- Stefan cel Mare, Suceava, Romania
- Transilvania University of Brasov, Romania
- Universidad Europea de Madrid, Spain
- Istanbul Bilgi University, Turkey
- Politecnico di Torino, Italy
- Ankara University (follow-up), Turkey
- Université de Liège (follow-up), Belgium
- Brno University of Technology (follow-up), Czech Republic
- Luhansk Taras Shevchenko National University (follow-up), Ukraine
- Ss Cyril and Methodius University, Skopje (follow-up), Macedonia
- Vilnius University (follow-up), Lithuania

Universities taking part in the IEP round 2011/2012:

- Masaryk University, Czech Republic
- Universidade de Trás-Os-Montes e Alto Duro, Portugal
- Atilim University, Turkey
- Yeditepe University, Turkey (follow-up)
- Polytechnic Institute of Braganca, Portugal (follow-up)
- Izmir University of Economics, Turkey (follow-up)
- University of Beira Interior, Portugal (follow-up)
- Universidade de Madeira, Portugal (follow-up)

SECTION 4: COMMUNICATING WITH MEMBERS AND KEY STAKEHOLDERS

As the representative body of universities at the European level, EUA has a responsibility for explaining and communicating the European perspective in relation to national developments, as well as promoting European universities in a global context. It is also EUA's role to raise awareness of issues of common importance and to demonstrate the added value of common approaches and solutions. Successful communication is crucial to meeting these goals.

EUA's communication is increasingly driven by the key objectives outlined in the outcomes of the association's 2011 strategic review, which include:

- Positioning EUA as the major European stakeholder body informing and influencing the European higher education and research policy agenda
- Reaching a broader range of institutional decision makers within member universities
- Increasing benchmarking activities
- Consolidating services in key areas identified by members.

To reach these objectives, EUA plans to focus on:

- Communicating EUA's policies effectively to a wider range of stakeholders in Brussels, around Europe and beyond
- Improving communication on EUA's expanding project and membership activities to all partners (also through the enhanced use of social media)
- Offering a coherent programme of events and services on key topics for Europe's universities
- Ensuring that individual members are aware of and contribute to the broad range of EUA activities

2011 saw EUA already taking a number of proactive steps to improve the visibility and impact of policy recommendations, project results and membership services through linked promotion and communication activities.

It has developed a wider range of events – around 30 in total including those organised as project-related activities. EUA also published six major reports/studies and a record number (11) of policy and position statements. These activities have been actively promoted to EUA members and other key stakeholders through EUA's website (visited by over 20 000 users each month), and through its fortnightly e-newsletter (11 000 subscribers), as well as through targeted mailings and press activities.

As a result, EUA's media coverage of EUA's activities also grew again in 2011 – in particular with widespread coverage of issues such as the rankings review, funding-related issues, and the autonomy scorecard. The steadily increasing demand for EUA views and expertise on higher education and research issues means that the President, the Secretary General and EUA senior programme managers and experts were regularly interviewed by journalists from important European education media.

As membership continues to grow, EUA is seeking to create an effective platform to improve communication flows to all 860 members about its expanding policy and project

activities and events management. The development of a new mailing tool has enabled EUA to improve its direct mailing to members in this respect.

Following the development of its new website and extranet in the last 18 months, in 2012 EUA also plans to launch a variety of new member-only services (through the EUA Community/extranet), including an 'opportunities section' where members will be able to view all the different opportunities to participate in EUA projects and respond to calls for papers and be able to advertise job vacancies at the European level.

In the light of the growing impact of social media, EUA also launched a Twitter page in 2011 so that all EUA members can easily follow the latest news and updates from the association: @euatweets.

EUA has continued to consolidate its lobbying activities through improved legislative monitoring, better contacts with political actors, more participation in high-profile events, and consolidation of the network of university representations in Brussels and other stakeholders in higher education and research. The presentation of EUA projects through launch events in Brussels has been another success. In 2011, these included several events in Brussels to launch the results of projects such as EUDIS - European universities diversifying income streams, and EQC - Examining Quality Culture in Higher Education and the Autonomy Scorecard.

SECTION 5: EUA ORGANISATION & MEMBERSHIP DEVELOPMENT

This section of the report focuses on EUA's organisational structures including an overview of its governance (Board and Council), the EUA secretariat in Brussels, membership development during 2011, and our 2011 financial accounts.

A. Board Members 2011-2013 (as of April 2011)

PRESIDENT

Prof. Jean-Marc Rapp, Former Rector,
Université de Lausanne

PRESIDENT-ELECT

Prof. Maria Helena Nazaré, University of Aveiro (Professor Nazaré will take over as President of EUA in March 2012)

VICE-PRESIDENT

Prof. David Drewry, University of Hull

- Prof. Jean-Pierre Finance, Université Henri Poincaré, Nancy 1
- Prof. Esther Giménez-Salinas, Ramon Llull University, Barcelona
- Prof. Vaclav Hampl, Charles University
- Prof. Lauritz B. Holm-Nielsen, University of Aarhus
- Prof. Kristin Ingólfssdóttir, University of Iceland
- Prof. Giuseppe Silvestri, University of Palermo
- Prof. Margret Wintermantel, HRK

B. Council Members (as of January 2012)

Austria

Prof. Heinrich Schmidinger
President, Universities Austria

Belgium

Prof. Bruno Delvaux
President, Rectors' Conference, French Community of Belgium

Prof. Paul Van Cauwenberge
President, Flemish Interuniversity Council

Bulgaria

Prof. Borislav Borissov
President, Bulgarian Rectors' Conference

Croatia

Prof. Ante Uglesic
President, Croatian Rectors' Conference

Cyprus

Prof. Michalis Attalides
President, Cyprus Rectors' Conference

Czech Republic

Prof. Josef Koubek
Permanent Representative, Czech Rectors' Conference

Denmark

Prof. Jens Oddershede
President, Universities Denmark

Estonia

Prof. Alar Karis
President, Estonian Rectors' Conference

Finland

Prof. Kaija Holli
President, Universities Finland - UNIFI

France

Prof. Louis Vogel

President, Conference of University Presidents

Germany

Prof. Dieter Lenzen
Permanent Representative, German Rectors' Conference

Greece

Prof. Ioannis Mylopoulos
President, Aristotle University of Thessaloniki

Holy See

Rev. Prof. Gianfranco Ghirlanda
President, Conference of Rectors of Roman Pontifical Universities

Hungary

Prof. József Bódis
President, Hungarian Rectors' Conference

Iceland

Prof. Jon Atli Benediktsson
Permanent representative, National Rectors' Conference in Iceland

Ireland

Dr. Michael Murphy
President, Irish Universities Association

Italy

Prof. Davide Bassi
Permanent Representative, Conference of Italian University Rectors

Latvia

Prof. Arvids Barševskis
President, Latvian Rectors' Council

Lithuania

Prof. Remigijus Zaliunas
President, Lithuanian Universities Rectors' Conference

Luxembourg

Prof. Rolf Tarrach
Rector, University of Luxembourg

The Netherlands

Dr. Dirk Jan van den Berg
Permanent Representative, Association of Universities in the Netherlands

Norway

Prof. Jan I. Haaland
President, Norwegian Association for Higher Education Institutions

Poland

Prof. Katarzyna Chalasinska-Macukow
President, Conference of Rectors of Academic Schools in Poland

Portugal

Prof. António Rendas
President, Portuguese National Conference of Rectors

Romania

Prof. Ecaterina Andronescu
President, Romanian Council of Rectors

Serbia

Prof. Branko Kovacevic
President, Conference of the universities of Serbia

Slovak Republic

Prof. RNDr. Libor Vozár
President, Slovak Rectors' Conference

Slovenia

Prof. Danijel Rebolj
President, Slovenian Rectors' Conference

Spain

Prof. Adelaida de la Calle Martín
President, The Conference of the Rectors of the Spanish Universities

Sweden

Prof. Pam Fredman
President, Association of Swedish Higher Education

Switzerland

Prof. Antonio Loprieno
President, Rectors' Conference of the Swiss Universities

Turkey

Prof. Gökhan Çatinsaya
President, Turkish University Rectors' Conference

United Kingdom

Prof. Eric Thomas
President, Universities UK

c. Membership Development

EUA is pleased to announce that as of January 2012, the organisation has more than 860 members and affiliates from 47 countries. During 2011, the association welcomed 21 new Individual Full Members, 6 Individual Associate Members, one Collective Associate Member and one Affiliate:

Individual Full Members

Bosnia and Herzegovina

- University of Banja Luka

Czech Republic

- Academy of Performing Arts in Prague

France

- Le Mans University

Germany

- Bochum University of Applied Sciences
- Bonn-Rhine-Sieg University of Applied Sciences
- Munich University of Applied Sciences
- Saarland University of Applied Sciences
- University of Applied Sciences Neubrandenburg
- University of Hagen

Italy

- University of Macerata

Kazakhstan

- Kazakh National Technical University after KI Satpaev

Norway

- University of Nordland

Romania

- "Ovidius" University of Constantza

Russian Federation

- Financial University under the Government of the Russian Federation
- Russian State University for the Humanities
- Southern Federal University

Slovakia

- Saint Elizabeth University of Health and Social Work
- Slovak University of Agriculture in Nitra

Turkey

- Koç University

Ukraine

- Mariupol State University
- Ukrainian Medical Stomatological Academy

Individual Associate Members

Austria

- Salzburg University of Applied Science

Hungary

- Budapest Business School

Spain

- University of Vic
- Catholic University of Valencia

Turkey

- Atilim University

Ukraine

- Dnipropetrovsk University of Economics and Law

Collective Associate Members**The Netherlands**

- International Research Universities Network (IRUN)

Affiliates**Lebanon**

- Holy Spirit University of Kaslik

D. The EUA Secretariat in Brussels (as of January 2012)

Located in Brussels, EUA is served by a central Secretariat with about 40 staff members, which is headed by the Secretary General, Lesley Wilson. The Secretariat – which carries out the different activities of the organisation – comprises policy units, together with specialised units responsible for membership services (including events and communications and the Council for Doctoral Education).

Secretary General's Office

- Lesley Wilson - Secretary General
- Sue Pavis - PA to the Secretary General
- Melissa Koops - Policy Officer (*on maternity leave*)
- Isabelle Damman - HR Manager (*on maternity leave*)

Research & Innovation

- John Smith - Deputy Secretary General
- Lidia Borrell-Damian - Senior Programme Manager
- Ulrich Beuter - Project Officer
- Iлона Mazan - Executive Assistant

Council for Doctoral Education (EUA-CDE)

- Thomas Jørgensen - Head of Unit
- Joanne Byrne - Project Officer
- Alexandra Bitusikova - Senior Adviser

Governance – Autonomy & Funding

- Thomas Estermann - Head of Unit
- Enora Pruvot - Programme Manager
- Monika Steinel - Project Officer
- Anna-Lena Kulik - Project Officer
- Michelle Mildiner - Administrative Assistant

Higher Education Policy

- Michael Gaebel - Head of Unit
- Elizabeth Colucci - Programme Manager
- Ralf Drachenberg - Project Officer
- Angel Manuel Rafael - Project Officer
- Gemma Fagan - Administrative Assistant
- Howard Davies - Senior Adviser
- Hanne Smidt - Senior Adviser

Quality Management/ Institutional Evaluation Programme

- Tia Loukkola - Head of Unit
- Thérèse Zhang - Programme Manager (*on maternity leave*)
- Ivana Juraga - Project Officer (*maternity leave replacement*)
- Crina Mosneagu - Project Officer

- Alicja Ziubrzynska - Administrative Officer
- Andrée Surssock - Senior Adviser
- Andrejs Rauhvargers - Senior Adviser

Communication, Membership Services & Events

- Ulrike Reimann - Director
- Andrew Miller - Deputy Director, Press Officer
- Nicole Basaraba - Web & Publications Officer
- Stephanie Friedrich - Communications Officer
- Annamaria Trusso - Editor
- Kajsa Svensson - Events Organiser
- Céline Bernard - Events Organiser
- Valerie Yongeli - Events Assistant
- Françoise Van den Berghe - Administrative Assistant
- Arianna Palomba - Administrative Assistant/Back-up Receptionist
- Ikram Alaoui - Receptionist

Administration & Finance

- John Ashton - Director
- Julien Georis - Chief Accountant
- Giacomina Lai - Accounting Assistant
- Marianna Uccheddu - Accounting Assistant
- Jennifer De Boeck - Accounting Assistant
- Chantal Jansen - Accounting Assistant

E. Financial Statements and Accounts

Please see **Item 8** of General Assembly Documents.

ANNEX 1: EUA EVENTS AND MEETINGS IN 2011

EUA Statutory Meetings

Board Meetings

27 January 2011, Brussels, Belgium
13 April 2011, Aarhus, Denmark
24 June 2011, Brussels, Belgium
20 October 2011, Brussels, Belgium,
25 November 2011, Brussels, Belgium

Council Meetings

28 January 2011, Brussels, Belgium
13 April 2011, Aarhus, Denmark
21 October 2011, Brussels, Belgium

General Assembly

14 April 2011, Aarhus, Denmark

EUA Events – Including Main Project Events

EUIMA Full Costing Country Workshop: Germany

Implementing Full Costing at German Universities
Hosted by the German Rectors' Conference (HRK), Germany
9 December 2011

EUIMA Project Fifth Workshop on Collaborative Research

Assessing University-based Collaborative Research
Hosted by the University of Cambridge, United Kingdom
5-6 December 2011

ARDE Project Focus Group 2 - Assuring quality in supervision

Hosted by University College Cork, Dublin, Ireland
24 November 2011

Sixth European Quality Assurance Forum

Quality and Trust: at the heart of what we do
Hosted by University of Antwerp and Artesis University College Antwerp, Belgium
17-19 November 2011

EUIMA Project Fourth Workshop on Collaborative Research

Assessing University-based Collaborative Research
Hosted by Politecnico di Torino, Italy
8-9 November 2011

ALFA PUENTES Project First Regional Integration Seminar

Lima, Peru
6-9 November 2011

MAUNIMO Project Induction Seminar

Hosted by the University of Marburg, Germany
26- 27 October 2011

EUIMA Full Costing Study Visit: Birmingham

Implementing Full Costing to Support the Financial Sustainability of European Universities

Hosted by the University of Birmingham, United Kingdom

25-27 October 2011

DOC-CAREERS II Fifth Workshop

Hosted by the University of Camerino, Italy

11 October 2011

ARDE Focus Group 1

Indicators and data collection: Monitoring the doctoral cycle

Brussels, Belgium

10 October 2011

First CODOC Workshop

Strategic collaboration: Doctoral education trends in a global landscape

Hosted by Chulalongkorn University, Bangkok, Thailand

25-27 September 2011

EUA Breakfast Event

Examining Quality Culture in Higher Education Institutions

Hosted by the Permanent Representation of the Republic of Poland to the EU in Brussels, Belgium

16 September 2011

The Engaged University

SIRUS - Shaping Inclusive and Responsive University Strategies Conference

Hosted by the University of Southampton, United Kingdom

31 August - 1 September 2011

EUIMA Full Costing Study Visit: Dresden

Implementing Full Costing to Support the Financial Sustainability of European Universities

Hosted by the Technische Universität Dresden, Germany

20-22 June 2011

EUA Rankings Seminar: Presentation of EUA Rankings Review

Getting to grips with rankings: A high-level seminar for European university leaders

Bibliothèque Solvay, Brussels, Belgium

17 June 2011

Fourth EUA-CDE Annual Meeting

Promoting Creativity – cultivating the research mindset

Hosted by Carlos III University of Madrid, Spain

9-10 June 2011

DOC-CAREERS II: Fourth Workshop

Hosted by the Norwegian University of Science and Technology

Trondheim, Norway

7 June 2011

ALFA PUENTES Project launch meeting,

Bogota, Colombia

15-17 May 2011

MAP-ESG Project: EUA Workshop series

May-June 2011

EUIMA Full Costing Country Workshop: Poland

Universities Implementing Full Costing

Hosted by University of Warsaw and University Science Committee (USC), Poland

13 May 2011

EUIMA Collaborative Research Project Third Workshop

Hosted by Karlstad University, Sweden

12-13 May 2011

EUA Annual Conference 2011: Investing Today in Talent for Tomorrow

Hosted by Aarhus University, Denmark

13-15 April 2011

DOC-CAREERS II: Third Workshop

Hosted by Kaunas University of Technology

Kaunas, Lithuania

5 April 2011

EUIMA Full Costing Country Workshop: Austria

Universities Implementing Full Costing

Hosted by University of Vienna and Universities Austria

28 February 2011

EUIMA Collaborative Research Project Second Workshop

Hosted by Tampere University of Technology, Finland

22-23 February 2011

EUDIS Launch Event

European Universities Diversifying Income Streams

Hosted by the Permanent Representation of the Free State of Bavaria to the European Union

22 February 2011

EUIMA Full Costing Country Workshop: Belgium

Universities Implementing Full Costing

Hosted by Ghent University and FNRS

4 February 2011

Fourth EUA-CDE Workshop

Mobility and Collaborations in Doctoral Education- international and inter-sectoral

Hosted by Eötvös Loránd University (ELTE), Hungary

20-21 January 2011

EUIMA Full Costing Country Workshop: France

Universities Implementing Full Costing

Hosted by AMUE and CPU, France

14 January 2011

ANNEX 2: EUA POLICY POSITIONS, DECLARATIONS AND STATEMENTS 2011

EUA Aarhus Declaration 2011: "Investing Today in Talent for Tomorrow"

- http://www.eua.be/Libraries/Policy_Positions/Aarhus_Declaration_2011.sflb.ashx

EUA response to ERA Framework consultation

- http://www.eua.be/Libraries/Policy_Positions/EUA_response_to_ERA_Framework_consultation_FINAL.sflb.ashx

Modernising the Professional Qualifications Directive. EUA response to European Commission's Consultation on Green Paper COM(2011)367

- http://www.eua.be/Libraries/Policy_Positions/EUA_response_to_DG_MARKT_consultation_September_2011.sflb.ashx

EUA comments on the 'Public consultation on the draft statement of public service principles for EU civil servants'

- http://www.eua.be/Libraries/Policy_Positions/Ombudsman_EC_2.sflb.ashx

EUA position on the EC "Green Paper" on a Common Strategic Framework for EU Research and Innovation Funding

- http://www.eua.be/Libraries/Policy_Positions/EUA_Position_on_EC_Green_Paper_web.sflb.ashx

Statement by the EUA in response to the EC Consultation on the Modernisation of Higher Education in Europe

- http://www.eua.be/Libraries/Policy_Positions/EUA_Statement_in_response_to_EC_Consultation_on_Modernisation_of_Higher_Education_in_Europe.sflb.ashx

Working together towards financial sustainability for European universities

- http://www.eua.be/Libraries/Policy_Positions/Funding_policy_position_21-04-2011.sflb.ashx

EUA statement on behalf of the EUA European Platform of Universities engaged in Energy Research (EPUE) on the Public Consultation on the Energy Roadmap 2050

- http://www.eua.be/Libraries/Policy_Positions/EUA_Statement_on_the_Public_Consultation_on_the_Energy_Roadmap_2050_FINAL_web.sflb.ashx

Professional Qualifications Directive 2005/36/EC: EUA response to European Commission's Consultation Paper

- http://www.eua.be/Libraries/Policy_Positions/EUA_response_to_PQ_consultation_-_March_2011.sflb.ashx

Smart People for Smart Growth: Statement by the European University Association on the EU Flagship Initiative "Innovation Union" of the Europe 2020 European Strategy for Smart, Sustainable and Inclusive Growth

- http://www.eua.be/Libraries/Policy_Positions/Smart_People_for_Smart_Growth_web.sflb.ashx

EUA response to Consultation on funding on EU External Actions

- http://www.eua.be/Libraries/Policy_Positions/EUA_response_External_Action_consultation_4.sflb.ashx

ANNEX 3: EUA PUBLICATIONS 2011

University Autonomy in Europe II - The Scorecard

By Thomas Estermann, Terhi Nokkala & Monika Steinel

Examining Quality Culture Part II

Processes and Tools - Participation, Ownership and Bureacracy

By Andrée Sursock

Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies

By Hanne Smidt and Andrée Sursock

Global University Rankings and Their Impact

By Andrejs Rauhvargers

Building bridges: Making sense of quality assurance in European, national and institutional context

A selection of papers from the 5th European Quality Assurance Forum

Financially Sustainable Universities II - European universities diversifying income streams

By Thomas Estermann & Enora Bennetot Pruvot

EUA Annual Report 2010

Some publications to look out for in 2012

Rankings Review Report II

Funding Forum Case Studies

A Selection of Papers from the European Quality Assurance Forum 2011

Report from the EUIMA Full Costing Project

Report from the QA Connect Project

Report from the CODOC Project

Report from the MAUNIMO Project

Report from the TRACKIT Project

Report from the DOC-CAREERS II Project