



ANNUAL REPORT 2005

EUROPEAN UNIVERSITY ASSOCIATION

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FOREWORD FROM THE PRESIDENT

It is a great pleasure for me to present to you the activities that EUA has undertaken in 2005, the first year of my four-year term as President of EUA. Elected at the 2005 General Assembly in Glasgow, I would first of all like to thank the EUA founding President, Professor Eric Froment, for all his work since the creation of EUA in 2001 and specifically for the preparation of the Glasgow Convention which proved to be a resounding success bringing together more members and partners than ever before. The Glasgow Declaration underlines universities' commitment to pushing forward reforms while also calling on governments to give European universities the autonomy they need, be it legal, administrative or financial, to allow them to implement these reforms.

Importantly, for the first time in the Glasgow Declaration, EUA addresses the crucial topic of funding, stating clearly that adequate funding is a prerequisite for securing universities' future, and, with it, their capacity for promoting cultural, social and technological innovation. Europe cannot hope to compete with education systems in other parts of the world if higher education and research budgets are not viewed as an investment in the future and urgently increased.

These are the messages that I conveyed to the Ministers of Education meeting in Bergen in May 2005 to discuss the next phase of the Bologna Process, emphasising that universities are ready to engage in a strategic debate on how to empower them to become even stronger actors in the emerging Europe of Knowledge.

This debate has continued and, indeed, intensified in the second half of the year. Universities are moving up the political agenda all over Europe, and their role in contributing to the development of the European knowledge society in an increasingly competitive global environment is much debated. This was the case during the informal Heads of State Summit that took place in Hampton Court in October 2005, as a result of which a number of working groups were formed, including one specifically on universities. I have been asked to contribute to this group which should lead to a new European Commission's Communication on Universities in mid 2006 which I very much hope will include reference to many of the important issues emphasised by EUA in the Glasgow Declaration.

These debates indicate the considerable challenges facing the newly elected Board of EUA. The Board has begun to develop a strategic vision for Europe's Universities and the European University Association that will provide the backdrop for the Association's Action Plan 2006/2007. This will include reflection on the future development of EUA as an association, based upon the statute review that is foreseen in the present Articles of Association for no later than five years after the creation of the Association, and therefore will be launched in 2006.

The 2nd EUA Board has taken office at a particularly challenging time for European higher education. Together with my two Vice-Presidents, Professor Sir Roderick Floud and Professor Christina Ullenius, and the other members of the Board, I look forward to working with you over the next three years to ensure that the voice of universities is heard at European level, and that EUA as an association can continue to grow and to develop its full potential in supporting you in your daily work as university leaders.



Professor Georg Winckler
President



Professor Georg Winckler

FOREWORD FROM THE SECRETARY GENERAL



Lesley Wilson

2005 was a very important year for EUA. It marked the completion in the first phase of the life of the Association, piloted by the founding President and Board. This launch period culminated in the highly successful Glasgow Convention, and the election of the new President and Board whose task it will be to consolidate and further develop EUA as a time when the demands on universities are growing and their political visibility is increasing. In this context more and more is expected of EUA as universities' representative body at European level in terms of accompanying this process and articulating and expressing the views of its members.

Particularly important in underpinning our work in 2005 has been the trust placed in the Association by its members as demonstrated by the overwhelming support for the fee increases agreed in 2004 and payable for the first time in 2005. This additional revenue has made it possible for the Association to further develop its activities to meet demand, in particular for more action on behalf of universities in the field of research. This has been crucial in ensuring presence and a strong voice for universities in the important first phase of discussions and negotiations on the Seventh Framework Programme.

The growth in membership continued in 2005, although at a slower pace than in 2004, with thirty-three full members from seventeen countries joining the Association as well as seven associate and three affiliate members from six countries. Another welcome development this year has been closer contact with a whole range of different university networks on specific areas of joint interest. In the case of the European Language Council (ELC) this has even meant the sharing of office space in the EUA building in Brussels thus facilitating closer contacts in the interests of both organisations. Given the growing number of topics on which EUA is asked to act, and the importance of responding to the needs of an increasing but ever more diversified membership, it is to be hoped that such cooperation will continue to develop in the future.

The rapidly developing scope of EUA's activities and its growing visibility puts increasing pressure on the Association's small Secretariat. However, having remained largely constant in numbers in 2005, it is expected that, in the course of 2006, the staff will grow from the present twenty-six to a total of thirty thanks to the increased revenue received from both membership fees and externally funded projects. This will allow us to recruit the additional expertise needed to continue to respond to demand from members, support the new Board in its work and ensure the implementation of the ambitious and challenging Work Programme and Action Plan for 2006/2007 that was adopted by the EUA Council in January 2006.

A handwritten signature in cursive script that reads "Lesley Wilson".

Lesley Wilson
Secretary General

POLICIES AND REPRESENTATION

Building an Action Agenda for Universities in the Europe of Knowledge

Activities in 2005 were dominated by the preparation and follow-up of the Glasgow Convention, including the election of a new EUA President and Board. This third EUA Convention of European Higher Education Institutions brought together a record number of over 630 university leaders and partners that allowed EUA to launch a high-level policy dialogue between universities and public authorities – personified by the presence in Glasgow of Commission President José Manuel Barroso who underlined the importance of this dialogue in order to secure, “as one of Europe’s top priorities, the future of Europe’s universities”.

The Glasgow Declaration makes recommendations and sets out an action agenda on issues that universities believe crucial to enable them to make their full contribution to building Europe as a major player globally. Building on from the work begun by EUA in Salamanca (2001) and in Graz (2003) the commitments made in the Glasgow Declaration will shape the Association’s activities in the coming years. The starting point is the conviction that Europe needs strong and creative universities as key actors in shaping the European knowledge society.

The Convention also allowed universities to demonstrate the inextricable linkage between implementing the Bologna reforms and meeting the research and innovation goals of the Lisbon Agenda, and to draw attention to the importance of addressing urgently these two policy agendas, together, in order for each to be successful in the long term. This was one of the major points underlined by the newly elected President of EUA, Professor Georg Winckler, when addressing European Education Ministers in May 2005 in Bergen to discuss future priorities for the Bologna Process: “Europe needs strong, autonomous and accountable institutions able to push forward and build on the burgeoning reform and innovation that is already underway. This is why we call on governments to give universities the autonomy they need, be it legal, administrative or financial, to allow them to continue to implement the reforms we have all agreed upon”.

For the first time in 2005, through the debates leading up to and during the Convention, EUA began to address the crucial topic of funding at European level. This has become an ever more pressing preoccupation in the course of the year and the Board has established a working group on this issue to ensure that action is undertaken in the years to come as a matter of priority. Adequate funding is a prerequisite for securing universities’ futures, and, with it, their capacity for promoting cultural, social and technological innovation which is, ultimately, the goal of the Bologna Process and part of the vision for 2010 that is currently taking shape.



European Commission President, José Manuel Barroso, and EUA President, Professor Georg Winckler, at the EUA Convention in Glasgow



Rector of the University of Uppsala, Professor Bo Sundqvist, speaking to participants at the EUA Autumn Conference



EUA Vice-President, Professor Christina Ullenius, addresses participants at the EUA Convention in Glasgow

REFOCUSING THE BOLOGNA PROCESS MID-WAY TO 2010

Universities in Glasgow argued that it will be crucial for the long-term success of the Bologna reforms to refocus efforts on implementation in higher education institutions now that the legislative framework is largely in place in most countries. This change in direction is reflected in the Bergen Communiqué. The arguments for this key shift in emphasis were drawn mainly from the Trends IV Report that provided a snapshot of the state of implementation of Bologna reforms in Europe's universities in 2005 and thus valuable input both to the Glasgow Convention and the Ministerial meeting in Bergen.

The report shows that continuous reform and innovation is already a reality – and the only serious option – at many universities, and that this current period, in fact, represents a major cultural shift which is transforming long-accepted notions of higher education. Trends IV also demonstrates that implementing the reforms in a sustainable way needs time and support and that governments must be sensitive to the fact that the goals will not be achieved simply by changing legislation. Institutions need more functional autonomy as a fundamental condition for successful reform and accept that this implies strengthening governance structures, institutional leadership and internal management.

In the second half of 2005, EUA started to follow up on a number of different projects intended to support universities in this key period of implementation (*cf. section 2*), including the preparation of a Bologna Handbook, together with Raabe publishers, that will be available in mid 2006. This practical guide will provide information, analysis and concrete advice on implementing the various Bologna actions and tools in universities.



Participants at the EUA Convention in Glasgow

Trends V

The second half of 2005 also saw the beginning of work on Trends V that will combine the questionnaire approach of Trends III with the site visits to universities begun with Trends IV. The project has been launched by addressing a questionnaire – based on, and thus allowing comparison with the results of the 2002 questionnaire – on different aspects of the Bologna reforms to higher education institutions in all forty-five Bologna countries.

The collected information will contribute to the Trends V Report, which will voice the response of higher education institutions to the creation of the European Higher Education Area. Trends V will thus make a direct contribution to the next stage of the Bologna Process, and the Report will be presented both at the 4th EUA Convention of Higher Education Institutions (Lisbon, 29-31 March 2007) and at the Summit of Ministers of Education (London, May 2007).

Trends IV Participating Institutions

- University of Salzburg, Austria
- Fachhochschule Vorarlberg, Austria
- Université de Bruxelles, Belgium
- HEC Liège, Belgium
- University of Ghent, Belgium
- University of Veliko Turnovo, Bulgaria
- University of Split, Croatia
- Brno University of Technology, Czech Republic
- University of Copenhagen, Denmark
- University of Tartu, Estonia
- University of Helsinki, Finland
- Helsinki Polytechnic Stadia, Finland
- Université de Lyon 1, France
- Université d'Aix Marseille 3, France
- University of Konstanz, Germany
- University of Bremen, Germany
- FH Oldenburg/Ostfriesland/Wilhelmshaven, Germany
- University of Ioannina, Greece
- Debrecen University, Hungary
- Budapest Business School, Hungary
- NUI Galway, Ireland
- Università degli Studi di TRIESTE, Italy
- Università degli Studi Federico II di NAPOLI, Italy
- University of Latvia, Latvia
- Kaunas Technological University, Lithuania
- Mykolas Romeris University, Lithuania
- University of Amsterdam, Netherlands
- Fontys Hogescholen, Netherlands
- University of Bergen, Norway
- Jagiellonian University, Poland
- Wrocław University of Technology, Poland
- University of Algarve, Portugal
- University of Aveiro, Portugal
- Babeş-Bolyai University, Romania
- Comenius University in Bratislava, Slovakia
- University of Ljubljana, Slovenia
- Universidad de Barcelona, Spain
- Universidad de Cantabria, Spain
- Umeå University, Sweden
- University of Stockholm, Sweden
- Universität St. Gallen, Switzerland

- Université de Fribourg, Switzerland
- Istanbul Technical University, Turkey
- Sakarya University, Turkey
- York St. John, United Kingdom
- University of Strathclyde, United Kingdom
- University College London, United Kingdom
- University of Cardiff, United Kingdom

Coimbra Group Institutions

- Karl Franzens Universität, Austria
- Katholieke Universiteit Leuven, Belgium
- Turun Yliopisto (Turku), Finland
- Åbo Akademi University, Finland,
- Eötvös Loránd University (Budapest), Hungary
- Trinity College Dublin, Ireland
- Università Degli Studi di Bologna, Italy
- Università Degli Studi di Padova, Italy
- Università Degli Studi di Siena, Italy
- Universiteit Groningen, Netherlands
- Universidade de Coimbra, Portugal
- Universidad de Salamanca, Spain
- Université de Genève, Switzerland
- University of Bristol, United Kingdom

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LINKING HIGHER EDUCATION AND RESEARCH: FOCUS ON DOCTORAL PROGRAMMES AND RESEARCHER CAREERS

The Bologna Process so far was, understandably, mainly concerned with the compatibility of structures and the mobility of people. In his presentation to Ministers in Bergen the EUA President, underlined the importance of linking the Bologna Process to the needs and challenges of the emerging knowledge society and specifically to the EU's Lisbon goals. In the second half of 2005, EUA has continued to deliver this key message to policy makers in different fora, demonstrating the importance of strong universities for Europe as engines fuelling the knowledge triangle of education, research and innovation.

One of the main ways that EUA is engaged in demonstrating the importance of linking these processes is through a continued emphasis on the unique role of universities in doctoral education and training the promotion of researcher careers. The important innovative feature of the EUA project on "Doctoral Programmes" that was completed in autumn 2005 was the "evidence-based" dialogue established between its forty-eight university partners and higher education policy makers on the present landscape of doctoral training, current practices and issues for reform.

The key event in 2005 was the Salzburg Conference (February 2005), an official "Bologna Seminar" which identified "ten basic principles" for the future development of doctoral programmes (*cf. section 2.E*). The results of this conference fed into the drafting of and are, indeed, reflected in the Bergen Communiqué that formally requests EUA to prepare a report on doctoral programmes for the London Ministerial meeting in 2007. EUA has now launched a series of activities in this area for 2006, designed to ensure broad discussion and further development of the work done hitherto, working together with the Austrian and French governments, EURODOC and ESIB.



Member of European Parliament, Jerzy Buzek, at the EUA Conference in Uppsala

EUA Working Groups on the EU FP7

WG1 – Support for Basic Research/ European Research Council

- *Prof. Giuseppe Silvestri, Rector, University of Palermo, Italy*
- *Prof. Gustav Bjorkstrand, Chairman Finnish Council of University Rectors, Åbo Akademi University*
- *Prof. Josef Jancar, Vice-Rector for Research, Brno University of Technology, Czech Republic*
- *Prof. Bill Wakeham, Vice-Chancellor, University of Southampton, UK*
- *Prof. Kurt von Figura, University of Göttingen, Germany*
- *Prof. Michael Mueller, University of Wageningen, the Netherlands*
- *Prof. Olaf Kübler, President of ETH, Zurich, Switzerland*
- *Prof. Maria Nowakowska, Vice-President for Research, Jagiellonian University, Krakow, Poland*
- *Prof. Friedrich Zimmermann, Vice-President for Research and Knowledge Transfer, University of Graz*
- *Prof. Herve Baussart, University of Lille I, France*

WG2 – Mobility, Research Training and Careers

- Prof. Alessandro Somma, University of Ferrara, Italy
- Prof. Jarle Aarbakke, Rector, University of Tromsø, Norway
- Prof. Petr Horin, University of Veterinary and Pharmaceutical Sciences, Brno, Czech Republic
- Dr. Caroline Brock, European Projects Manager, Edinburgh University, UK
- Prof. Wilfried Müller, Rector, University of Bremen
- Prof. Anna Groeninx van Zoelen, University of Amsterdam, the Netherlands
- Prof. Louissette Zaninetti, Vice-Rector, University of Geneva
- Prof. F.G. Rammerstorfer, Vice Rector for Research, Vienna University of Technology, Austria
- Prof. Patrick Navatte, Permanent delegate CPU France in Brussels

WG3 – Simplification of Funding Mechanisms and Conditions to Strengthen University Cooperation

- Prof. Massimo Egidi, Former Rector, University of Trento, Italy
- Prof. Henrik Toft Jensen, University of Roskilde, Denmark
- Prof. Bo Sundquist, Vice-Chancellor, University of Uppsala, Sweden
- Prof. Petr Saha, Rector, Tomas Bata University, Zlin, Czech Republic
- Dr Christopher Hale, Universities UK
- Prof. Johann Dietrich Woner, President, Technical University Darmstadt
- Dr. Willem Wolters, University of Wageningen, the Netherlands
- Prof. Ernst Mohr, Rector, University of St. Gall, Switzerland
- Dr. Sabine Herlitschka, Vice-Rector Research, Medical University of Graz, Austria
- Prof. Claire Dupas, Director of ENS Cachan, France
- Dr. Pierre Espinasse, Deputy Director, Research Services, Oxford University

PROMOTING RESEARCH AND INNOVATION

2005 has witnessed a substantial growth of EUA research activities reflected strongly in the Glasgow Declaration and its increased emphasis on the universities' pivotal role in the research and innovation process, and in relation to research training and research career development as indicated in Section B.

In addition, and similarly of major importance to universities, EUA has ensured that the voice of universities is heard at the European level in the debate over proposals for the forthcoming European Commission's Seventh Research Framework Programme (FP7) and other related issues, such as the European Institute of Technology. Major progress has also been made in raising the profile of good practices in research collaboration between universities and business enterprises through the joint publication by EUA, the European Industrial Research Management Association (EIRMA), ProTon Europe and the European Association of Research and Technology Organisations (EARTO) of the guide "Responsible Partnering – A Guide to Better Practices for Collaborative Research and Knowledge Transfer between Science and Industry".

With respect to its FP7 policy development, EUA established in 2005 three Working Groups to examine the European Commission's proposals for FP7 in areas of key importance to universities:

- Support for Basic Research (European Research Council, ERC).
- Mobility, Research Training and Careers (Marie Curie Actions).
- Simplification of Funding Mechanisms and Conditions to Strengthen University Cooperation.

Working Group members were nominated by national rectors' conferences and a high level of input was achieved, together with valuable consultations being held with senior European Commission officials on the EUA positions on the FP7 proposals. EUA played an invited strategic role in providing advice to the ERC Identification Committee on the profile, criteria for selection and the appointment of members to the ERC Scientific Council. A valuable link was forged also between Working Group 3 on the Simplification of Funding Mechanisms and EUA involvement in the work of the "Sounding Board" addressing this issue established by EU Research Commissioner Janez Potočnik.

In October 2005, the EUA Conference on "Research in European Universities: Strategies and Funding" hosted by Uppsala University, Sweden, provided a timely platform for universities to review their strategies and experience in responding to changes in competitive funding schemes, the need to diversify their research funding from both public and private sources and to assess the "full costs" of research. With the high level of debate achieved between universities and representatives from European and national policy institutions and funding agencies, the Uppsala Conference set the framework for EUA's continued commitment to the promotion of policies enhancing the future sustainability of university research. A specific publication on these issues has also been prepared and will be available in 2006.

ENHANCING QUALITY AT EUROPEAN LEVEL

Since its creation, EUA has been very active in promoting the implementation of a quality culture in universities through project work and other types of activities. Discussions at the EUA Convention in Glasgow demonstrated that EUA members have endorsed fully their responsibility for quality at all levels and in relation to the broad scope of their activities and that much progress has been made in achieving this goal.

Taking account of the multiple missions of higher education institutions that involve the creation, preservation, evaluation, dissemination and exploitation of knowledge but also of a context defined by increasing mission differentiation, diversification and greater competition, EUA members in Glasgow reached a consensus on the importance of promoting internal quality cultures that are adapted to specific institutional circumstances.

Glasgow participants also emphasised the link between autonomy and internal quality: the greater the institutional autonomy, the more robust the internal quality processes. In this context, the national conferences of rectors must play an important role in negotiating with the national authorities and QA agencies the scope of the internal and external evaluations and of institutional autonomy. Glasgow participants recommended that external QA processes focus upon an evaluation of internal quality processes and adopt a fitness for purpose approach and an improvement orientation.

In 2005, EUA also continued to be an active contributor to the quality debate at European level. Following the Berlin Communiqué in which Ministers asked ENQA together with EUA, EURASHE and ESIB (the "E4" group) to prepare a report establishing European standards and guidelines for QA. EUA, together with its "E4" partners, invested considerable time and effort in making sure that the interests of higher education institutions and students were taken into consideration properly in the development of the "European Standards and Guidelines" that were adopted by the ministers in Bergen. Since the Bergen meeting, the four organisations have been meeting regularly to explore – as mandated by the Ministers – the notion of a register of QA agencies for Europe.

EUA has also taken the lead to organise, in the context of the E4 partnership, a QA Forum focused on internal quality, building upon the results of the quality culture project and included as an element of the "European Standards and Guidelines". The Forum, planned for November 2006, will be the first opportunity to bring together – at European level – QA agencies, students and higher education institutions in order to develop a consensus on key issues.

In addition, EUA is regularly invited to represent its policy position before numerous groups of academics, governments and QA agencies. Noteworthy this year, was the consultation with Mrs Novak, the European Parliamentary rapporteur on the Recommendation for further cooperation in quality assurance, which enabled EUA to make a major contribution to the further discussion and amendment of this Recommendation which was adopted in February 2006.

Finally, based on its Institutional Evaluation Programme, EUA is a full member of INQAAHE and ENQA. EUA is also a member of the International Commission of the Council on Higher Education Accreditation (CHEA), and participates in the work of OECD, UNESCO and the European Consortium for Accreditation in Higher Education (ECA).

Quality Working Group

EUA's QA policy activities are led by the Quality Working Group, which has been funded by a generous grant from the Swiss Confederation since its creation in 2003

- Prof. Jean-Marc Rapp, Chair, Rector, Université de Lausanne, Switzerland
- Prof. Roderick Floud, President and former Vice-Chancellor, London Metropolitan University, United Kingdom
- Prof. Frans van Vught, Rector, University of Twente, The Netherlands
- Dr. Judith Eaton, President, Council of Higher Education Accreditation, USA

REPRESENTING UNIVERSITIES AT EUROPEAN LEVEL

Relations with Rectors' Conferences, Member Universities and European Networks

In 2005 EUA welcomed in Brussels a growing number of delegations from national rectors' conferences, and university networks for briefings on specific issues and more general updates on European developments. EUA also continued to work closely on specific issues of common concern with partner networks and associations such as:

- The mainly Brussels-based networks, in particular the Coimbra, UNICA and Utrecht networks and the Santander and Compostela groups, and the European Language Council with whom regular meeting on a variety of topics are held.
- ESIB, EURASHE, EAIE and Tuning on Bologna Process issues.
- LERU, EURODOC, EIRMA, EARTO, PROTON on research-related topics.
- ENQA, as well as, increasingly, a growing number of professional associations and other bodies, on quality assurance issues.

Relations with the European Institutions

EUA continued to monitor the main legislative proposals on the table concerning higher education and research. These included in 2005 the strategy for the new Framework Research Programme, the Recommendation on Quality Assurance as well as progress on the new Integrated Lifelong Learning Programme and Service Directive with contributions being presented to both the European Commission and the European Parliament as appropriate. This took the form of formal statements (*cf. Annex*) or working meetings, notably with Members of the European Parliament and Commission officials.

In addition, EUA participates in various working groups set up by the European Commission in the field of research as mentioned above and in the field of higher education (e.g., stakeholders' groups for preparing the EC's future lifelong learning programme). EUA was also active in the European Commission's conference on the contribution of European higher education to the knowledge society and was invited to contribute to a hearing organised by the Committee of the Regions in July. Finally, in December 2005 the EUA President was designated by the Commission to participate in the experts' group on Universities set up after the informal Heads of State Summit in Hampton Court in October 2005.



Plenary session in Glasgow



ESIB Chair, Vanja Ivošević, addresses President Barroso in Glasgow

STRENGTHENING THE INTERNATIONAL DIMENSION

As the Bologna Process develops increasing attention is being paid to its external dimension. In Glasgow, universities reaffirmed that inter-institutional cooperation is one of the hallmarks of Europe's universities and is increasingly important in a globalised and competitive environment and acknowledged that European integration must be accompanied by strengthened international cooperation based on a community of interests.

These developments are reflected in a growth in EUA's international cooperation and in the requests to the Association to represent European higher education in other parts of the world. Through its bilateral or multilateral activities with national and international associations, EUA is thus increasingly considered a key player in the international academic community and a privileged partner for many associations around the world. EUA also promotes inter-university cooperation by providing a forum to its members for forging institutional alliances and partnerships which are becoming more important as European universities respond to global challenges and increasingly seek to position themselves internationally.

Partners in these efforts include international organisations such as the Academic Cooperation Association (ACA), the Association of Commonwealth Universities (ACU), the Institutional Management in Higher Education programme (IMHE/OECD) and the International Association of Universities (IAU). EUA is also actively involved in the work of inter-governmental organisations such as UNESCO and OECD.

North America

EUA maintains a strong relationship with both the American Council on Education (ACE) and the Association of Universities and Colleges of Canada (AUCC). In addition to ongoing collaboration, the three associations meet every two years for the Transatlantic Dialogue, which bring together higher education leaders to discuss shared issues and concerns on both sides of the Atlantic. The focus of the 2005 meeting in Washington, DC, focused upon the changing relationship between the state and higher education institutions and associations.

Over the last year, EUA has strengthened relations with the US Council of Graduate Schools focusing on the important issues of reforms in doctoral training and the impact of the new (Bologna) degree structures on admission of European students to US graduate schools. Other partners include the Council on Higher Education Accreditation (CHEA) on the key issue of accountability and self-governance, and the Association of International Educators (NAFSA).



Plenary session in Uppsala



Participants of the Transatlantic Dialogue in Washington, D.C.

Latin America and the Caribbean

In May 2004, EUA and the Consejo Universitario Iberoamericano (CUIB) signed a cooperation agreement in support of the creation of an integrated higher education and research area between the regions. EUA and CUIB are working to develop a concrete programme of activities within this framework that takes account of the overall EU-LAC cooperation agenda and the work of individual networks that bring together universities from Europe and Latin America. A joint conference will be held in April 2006 at the University of Oviedo in order to provide input for the EU-LAC Heads of State Summit that will take place in May 2006 in Vienna.

Euro-Mediterranean Cooperation

Universities on the southern banks of the Mediterranean, particularly the French-speaking Mediterranean countries, are increasingly interested in the changes taking place in European higher education, and some are engaged in the process of planning or implementing Bologna reforms. EUA has participated in meetings organised locally as well as in the Mediterranean University Forum to discuss these changes and their impact on universities in the region.

Asia

EUA worked with the ASEAN-EU University Network Programme that is now drawing to a close, supporting the November 2005 EU-ASEAN Rectors' Conference meeting in Leuven, and contributed to ongoing discussions on the development of the ASIA-Link programme in which many of its member universities are involved.

EUA was also closely involved in the first EU-China Higher Education Forum (Beijing, November 2005) and hosted a growing number of Asian delegations in Brussels to present European higher education and to discuss issues of common interest.

Australia

Close links with the Australian Vice-Chancellors' Committee have been established over the years thanks to study visits organised for rectors in Europe and Australia, most recently in the summer of 2005.

SUPPORT AND SERVICES TO MEMBERS

In keeping with the Glasgow Declaration, EUA seeks to strengthen universities by providing a range of activities to members aimed at promoting institutional adaptability to a rapidly changing environment through enhancing leadership, strategic and administrative skills; clarifying institutional profiles; responding to European processes (such as the Lisbon objectives and the implementation of the Bologna Process) and to the growing internationalisation of the sector. Specifically, these activities are geared to developing institutional autonomy and effectiveness while taking account of the current policy context:

- Growing awareness of the important role of the university in the emerging European knowledge society which has led to a consensus on the importance of investment in higher education and research in meeting the EU's Lisbon objectives and increasingly also provides the framework in which the Bologna Process and the associated Bologna reforms are being considered.
- Increased internationalisation and accelerated globalisation requiring universities to clarify their mission and objectives.
- The rising expectations of society that universities should balance harmoniously their three core functions – research, teaching, and service to society.
- The changing relationship to the State through the reform of governing boards and the constraints in public funding, and the associated need for universities to diversify their funding sources without losing their sense of public mission.
- The demands for greater accountability.

EUA activities are characterised by an approach that relies on peer-to-peer learning. As a pan-European association that represents a variety of institutions in a diversity of national settings, EUA is uniquely placed to bring together institutional leaders for a productive exchange of views.

All membership services are overseen by committees composed of respected senior university leaders. The EUA Secretariat works closely with these committees as well as with the EUA Board and Council to develop activities that meet the evolving needs of members in an integrated and coherent manner.

2

INSTITUTIONAL EVALUATION PROGRAMME

Participating Institutions

- Université de Liège, Belgium
- Universidad de Rosario, Colombia
- Erfurt University of Applied Sciences, Germany
- Münster University of Applied Sciences, Germany
- University of Bayreuth, Germany
- University of Bremen, Germany
- Mater Dei Institute, Ireland
- University of Siena, Italy
- Mykolas Romeris University, Lithuania
- Atatürk University, Turkey
- Cukurova University, Turkey
- Kocaeli University, Turkey
- Selcuk University, Turkey
- The University of Süleyman Demirel, Turkey
- Luhansk Taras Schevchenko National Pedagogical University, Ukraine
- Bethlehem University, West Bank

Slovakia

- Comenius University in Bratislava
- Slovak University of Technology in Bratislava
- Technical University of Košice
- Technical University in Zvolen
- Academy of Performing Arts and Drama in Bratislava
- Academy of Fine Arts and Design in Bratislava
- Academy of Military Force of General M. R. Štefánik in Liptovský Mikuláš
- Slovak Medical University

Follow-up Evaluations

- University of Economics in Bratislava
- University of Žilina

Steering Committee (until October 2005)

- Prof. Henrik Toft Jensen (Chair), University of Roskilde
- Prof. Alberto Amaral (Vice-chair), University of Porto
- Prof. Airi Rovio-Johansson, Göteborg University
- Prof. John Kelly, UCD, National University of Ireland, Dublin
- Prof. Hélène Lamicq, Université Paris 12 – Val de Marne
- Prof. Andras Rona-Tas, Hungarian Accreditation Committee
- Dr. Don Westerheijden, CHEPS, University of Twente
- Prof. Klaus-Dieter Wolff, University of Bayreuth
- Ex-Officio, Prof. Luc Weber, EUA Board member, former Rector of Université de Genève

Steering Committee (from October 2005)

- Prof. Henrik Toft Jensen (Chair), Rector, Roskilde University
- Prof. Tove Bull, Former Rector, University of Tromsø
- Prof. Ferdinand Devinsky, Former Rector, Comenius University
- Prof. Lee Fritschler, Former President, Dickinson College, former Assistant Secretary for Post Secondary Education, Dept. of Education, USA
- Prof. Dionyssi Kladis, University of Peloponnese
- Prof. Jürgen Kohler, Former Rector, University of Greifswald
- Prof. Hélène Lamicq, Former Président, Université Paris 12 – Val de Marne
- Prof. Helena Nazaré, Rector, University of Aveiro
- Ex-Officio, Prof. Christina Ullenius, EUA Vice President, Rector, University of Karlstad

THE INSTITUTIONAL EVALUATION PROGRAMME

The Institutional Evaluation Programme has been in operation for eleven years and has evaluated approximately 150 institutions in 36 countries, mostly in Europe but also in Latin America and South Africa. The evaluation examines the institution's capacity to adapt to a changing environment, its ability to develop and implement a strategic plan and the robustness of its internal quality arrangements. The evaluations are characterised by a context-sensitive approach, and avoid recourse to universal criteria. The evaluations are conducted by European teams of senior university leaders (rectors and vice rectors).

Following the successful review of the seven Irish universities in 2004, EUA was involved in 2005 in a similar exercise in Catalonia, in which five universities took part. EUA also started negotiating in 2005 the review of all Slovakian institutions and a sample of Portuguese institutions. Given the increased interest on the part of EUA members and their governments to turn to EUA for institutional evaluations, the Steering Committee has refined the methodology for these exercises.

A significant effort has been made in 2005 to expand the pool and strengthen its introduction to the Programme in order to ensure appropriate levels of knowledge of new European developments. This effort will continue in the years ahead.



Mary Hanafin TD, Irish Minister for Education and Science, discussing with the EUA team at the launch of EUA's "Quality Review of Irish Universities"

QUALITY CULTURE PROJECT

Network 1: Research Strategy and Industrial Partnerships

- AGH University of Science and Technology, Poland – coordinator: Professor Andrzej Korbel
- Medical University of Graz, Austria
- University of Mining and Geology “St. Ivan Rilski”, Bulgaria
- Tomas Bata University in Zlin, Czech Republic
- University of Applied Sciences Cologne/FH Köln, Germany
- Alexandru Ioan Cuza University, Romania
- Istanbul Technical University, Turkey

Network 2: Leadership

- Universidade do Minho, Portugal – coordinator: Professor Manuel Mota
- Freie Universität Berlin, Germany
- Université Paul Cézanne Aix-Marseille, France
- University of Zagreb, Croatia*
- Kaunas University of Medicine, Lithuania
- Technical University of Košice, Slovakia

Network 3: Implementing Bologna Reforms

- “Gh. Asachi” Technical University of Iasi, Romania – coordinator: Professor Gabriela Maria Atanasiu
- University of Natural Resources and Applied Life Sciences, Austria
- University of Prishtina, Serbia and Montenegro (Kosovo)*
- Åbo Akademi University, Finland
- Athens University of Economics and Business (AUEB), Greece
- Dublin Institute of Technology, Ireland
- Politechnika Koszalińska (Technical University of Koszalin), Poland
- St. Petersburg State University, Russia*
- University of Mersin, Turkey

* Non-Socrates funded participation.

MANAGEMENT WORKSHOPS AND SEMINARS

At the Glasgow Convention, universities committed to expanding more efforts to improve effectiveness and transparency of governance, leadership and management. Therefore, as part of the “Managing the University Community” series, EUA has been offering since 2003 workshops based on case studies and small group discussions to give an opportunity to senior university leaders to identify and exchange good practices on topical issues of university management.

A series of three workshops in 2004-2005 focused on research management:

- Research strategies and their funding (June 2004, Autonomous University of Barcelona) aimed at Rectors, Vice Rectors for Research and Heads of Research Offices and was co-organised with IMHE/OECD.
- Interdisciplinary research project management (February 2005, Aachen University of Technology, RWTH) aimed at research managers and was co-organised with the German Rectors’ Conference (HRK) and with the support of the European Microsoft Innovation Center (EMIC).
- Graduate schools (November 2005, Imperial College, London) aimed at Rectors, Heads of Graduate Schools, Vice Rectors for Research and Heads of Administration and was in collaboration with the Heads of University Management and Administration Network in Europe (HUMANE).

These workshops have been very successful in terms of the attendance and the mix of academic and administrative functions represented, which contributed to the quality of discussions.

This activity will be augmented in 2006 with two leadership seminars aimed at newly appointed Rectors and devoted to exploring how to develop leadership in specific thematic areas.

Network 4: Teaching and Learning: Implementing Learning Outcomes

- *University of the Aegean, Greece – coordinator: Professor Sokratis Katsikas*
- Université de Liège, Belgium
- The University of Hradec Králové, Czech Republic
- UCC, National University of Ireland Cork, Ireland
- University of Camerino (Unicam), Italy
- Vytautas Magnus University, Lithuania
- South East European University, FYROM*
- University College Winchester, United Kingdom

Network 5: Women in Universities: Research, Teaching and Leadership

- *Agricultural University, Bulgaria – coordinator: Assoc. Professor Anna Aladjijyan*
- FH Joanneum – University of Applied Sciences, Austria
- Central European University, Hungary
- Siauliai University, Lithuania
- The Karol Adamiecki University of Economics in Katowice, Poland
- Pavol Jozef Šafárik University in Košice, Slovakia
- University of Sunderland, United Kingdom

Network 6: Joint Degrees

- *Universität Duisburg-Essen, Germany – coordinator: Professor Axel Hunger*
- Mykolas Romeris University, Lithuania
- Zuyd University, Netherlands
- Stockholm University, Sweden
- Heriot-Watt University, United Kingdom

Quality Culture Steering Committee

- *Prof. Henrik Toft Jensen (Chair), University of Roskilde*
- *Prof. Johann Gerlach, Freie Universität Berlin*
- *Prof. Werner Jungwirth, Austrian Fachhochschul-Conference*
- *Ms. Katja Kamsek, ESIB*
- *Prof. Dionyssi Kladis, University of the Peloponnese*
- *Prof. Michel Mudry, ESEM, Université d'Orléans*
- *Prof. Ivan Ostrovský, Comenius University in Bratislava*

QUALITY CULTURE

The Quality Culture Project, funded by the EU Socrates Programme, has its origin in the EUA Action Plan 2001-2003 and policy position paper on quality (EUA Council, September 2001). The Project aims at developing and embedding a systematic and coherent quality culture in universities. The initial project funding in 2002 was renewed twice. 150 institutions in 30 countries participated in the three rounds.

The choice of title – “Quality Culture” – was deliberately chosen by the EUA Council in order to convey a notion of quality as a shared value and a collective responsibility for all members of an institution, rather than a tool for management and control. The Project focused upon the preconditions for introducing and developing an effective quality culture. The project results point to the importance institutional governance and community building, strategic thinking based on an appropriate institutional analysis, appropriate financial and human resources including staff development schemes, and the integral causal link between strong institutional autonomy and the effective development of a quality culture.

The Project was implicitly recognised in the Berlin Communiqué, which stated that “the primary responsibility for quality lies within higher education institutions”. This was reaffirmed in the Bergen Communiqué and in the European Recommendation for further cooperation in quality assurance in higher education.

2005 saw the publication of the report from Round I and the electronic posting of the report from Round II in which forty institutions and higher education associations participated. Participants focused on Research Management and Academic Career Management; Implementing Bologna Reforms; Student Support Services; Teaching and Learning; Internal Programme Evaluations; and Collaborative Partnerships (universities and other types of higher education institutions).

Round III was launched in December 2004 with the selection of forty-five institutions that have been working on six different themes as listed below. A consolidated report of the three rounds will be available in spring 2006.

EUROPEAN MASTERS NEW EVALUATION METHODOLOGY (EMNEM)

Since the Bologna Declaration, the European dimension of higher education has become a matter of increasing interest for Europe's higher education institutions. One of the major innovations that has given substance to this notion is the development of joint degrees programmes. EUA has been interested to understand how higher education institutions are realising a vision of European cooperation through joint programmes. With this aim in mind, EUA undertook a project on Joint Masters in 2002-2004, which recommended that further work be undertaken on how the quality of these programmes could be enhanced.

The European Masters New Evaluation Methodology (EMNEM), a project funded by Erasmus Mundus, developed guidelines which aim to help institutions in developing new joint master programmes or improving existing programmes. The Guidelines were drafted principally by Stefanie Hofmann, Policy Officer for the German accreditation agency ACQUIN, and Vice President of the European Network of Quality Assurance Agencies (ENQA), on behalf of the Project's Steering Committee.

The draft was developed from January to December 2005, and involved widespread consultation through a seminar where different representatives of institutions involved in running joint programmes were invited to comment on the issues raised in the text and subsequently to comment on the revised draft. The Guidelines will be available in spring 2006.

Steering Committee

- *Prof. Jürgen Kohler*, chair (former rector, Greifswald University)
- *Prof. Keith Chapman* (former joint programme coordinator, participant of Joint Masters Project)
- *Filomena Chirico* (former student of a joint programme, participant of Joint Masters Project)
- *Prof. Julia Gonzalez* (Vice-rector University of Deusto, TUNING)
- *Prof. Stefanie Hofmann* (ACQUIN)
- Predrag Lazetic (ESIB)
- *Prof. Ewa Sadowska* (Graduate Studies Office, Trinity College)
- *Prof. Staffan Wahlén* (ENQA, TEEP II)

Participating Institutions of Validation Conference

- Mykolas Romeris University, Lithuania: Joint European Master's Programme on International Law
- Roehampton University, United Kingdom: European Masters in Special Education Needs
- Université Louis Pasteur Strasbourg I, France: Involved in several programmes
- University of Aveiro, Portugal: Joint European Masters Programme in Materials Science (EMMS)
- University of Dublin, Trinity College, Ireland: Involved in several programmes
- University Duisburg-Essen, Germany: International Studies in Engineering
- University of Economics, Prague, Czech Republic: Economics of International Trade and European Integration
- University of Gent, Belgium: MAqFish (EM), Euroculture
- University of Oslo, Norway: European Master in Higher Education (HEEM)
- University of Padova, Italy: E.MA (European Master's Degree in Human Rights and Democratization)
- University of Tampere, Finland: European Master in Higher Education (HEEM)
- Uppsala University, Sweden: International Humanitarian Action (NOHA)

Steering Committee

- *Prof. Louise Ackers*, University of Leeds
- *Prof. Jeroen Bartelse*, Association of Universities in the Netherlands
- *Prof. Andrzej Ceynowa*, University of Gdansk
- *Barbara Weitgruber*, Austrian Federal Ministry of Education, Science and Culture
- *Sandra Mukherjee-Cosmidis*, Austrian Federal Ministry of Education, Science and Culture
- *Prof. Dagmar Meyer*, Marie Curie Fellowship Association
- *Prof. Sybille Reichert*, ETH Zürich
- *Kate Runeberg*, Nordic Council of Ministers
- *Prof. Jörg Schneider*, Deutsche Forschungsgemeinschaft (DFG)
- *Christian Siegler*, EURODOC, Universidad de Zaragoza
- *Prof. Carles Solà Ferrando*, Universitat Autònoma de Barcelona
- *Peter Hassenbach*, German Federal Ministry for Education and Research
- *Prof. Lazar Vlasceanu*, UNESCO-CEPES
- *Prof. Luc Weber*, Université de Genève

DOCTORAL PROGRAMMES PROJECT

EUA's Doctoral Programmes Project was financed through the EU Socrates Programme and supported by the Directorate General for Research of the European Commission. The Project was completed with the publication of its report in October 2005. The Project demonstrated that doctoral studies were in a process of change in Europe reflecting the need to meet the challenges of the global labour market, technological advances, new profiles and demands of doctoral candidates, and not least, the policy objectives of European governments. In launching the Project, EUA had set itself two main objectives: to identify essential conditions for successful doctoral programmes; and to promote and encourage cooperation in the development of doctoral programmes at the European level. Forty-eight universities from across twenty-two European countries were selected as project partners from an "open call" issued by EUA to its university membership.

The main findings addressed three issues: the Structure and Organisation of Doctoral Programmes; Supervision, Monitoring and Assessment; and Mobility and European Collaboration. The Project showed the considerable diversity of doctoral programmes not only across different countries in Europe, but also across universities within the same country and across faculties within the same university. Current "good practices" identified in the project demonstrated that establishing common institutional guidelines, codes and regulations, defined clearly at the highest institutional level and providing rules on recruitment, supervision and evaluation can prove to be a highly beneficial approach for universities. Individual study programmes ("apprenticeship model") were questioned as being appropriate to meet the new multiple challenges of research training for careers in competitive labour markets, with an increasing tendency shown in many European countries towards structured programmes with doctoral candidates grouped in research and graduate schools.

Mobility and European collaboration were often present as an integral part of doctoral training at many universities. However, the Project confirmed that there were still numerous obstacles of a legal, administrative, financial and cultural character that limit mobility throughout Europe. "Good practices" suggested that mobility can be an important strategic tool of doctoral training, leading to wider research experience and career development opportunities, and better research cooperation and networking between institutions.

In relation to Bologna Process reforms, where doctoral training has been defined as the 3rd cycle, the Project shows how doctoral training is markedly different from the 1st and 2nd cycles of higher education. Its main characteristic, which makes it specific, is that the most predominant and essential component of the doctorate is research. Originality and a certain degree of autonomy remain important features of the doctorate. However, the Project shows that universities recognise fully that they have the responsibility to offer doctoral candidates more than core research disciplinary skills based on training by doing research. Universities were increasingly introducing modules offering transferable skills training and preparing candidates for careers in various sectors.

EUA will follow-up the Project through a targeted action within the Bologna Process to be presented to the next Conference of Ministers in 2007, and through a new project focusing on doctoral careers.

DOCTORAL PROGRAMMES PROJECT

Participating Institutions

Network 1: Structure and organisation of doctoral programmes

- Pierre et Marie Curie University (UPCM) Paris 6, France – *coordinator*
- J.W. Goethe University Frankfurt am Main, Germany
- University of Tartu, Estonia
- University of Granada, Spain
- Kingston University, United Kingdom
- University of Crete, Greece
- Warsaw School of Economics, Poland
- University of Wrocław, Poland
- University of Latvia, Latvia

Network 2: Financing doctoral programmes

- Université des Sciences et Technologies Lille, France – *coordinator*
- University of Catania, Italy
- University of Tilburg – Graduate School, The Netherlands
- Cracow University of Economics, Poland
- Université d'Aix-Marseille 3, France
- University of Aveiro, Portugal

Network 3: Quality of doctoral programmes

- University of Newcastle-upon-Tyne, United Kingdom – *coordinator*
- Universitat Autònoma de Barcelona, Spain
- University of Bournemouth, United Kingdom
- University of Jyväskylä, Finland
- University of P. J. Safarik Kosice, Slovakia
- Law University of Lithuania, Lithuania
- University of Miskolc, Hungary
- Czech Technical University Prague, Czech Republic
- Hacettepe University, Turkey*

Network 4: Innovative practice for doctoral programmes

- University of Bergen, Norway – *coordinator*
- University of Strathclyde, United Kingdom
- Université Jean Monnet Saint-Etienne, France
- Institute d'études politiques de Paris, France
- University of Salford, United Kingdom
- K.U. Leuven, Belgium
- University of Göttingen, Germany
- European University Institute Florence, Italy
- University of Ljubljana, Slovenia
- University College London, United Kingdom

Network 5: All themes

- Karolinska Institutet, Sweden – *coordinator*
- University of Girona, Spain
- University of Aegean, Greece
- University of Warsaw, Poland
- Politecnico di Milano, Italy
- Università Degli Studi Roma Tre, Italy
- University of Leeds, United Kingdom
- University of Wolverhampton, United Kingdom

Network 6: Network of networks – joint programmes

- Università degli Studi di Roma – La Sapienza, Italy – *coordinator*
- Technical University of Eindhoven, The Netherlands
- Universitat Autònoma de Barcelona, Spain
- Technical University of Dresden, Germany
- University of Maastricht, The Netherlands
- University College Dublin, Ireland

* Non-Socrated funded participation.

MORESS Partner Institutions

- Social Science Information Centre, Bonn, Germany
- University of Vienna, Austria
- Université Libre de Bruxelles, Belgium
- National Accreditation and Evaluation Agency, Bulgaria
- Institute of Sociology, Academy of Sciences of the Czech Republic
- Danish Institute for Studies in Research and Research Policy, Denmark
- University of Barcelona, Spain
- Estonian Data Archives, Estonia
- Information Society Institute, University of Tampere, Finland
- Université Lumière Lyon 2, Institut des Sciences de l'Homme, France
- University of Athens, Greece
- Hungarian Academy of Sciences, Hungary
- University of Milan Bicocca, Italy
- Irish Research Council for the Humanities and Social Sciences, Ireland
- University of Latvia, Latvia
- Vilnius University, Lithuania
- Netherlands Institute for Scientific Information Services, The Netherlands
- Norwegian Institute for Studies in Research and Higher Education, Norway
- Universidade de Trás-os-Montes e Alto Douro, Portugal
- Centre for Social Studies/Central European University, Poland
- National School of Political Studies and Public Administration, Romania
- Göteborg University-Swedish Social Science Data Archives, Sweden
- Univerzita Komenského, Slovakia
- University of Ljubljana, Slovenia
- University of Leeds, United Kingdom

MAPPING OF EUROPEAN SOCIAL SCIENCES AND HUMANITIES (MORESS)

The MORESS Project has been designed to make an innovative contribution to the endeavour to establish a European Research Area in Social Sciences and Humanities. It has the aim to improve access to information on research in Social Sciences and Humanities. Through bringing together multiple sources of information in Europe into an integrated structure, MORESS aims to provide useful tools for researchers and to enhance the future quality of European research.

The Project is constructing a web-based cataloguing system for the collection, storage and linking of information on existing Social Sciences and Humanities research databases across Europe. Through tackling the challenge of improving access to comparable information and databases, MORESS seeks to:

- Improve the visibility of research efforts and other knowledge resources in the Social Sciences and Humanities;
- Promote better cooperation and networking among the Social Sciences and Humanities research communities;
- Integrate Social Sciences and Humanities research data sources from EU New Member States and Candidate Countries within the building of a European web-based tool.

Institutions from twenty-five European countries were involved in providing source data input to the Project. The MORESS web-based catalogue containing the databases from the twenty-five partner countries has been developed by the *Informationszentrum Sozialwissenschaften* (IZ) in Bonn.

2005 saw the completion of the second and final phase of the Project with the testing of the online catalogue from a variety of users' viewpoints – both thematic and structural. A Working Group comprised of the national partners from France, Ireland, Bulgaria, Portugal, Finland, and Austria was formed to develop and coordinate the testing phase of the catalogue. All partners took part in the testing phase in parallel to their activities of further inputting, refining and updating database information on the MORESS catalogue. The purpose of the testing of the MORESS online catalogue was both to identify the strengths and weaknesses of the meta level tool as such, and of the inputted data sources.

To conclude their participation in the Project, each national partner has completed an overall report of the conduct of their activities focusing on the strengths and coverage of the inputted data sources, and crucially indicating any major gaps where important data sources were not yet available in electronic form.

In parallel to the work of MORESS national partners, the technical partner IZ, continued to improve the search engine functions on the MORESS online catalogue, taking into consideration the feedback from the testing phase. Furthermore, IZ developed the MORESS website to host the MORESS online catalogue and to present the other relevant information on the Project. With the conclusion of the Project, the MORESS catalogue and website will be accessible at www.moress.org.

EUA is now preparing the MORESS Project report providing an analysis and synthesis of the overall project activities which should be available in Spring 2006 together with access to the MORESS online catalogue. The MORESS Project has been funded by the Directorate General of Research of the European Commission.

HIGHER EDUCATION IN SOUTH EAST EUROPE

Higher education regeneration in the Western Balkans and the wider South East Europe region continues to be a priority for EUA. Having supported the integration of all the countries into the Bologna Process, EUA has been working hard to assist the implementation of Bologna reforms within universities as well as to stimulate action to support the research role of universities and their other vital services to society.

EUA, the Stability Pact, and the ERISEE Initiative

Since the establishment of the regionally-based "Education Reform Initiative of South Eastern Europe" (ERISEE) in 2004, EUA has been a member of the consultative body of the governing council, and has been active in organising and participating in a number of regional higher education events:

- At the Stability Pact Conference held at the University of Graz from 27-29 January 2005 on "Governance and Education for Sustainable Development and European Integration", EUA was responsible for a workshop on education for innovation and research;
- Later in the year, EUA organised a seminar in Bucharest on 1-2 July 2005, in cooperation with UNESCO-CEPES and under the auspices of the ERISEE Initiative, to examine the challenges of implementation of the Bergen Declaration in South East Europe;
- EUA was also a key partner in the Novi Sad Initiative, which launched a declaration and action agenda on key issues to be addressed in reforming higher education in the Western Balkans countries following a seminar from 28-30 October 2005.



EUA President 2001-2005, Professor Eric Froment, addresses participants in Glasgow



Participants in Uppsala

Bosnia and Herzegovina

Throughout 2005, EUA contributed actively to a Council of Europe project on governance and management, which resulted in a manual for effective management of higher education institutions. EUA representatives Professor Stankovic (University of Novi Sad) and Professor Ostrovsky (Comenius University) led a series of workshops for administrative personnel which provided the input for the manual.

Croatia

At the joint invitation of the Croatian Rectors' Conference and Minister of Education, EUA organised an advisory mission from 4-7 May on the Croatian strategy for higher education reform and development. EUA's report, which was based on discussions with staff and students from all Croatian universities, contained key recommendations to assist in the implementation of Bologna reforms and in the development of a more diversified higher education landscape.

The EUA team was composed of Professor Frans van Vught, EUA Board; Professor Tove Bull, former Rector, Trömsø University; Katja Kamsek, ESIB; and David Crosier, EUA Secretariat.

Kosovo

Although higher education in Kosovo was less visible than at times in the past, EUA has continued to cooperate actively with the United Nations Mission in Kosovo (UNMIK), the Council of Europe and other partners to promote positive developments. Problems of governance at the University of Pristina have persisted throughout the year, and in November EUA agreed to participate in an Expert Group to oversee new election procedures for all governing bodies of the university. Meanwhile the serious problems of the University of Kosovska Mitrovica, where in May 2004 the Serbian Minister of Education imposed a new rector, violating both the principles of university autonomy and UN territorial jurisdiction, failed to be resolved despite EUA's call to members to suspend cooperation with the institution until the decision had been annulled.



EUA Vice-President, Professor Sir Roderick Floud, addresses participants in Glasgow



Trends IV Report co-author, Professor Sybille Reichert, presents the Project's findings in Glasgow

INFORMATION AND COMMUNICATIONS

Ensuring that the views of universities are known and taken into account in the various policy areas in which the Association is active, and that the work of EUA on behalf of its members is widely discussed and disseminated, is a constant concern and an ongoing challenge for the Association. In terms of a communications strategy in 2005 this meant both ensuring a regular and high quality information flow to members and enhancing external visibility.

Due to its size and political impact, the Glasgow Convention in Glasgow was clearly of major importance in this context. The creation of a dedicated website including both information on the Convention, and on the latest developments in European higher education in Europe more generally, proved effective in ensuring members' involvement as did regular updates on the Board election process and the General Assembly. The participation of European Commission President Barroso and Commissioner Figel together with other European and international experts also contributed to ensuring high visibility.

Shortly after the Convention, the results were widely disseminated. The Glasgow Declaration was made available in a record nine languages thanks to the active support of the national rectors' conferences, and both the Declaration and Trends IV were distributed to participants attending the European Education Ministers' meeting in Bergen in May 2005, along with the speech of the EUA President, Professor Georg Winckler.

More generally in 2005, press and media coverage for EUA events and policy positions grew, leading to a record number of quotes and articles on the Association's activities and university related topics. Systematically mentioned in the specialist press (Times Higher Education Supplement and Research Europe in the UK; DUZ magazine in Germany; AEF in France; the Chronicle of Higher Education in the US) and in Brussels-based media, such as the European Voice, the Parliament Magazine and Euractiv, EUA's activities and positions are now gaining wider coverage and the Association's messages reaching a larger audience.

As in 2004, the popularity of EUA information tools such as the bi-weekly electronic newsletter and the EUA website increased steadily: a 20% increase in the number of newsletter subscribers (now 6000) and a 50% rise in website visitors (30 000 monthly visitors on average) was recorded. EUA is increasingly seen as an authoritative source for information on European higher education and research policy as well as a platform for disseminating information from partners to the sector as a whole. Also, to support the Association's activities in the field of Joint Degrees and to answer a growing number of requests from EUA members, an online catalogue of Joint Masters in Europe was set up. It aims to develop into an exhaustive source for both academics and students.

The number of events and meetings to which EUA is invited to contribute, at European or national level, or in member universities across Europe, has also grown, reaching the figure of 350 in 2005. This reflects both a growth in the number of international meetings and also a growing tendency to turn to EUA for information or views on different aspects of European higher education. This trend was also reflected in EUA's expanded presence at the annual Conference of the European Association for International Education (EAIE) in Krakow in September 2005. The EUA stand and the organisation of several thematic sessions proved to be a most effective way of disseminating project results and policy positions as well as updating EUA members on latest activities and advertising upcoming events.

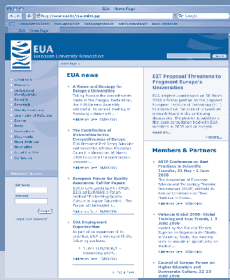


Finally, EUA published the following thematic studies in 2005, most of which are based on EUA projects which came to a conclusion in the course of the year:

- Trends IV: European Universities Implementing Bologna
By Sybille Reichert and Christian Tauch
- Glasgow Declaration – Strong Universities for a Strong Europe
- Doctoral Programmes for the European Knowledge Society
Results of EUA Doctoral Programmes Project
- 10 years on: Lessons Learned from the Institutional Evaluation Programme
By Dr. Stefanie Hofmann – with the support of the HKR and ACQUIN
- The Funding of University-based Research and Innovation in Europe: An Exploratory Study
By Bernadette Conraths and Hanne Smidt
- Proceedings of the EUA Convention of European Higher Education Institutions in Glasgow
- 2004 Annual Report

In addition to its main publications, EUA co-published with EARTO, EIRMA and Proton Europe, a Guide under the 'Responsible Partnering' initiative:

- Responsible Partnering – A Guide to Better Practices for Collaborative Research and Knowledge Transfer between Science and Industry



ORGANISATION

EUA Board

2005-2009

- *Prof. Georg Winckler*, Rector, University of Vienna (President)
- *Prof. Sir Roderick Floud*, President and former Vice-Chancellor, London Metropolitan University (Vice-President)
- *Prof. Christina Ullenius*, Rector, Karlstad University, Sweden (Vice-President)
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EUA Board 2005-2009

EUA Council

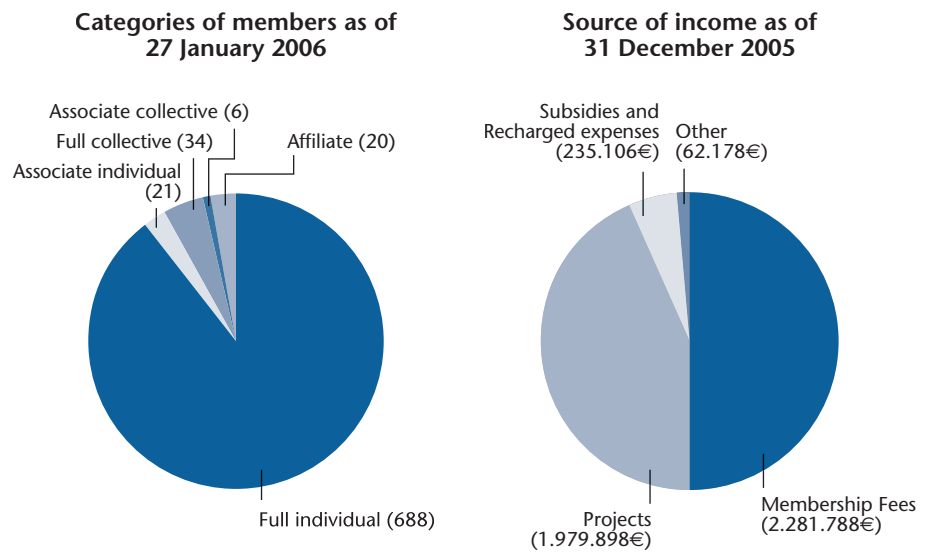
as of 1 February 2006

- **Austria**
Prof. Dr. Christoph Badelt, President, Austrian Rectors' Conference
- **Belgium**
Prof. Bernard Coulie, President, Conseil des Recteurs Francophones
- **Belgium**
Prof. Benjamin Van Camp, President, Vlaamse Interuniversitaire
- **Bulgaria**
Prof. Iordanka Kouzmanova, President, Bulgarian Rectors' Conference
- **Croatia**
Prof. Damir Magaš, President, Croatian Rectors' Conference
- **Cyprus**
Prof. Stavros Zenios, Cyprus Rectors' Conference
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Prof. Jens Oddershede, President, Rektorkollegiet
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Prof. Jaak Aaviksoo, President, Estonian Rectors' Conference
- **Finland**
Prof. Ilkka Niiniluoto, President, Finnish Council of University Rectors
- **France**
Prof. Yannick Vallée, President, Conférence des Présidents d'Universités
- **FYROM**
Prof. Marija Bogdanovic, President, Serbian University Association
- **Germany**
Prof. Burkhard Rauhut, President, Hochschulrektorenkonferenz
- **Greece**
Prof. George Venieris, Chairman, Greek Rectors' Conference
- **Holy-See**
Prof. Msgr. Mariano Fazio, President, Conferenza dei Rettori delle Università Pontificie Romane
- **Hungary**
Prof. Lajos Besenyei, President, Confederation of Hungarian Conferences on Higher Education
- **Iceland**
Prof. Kristín Ingoldottir, President, National Rectors' Conference in Iceland
- **Ireland**
Prof. Roger Downer, President, Conference of Heads of Irish Universities
- **Italy**
Prof. Piero Tosi, President, Conferenza dei Rettori delle Università Italiane
- **Latvia**
Prof. Tatjana Volkova, Chairman, Latvian Rectors' Council
- **Lithuania**
Prof. Dr Vytautas Kaminskas, President, Rectors' Conference of Lithuanian Universities
- **Luxembourg**
Prof. Rolf Tarrach, Rector, Université de Luxembourg
- **Netherlands**
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- **Norway**
Prof. Gunnar Stave, President, Norwegian Association for Higher Education Institutions
- **Poland**
Prof. Tadeusz Luty, President, Conference of Academic Schools in Poland
- **Portugal**
Prof. José Lopes da Silva, President, Portuguese National Conference of Rectors
- **Romania**
Prof. Ecaterina Andronescu, President, Romanian Council of Rectors
- **Slovak Republic**
Prof. Vladimír Bálež, President, Slovak Rectors' Conference
- **Slovenia**
Prof. Andreja Kocijancic, President, Association of Rectors of Slovenia
- **Spain**
Prof. Antonio Vázquez García, President, Conferencia de Rectores de las Universidades Españolas
- **Sweden**
Prof. Bo Sundqvist, President, Association of Swedish Higher Education
- **Switzerland**
Prof. Jean-Marc Rapp, President, Conférence des recteurs des universités suisses
- **Turkey**
Prof. Dr. Erdogan Tezic, President, Turkish University Rectors' Conference
- **United Kingdom**
Prof. Drummond Bone, President, Universities UK

EUA MEMBERSHIP BY CATEGORY



EUA has 20 Affiliate members. They are not integrated in the above map as they do not necessarily correspond to national bodies (cf. www.eua.be for full list of members).



MEMBERSHIP DEVELOPMENT

Forty-four new members from twenty-six countries joined the Association in 2005 bringing the total number of members to 777. Among these new members listed below are thirty-three full individual members, seven associate individual members, one full collective member and three affiliate members.

New Members in 2005

Full Individual Members

- **Austria**
 - Innsbruck Medical University, Innsbruck
- **Azerbaijan**
 - Azerbaijan University of Languages, Baku
- **Belarus**
 - Yanka Kupala State University of Grodno, Grodno
- **Bulgaria**
 - "Angel Kanchev" University of Rousse, Rousse
 - Dimitar Tsenov Academy of Economics, Svishtov
- **Denmark**
 - Danish University of Pharmaceutical Sciences, Copenhagen
- **Germany**
 - Bauhaus-Universität Weimar, Weimar
 - Universität Erfurt, Erfurt
 - Universität Potsdam, Potsdam
 - Universität der Bundeswehr München, München
- **Greece**
 - Panteion University of Social and Political Sciences, Athens
- **Hungary**
 - Eötvös Loránd University, Budapest
- **Lithuania**
 - Klaipeda University, Klaipeda
 - Lithuanian University of Agriculture, Kauno rej.
- **Moldova**
 - Université Libre International de Moldova

- **Norway**
 - University of Stavanger, Stavanger
- **Poland**
 - University School of Physical Education, Poznan
 - Military University of Technology, Kaliskiego
 - Agricultural University of Wroclaw, Wroclaw
 - University of Bielsko-Biala, Bielsko-Biala
 - University of Rzeszów, Rzeszów
- **Russia**
 - Izhevsk State Technical University, Izhevsk
 - Peoples' Friendship University of Russia, Moscow
 - Plekhanov Russian Academy of Economics, Moscow
 - Tomsk Polytechnic University, Tomsk
- **Spain**
 - Universidad de Almería, Almería
- **Sweden**
 - Högskolan i Kalmar, Kalmar
- **Turkey**
 - Seluk University, Karatay Konya
- **Ukraine**
 - Kyiv National University of Technologies and Design, Kyiv
 - National University of "Kyiv-Mohyla Academy", Kyiv
- **United Kingdom**
 - University of Glamorgan, Pontypridd
 - London School of Hygiene and Tropical Medicine, London
- **Other**
 - Eastern Mediterranean University, Mersin
 - Near East University, Nicosia

Associate Individual Members

- **FYROM**
 - State University of Tetovo, Tetovo
- **Iceland**
 - University of Akureyri, Akureyri
- **Italy**
 - Liberia Università di Bolzano, Bolzano
- **Romania**
 - "Vasile Goldis" Western University of Arad, Arad
- **Slovakia**
 - Alexander Dubček University of Trenčín, Trenčín
- **Turkey**
 - Izmir University of Economics, Balçova-Izmir
 - University of Bahcesehir, Istanbul

Full Collective Members

- **Belgium**
 - Conseil des Recteurs – CRef, Brussels

Affiliate Members

- **France**
 - Agence Universitaire de la Francophonie – AUF, Paris
- **Germany**
 - Hochschullehrerbund Bundesvereinigung
- **United Kingdom**
 - North West University Association – NWUA, Manchester

Resignations in 2005

Full Individual Members

- **Czech Republic**
 - University of South Bohemia Ceske Budejovice
- **France**
 - Université de la Réunion
 - Université Paris VII – Denis Diderot
 - Université Michel de Montaigne – Bordeaux III
- **Germany**
 - European University Viadrina in Frankfurt (Oder)
 - Universität Koblenz-Landau
 - Universität Bielefeld
 - Fern Universität in Hagen
- **Hungary**
 - Pázmány Péter Katolikus Egyetem, Budapest
- **Italy**
 - Università degli Studi di Modena e Reggio Emilia
- **Romania**
 - University of Agricultural Sciences and Veterinary Medicine, Bucharest
- **United Kingdom**
 - University of Wolverhampton
 - Thames Valley University
 - University of York
 - University of Dundee
 - University of Essex
 - University of Brighton

Exclusion* in 2005

Three full individual members (Donbas Mining and Metallurgical Institute, Ukraine; Gaziosmanpasa University, Turkey; Belarus State Economic University, Belarus)

* for successive non-payment of the annual membership fee.

EUA SECRETARIAT *as of 1 February 2006*

Secretary General – *Lesley Wilson*
Deputy Secretary General (Institutional Development) – *Andree Sursock*
Deputy Secretary General (Research) – *John Smith*

Policy, EUA Governance and External Relations

Lesley Wilson – Secretary General
David Crosier – Programme Development Director
Nina Arnhold – Senior Programme Manager
Sylvie Brochu – Programme Manager
Ebba Ekselius – Membership Officer
Isabelle Damman – PA to the Secretary General / HR Officer
Diana David – Intern

Quality Assurance Policy & Institutional Development

Andrée Sursock – Deputy Secretary General
Karin Riegler – Senior Programme Manager
Violeta Atanassova – Programme Officer
Harald Scheuthle – Programme Officer
Bernadette Conraths – Consultant
Carolyn Dare – Consultant

Research & Innovation

John Smith – Deputy Secretary General
Lidia Borrell Damian – Senior Programme Manager
Alexandra Bitusikova – Programme Manager
Charles Boisvert – Programme Officer

Information & Communications

Christel Vacelet – Director
Christina Crawley – Publications Officer
Elizabeth Tapper – Press Officer
Joanne Dee – Events Manager
Emilie de Rochelée – Administrative Assistant

Administration & Finance

John Ashton – Financial Director
Daniel Oscinberg – IT Manager
Mayli Koos – Financial Officer
Julien Georis – Financial Officer
Françoise van den Berghe – Receptionist

FINANCIAL STATEMENT AND ACCOUNTS



OGH Expertises

OGH Expertises Comptables et Fiscales SA
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Mobil +41(0)79 203 45 19

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Organe de Révision des Fiduciaires Associés SA
Aigle, Genève, Lausanne, Montreux, Villars
*membre de la Chambre Fiduciaire

Report of the auditors
to the Members of

**EUA, European University
Association
Brussels & Geneva**

As auditors of EUA European University Association, we have audited the accounting records and the financial statements (balance sheet, profit and loss account) for the year ended December 31st, 2005.

These financial statements are the responsibility of the EUA secretariat. Our responsibility is to express an opinion on these financial statements based on our audit. We confirm that we meet the legal requirements concerning professional qualification and independence.

Our audit was conducted in accordance with auditing standards promulgated by the profession, which require that an audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement. We have examined on a test basis evidence supporting the amounts and disclosures in the financial statements. We have also assessed the accounting principles used, significant estimates made and the presentation of the overall financial statements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the accounting records and financial statements comply with the law and the EUA Articles of Association.

We recommend that the financial statements submitted to you be approved.

Geneva, March 6th, 2006

OGH Expertises
Comptables et Fiscales SA

Ingo GIANNI
Auditor in charge
Swiss Chartered Accountant

Enclosures :
- Annual Financial Statements including the balance sheet, the profit and loss account and the note.

PROFIT AND LOSS all euros

	ACTUALS 31/12/2005			12/31/04
	Geneva	Brussels	Total	Total
INCOME				
Membership Fees	10 000	2 271 788	2 281 788	1 661 724
Grants & Subventions	153 856	81 250	235 106	196 755
EC Projects	0	1 441 064	1 441 064	978 756
EUA Projects	517 342	21 492	538 834	787 285
Financial and Other	15 257	46 921	62 178	51 504
TOTAL INCOME	696 455	3 862 515	4 558 970	3 676 024
EXPENSES				
EC Projects	0	2 032 758	2 032 758	1 331 012
EUA Projects	295 305	276 549	571 854	744 553
<i>sub total Project</i>	<i>295 305</i>	<i>2 309 307</i>	<i>2 604 612</i>	<i>2 075 565</i>
<i>Salaries</i>				
Staff Expenses	222 821	1 679 011	1 901 832	1 886 814
Provision Sal & Soc Chg	0	129 000	129 000	102 907
Fees	93 900	36 086	129 986	59 525
<i>Sub total Salaries</i>	<i>316 721</i>	<i>1 844 097</i>	<i>2 160 818</i>	<i>2 049 246</i>
<i>Recharged Salaries to EC Projects</i>		<i>-611 258</i>	<i>-611 258</i>	<i>-641 779</i>
<i>Recharged Salaries to EUA Projects</i>	<i>-17 273</i>	<i>-184 071</i>	<i>-201 344</i>	<i>-238 721</i>
Info & Communications	0	86 830	86 830	73 849
<i>Office Costs</i>				
Rent	0	147 250	147 250	117 546
Utilities	0	5 143	5 143	3 781
Office Maintenance	0	4 417	4 417	4 399
<i>Sub total Office Costs</i>	<i>0</i>	<i>156 810</i>	<i>156 810</i>	<i>125 726</i>
<i>Core Expenses</i>				
Travel & Meetings	14 719	178 399	193 118	87 520
Conferences	290	6 527	6 817	24 904
Maintenance and Repairs	0	0	0	246
Books and Periodicals	2 290	2 965	5 255	4 216
Printed Material	0	16 497	16 497	27 787
Copying	0	3 602	3 602	3 413
IT & Office Supplies	0	29 575	29 575	40 073
Insurances	285	10 688	10 973	5 727
Subscriptions	0	0	0	0
Postage	0	12 863	12 863	14 155
Telephone, Fax	693	34 610	35 303	27 190
Fees, legal, audit, translation	0	6 312	6 312	42 776
Other Expenses	4 265	8 995	13 260	25 763
<i>Sub total Core</i>	<i>22 542</i>	<i>311 033</i>	<i>333 575</i>	<i>303 770</i>
<i>Depreciation</i>	<i>0</i>	<i>58 585</i>	<i>58 585</i>	<i>47 239</i>
<i>Financial Expenses</i>	<i>5 298</i>	<i>4 263</i>	<i>9 562</i>	<i>7 239</i>
<i>Sub total Depr & Bank & W/O</i>	<i>5 298</i>	<i>62 848</i>	<i>68 146</i>	<i>54 478</i>
<i>Recharged Other Expenses to EC Projects</i>		<i>-4 000</i>	<i>-4 000</i>	<i>-3 660</i>
<i>Recharged Expenses to EC Operating Grant</i>		<i>-111 275</i>	<i>-111 275</i>	<i>-168 298</i>
TOTAL EXPENSES	622 593	3 860 322	4 482 915	3 630 176
Result surplus/(Deficit)	73 862 €	2 193 €	76 055 €	45 848 €

BALANCE SHEET all euros

	31/12/2005		12/31/04	
	Geneva	Brussels	Total	Total
ASSETS				
FIXED ASSETS				
Office Equipment	0	142 225		
	0	142 225	142 225	130 808
RECEIVABLES				
European Commission	0	664 578		
Membership	0	99 725		
Debtors	101 980	118 327		
other Debtors	1 239 431	0		
	1 341 411	882 630	2 224 040	785 345
CASH				
Bonds and Shares	0	19 425		
Term accounts	143 306	754 462		
Bank	1 183 453	1 004 912		
Cash at Hand	0	486		
	1 326 759	1 779 285	3 106 044	2 181 886
PREPAID EXPENSES	12 764	3 217	15 981	0
INCOME RECEIVABLE	6 069	108 867	114 936	832 138
TOTAL ASSETS	2 687 002	2 916 223	5 603 225	3 930 177
LIABILITIES				
OWN FUNDS				
Net Asset brought forward	392 966	82 288		
Result Current Year 2005	73 862	2 193		
	466 828	84 481	551 309	475 255
PROVISIONS & ACCRUED EXPENSES				
Provision for Social Liabilities	90 000	494 000		
Provision for Projects development	35 000	85 000		
Other Provision	122 338	0		
Accrued Holiday Allowance	0	85 000		
Other Accrued Expenses	0	521 889		
	247 338	1 185 889	1 433 227	896 995
PAYABLES				
European Commission	0	320 000		
Payables	459 832	84 921		
Other Payables	0	1 239 431		
	459 832	1 644 352	2 104 184	2 131 520
DEFERRED INCOME	383 573	1 500		
INCOME FEE RCVD IN ADV	1 129 431	0		426 407
TOTAL LIABILITIES	2 687 002	2 916 223	5 603 225	3 930 177
NOTE				
	31/12/05		31/12/04	
Asset blocked as guarantee	0	8 962	8 962	17 244
Guaranties issued for EC Projects	0	0	0	0

* Note: Total projects are broken down as follows : EC projects Euro 1 970 988 and EUA projects for Euro 571 854.

EC projects include EUA salaries Euro 549 488 and Partners salaries for Euro 822 341; Travel: EUA Euro 17 042 and Partners travel for Euro 302 073; Other Euro 280 044.

EUA projects expenses include salaries Euro 201 344, Travel 167 136, Other 203 374 including Euro 25 000 in project development.

ANNEX 1

EUA EVENTS AND MEETINGS IN 2005

Presidency Meetings

17 May	Bergen, Norway
18 July	London, United Kingdom
25-26 November	Vienna, Austria

Board Meetings

20 January	Brussels, Belgium
31 March	Glasgow, United Kingdom
2 April	Glasgow, United Kingdom
9 April	Brussels, Belgium
17 May	Bergen, Norway
8-9 September	Brussels, Belgium
19-20 October	Uppsala, Sweden
8-9 December	Brussels, Belgium

Council Meetings

20-21 January	Brussels, Belgium
30 March	Glasgow, United Kingdom
15 April	Brussels, Belgium
20 October	Uppsala, Sweden

General Assembly

31 March	Glasgow, United Kingdom
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EUA Convention

"Strong Universities for Europe"
31 March - 2 April 2005, Glasgow, United Kingdom

EUA Conference

"Research in European Universities: Strategies and Funding"
20-22 October 2005, Uppsala, Sweden

EUA Managing the University Community Workshops

"Research Management: Exploring New Types of Interdisciplinary Research Projects"
11-12 February 2005, Aachen, Germany

"Graduate Schools in Europe: How can they enhance university research?"
11-12 November 2005, London, United Kingdom

Bologna Seminar Co-organised by EUA

EUA Bologna Seminar on "Doctoral Programmes for the European Knowledge Society"
Organised by EUA, the Austrian Ministry of Education, Science and Culture and the German Federal Ministry of Education and Research
3-5 February 2005, Salzburg, Austria

ANNEX 2

Glasgow Declaration: Strong Universities for Europe

I. PREAMBLE

1. The Glasgow Declaration provides the basis for a continued high level policy dialogue between universities – in the broadest sense – and public authorities which was called for in Glasgow by Commission President José Manuel Barroso in order to secure, as one of Europe's top priorities, the future of Europe's universities.
2. The Glasgow Declaration sets out actions which will ensure that universities make their full contribution to building Europe as a major player in a global environment. This Action Agenda follows on from the work begun by EUA in Salamanca (2001) and in Graz (2003).
3. Europe needs strong and creative universities as key actors in shaping the European knowledge society through their commitment to wide participation and lifelong learning, and by their promotion of quality and excellence in teaching, learning, research and innovation activities.
4. This will be achieved by self-confident institutions able to determine their own development and to contribute to social, cultural and economic well-being at regional, national, European and global level.
5. Universities are committed to improving their governing structures and leadership competence so as to increase their efficiency and innovative capacity and to achieve their multiple missions.

II. MISSION AND VALUES FOR STRONG INSTITUTIONS

6. Universities' multiple missions involve the creation, preservation, evaluation, dissemination and exploitation of knowledge. Strong universities require strong academic and social values that underlie their contributions to society. Universities share a commitment to the social underpinning of economic growth and the ethical dimensions of higher education and research.
7. Universities are developing differentiated missions and profiles to address the challenges of global competition while maintaining a commitment to access and social cohesion. Diversification and greater competition are balanced by inter-institutional cooperation based on a shared commitment to quality.
8. Inter-institutional cooperation has been the hallmark of Europe's universities and is increasingly important in a globalised and competitive environment. Universities acknowledge that European integration must be accompanied by strengthened international cooperation based on a community of interests.
9. Universities are open to working with society. Institutional autonomy and mission diversity are essential prerequisites for ensuring effective engagement.

ANNEX 2

III. THE POLICY FRAMEWORK – THE KNOWLEDGE SOCIETY THROUGH HIGHER EDUCATION AND RESEARCH

10. Universities have demonstrated the inextricable linkage between implementing the Bologna reforms and meeting the research and innovation goals of the Lisbon Agenda. These two policy agendas urgently need to be viewed together in order for each to be successful in the long term.

11. Recognising this common research and higher education agenda implies rethinking the role of governments in their relation to universities. Governments must emphasise trust and empowerment, provide incentives in order to support and steer the higher education sector and concentrate on a supervisory rather than a regulatory role.

12. The importance of investment in education, innovation and research in meeting the Lisbon goals, and the central role of universities, means that policy discussions between universities and national authorities should take place with governments as a whole as well as at individual ministerial level.

IV. REFOCUSING THE BOLOGNA PROCESS MIDWAY TO 2010

13. Bologna reforms are refocusing on higher education institutions, now that the legislative framework is largely in place. *Universities willingly accept their responsibility* to drive forward implementation in the next five years and urge governments to accept that the process needs time, and financial and human resources, to ensure long-term sustainability.

14. Universities commit to redoubling their efforts to introduce innovative teaching methods, to reorient curricula in a dialogue with employers and to take up the challenge of academic and professional education, lifelong learning and recognition of prior learning. Governments are urged to give universities the autonomy they need to introduce the agreed reforms.

15. In order to enhance the acceptance of first cycle qualifications, governments should take the lead by restructuring public sector career paths accordingly.

16. Universities commit to increasing their efforts to promote student centred learning, to introduce learning outcomes in curricular design, to implement ECTS and to ensure the flexible adoption of modularisation. Governments should include universities in the continuing efforts to develop national and European qualifications frameworks. These must be sufficiently broad and transparent to promote institutional innovation, and be given time in order to be developed adequately and to agree a common terminology.

17. In refocusing the Bologna process universities undertake to give a higher priority to the social dimension as a fundamental commitment, to develop policies in order to increase and widen opportunities for access and support to under-represented groups, and to promote research in order to inform policy and target actions to address inequality in higher education systems. Governments are called upon to remove legal obstacles to implementing these policies.

18. Providing incentives for the mobility of students in all cycles, as well as that of academic and administrative staff, is crucial. EUA advocates European funding schemes that target students with the greatest financial needs. Universities should exploit opportunities offered by existing networks and cooperation schemes. Governments are urged to solve such issues as restrictive visa, internship and labour-market regulations that impede student and staff exchange, including those arising from social security and in particular pension arrangements. The question of the synchronisation of academic calendars must be addressed.

19. To meet these commitments universities underline the importance of the involvement of students as full partners in the process and will seek to reinforce this partnership in the future.

20. Universities will reinforce the European dimension in a variety of ways, e.g., benchmarking curricula, developing joint degrees using European tools, enhancing intercultural and multilingual skills. Universities call on governments to ensure that remaining barriers to the development of joint degrees are removed and that appropriate language policies are in place, starting at the school level.

V. ENHANCING RESEARCH AND INNOVATION

21. Universities assume their responsibility for providing a broad research-based education to students at all levels in response to society's growing need for scientific and technological information and understanding.

22. Universities must exercise their own responsibilities for enhancing research and innovation through the optimal use of resources and the development of institutional research strategies. Their diverse profiles ensure that they are increasingly engaged in the research and innovation process, working with different partners.

23. Universities strongly support the establishment of the European Research Council (ERC) for the enhancement of the quality and excellence of European research and call on national governments and the EC to establish it rapidly within the Seventh Framework Programme. Following identified good practices in several European countries and in the Sixth Framework Programme, governments should be aware of the need to open up and coordinate national funding.

24. Universities accept that there is a tension between the necessary strengthening of research universities and the need to ensure resources for research-based teaching in all universities. Governments are called upon to recognise the particular role of universities as essential nodes in networks promoting innovation and transfer at regional level and to make the necessary financial support available to strengthen this process.

VI. RESEARCH TRAINING AND RESEARCHER CAREERS

25. The design of doctoral programmes will ensure: that while the central element of doctoral programmes remains the advancement of knowledge through research, doctoral training will meet the needs of an employment market that is wider than academia, through the development of research competence and transferable skills; that doctoral programmes correspond to 3-4 years full time work; that joint transnational doctoral programmes are strengthened, and that doctoral candidates are considered both as students and as early stage researchers with commensurate rights.

26. Universities welcome the adoption of the "European Charter for Researchers/Code of Conduct for the Recruitment of Researchers" and emphasise their key role in the dialogue on the enhancement of research careers in Europe, not least in order to avoid 'brain drain'.

ANNEX 2

VII. QUALITY FOR STRONG INSTITUTIONS

27. Universities stress the link between a systematic quality culture, the scope of autonomy and funding levels, and call on governments to acknowledge that greater autonomy and adequate funding levels are essential to raising the overall quality of Europe's universities.

28. Universities are committed to developing, embedding and mainstreaming an internal quality culture that fits their institutional mission and objectives. This commitment is demonstrated by the growing numbers of institutions involved in EUA's quality related activities. Universities are convinced that legitimacy of and confidence in external quality assurance procedures derive from a partnership among all stakeholders (students, universities, national authorities) and a shared agreement on these procedures, their goals and follow-up.

29. Universities advocate a balance between autonomy and accountability through institutional audit procedures which: embody a fitness for purpose approach that is culturally adapted to countries and institutions and in line with their different missions and profiles; are aimed at strategic improvement and change rather than quality control; and are designed to develop a European dimension through European evaluation teams and to take into account engagement with society and commitment to the social dimension of the Bologna Process.

30. Universities are committed to a dialogue and a partnership, at European level in the "E4" (comprising ENQA, ESIB, EUA and EURASHE) in order to enhance accountability procedures that would strengthen the overall quality of Europe's universities. EUA supports the ENQA report for Bergen, including the standards and guidelines for quality assurance, the establishment of a European register of quality assurance agencies and the European Register Committee.

VIII. FUNDING FOR STRONG INSTITUTIONS

31. Europe's universities are not sufficiently funded and cannot be expected to compete with other systems without comparable levels of funding. At present, EU countries spend on universities about half of the proportion of their GDP compared to the United States. While Europe's Lisbon goals are ambitious, public funding for research and higher education is stagnating at best. Universities maintain that weakened public support erodes their role in sustaining democracy and their capacity for promoting cultural, social and technological innovation. Governments must ensure levels of funding appropriate to maintain and raise the quality of institutions.

32. Universities are working to diversify their funding streams. They are committed to exploring combined public/private funding models and to launching a structured and evidenced-based discussion within EUA and with stakeholders. They will develop full economic cost models and call on governments to allocate funds accordingly.

33. In the interests of accountability and transparency universities are committed to explore good practice and to reinforce leadership and strengthen professional management.

IX. CONCLUSION

34. Universities intend to shape the strategic debate on their role within the Europe of Knowledge. Universities call on governments to view higher education and research budgets as an *investment in the future*. Universities welcome the dialogue that started in Glasgow at the highest European political level and convey the message that a strong Europe needs strong universities.

EUA, Brussels, 15 April 2005

ANNEX 3

EUA Statement on the Bologna Process: Bergen Ministerial meeting

I. INTRODUCTION: THE UNIVERSITIES AND THE BOLOGNA PROCESS 2003 – 2005

Europe's universities *stand firmly behind the Bologna reforms* and willingly accept their responsibility in driving forward the Process. *On behalf of its members, 34 European rectors' conferences and over 700 individual institutions, the European University Association (EUA) has consistently promoted the Process across Europe.*

In preparing today's conference, EUA has in particular:

- Produced the **Trends IV Report** that gives a snapshot of the state of implementation of the Bologna reforms across Europe;
- Organised the Third Convention of European Higher Education Institutions that brought together well over 600 participants and resulted in the **Glasgow Declaration: 'Strong Universities for a Strong Europe'** which you find in your documents.

II. THE FINDINGS OF THE TRENDS REPORT

The Trends IV Report (authored by Sybille Reichert and Christian Tauch), shows the *widespread support for reform* that exists in European higher education institutions. Universities willingly accept their responsibility in driving forward the process of implementation in the next five years.

It is a sign of *progress that has been made since we last met in Berlin in 2003* when the challenge (identified by Trends III) was still to turn the different reforms into an everyday reality for teachers and students. Now the Bologna Process has become an everyday reality for universities.

Trends IV also shows that more effective implementation of reform is being hindered by a *lack of institutional autonomy* to make decisions on the key elements of the Bologna reforms. Notably there is clear *evidence that success in improving quality within institutions is directly correlated with the degree of institutional autonomy* – institutions which display the greatest ownership for internal quality processes, thus taking seriously and demonstrating real accountability, are also those with the most functional autonomy.

ANNEX 3

III. THE GLASGOW DECLARATION “STRONG UNIVERSITIES FOR A STRONG EUROPE” – BOLOGNA IN A BROADER CONTEXT

The Glasgow Convention adopted last month made it possible for 600 Universities to draw conclusions both from Trends IV and the other activities in which they have been involved over the last two years. The Glasgow Declaration sets out our *policy agenda for the years to come* and provides the basis for dialogue between public authorities and universities called for by Commission President Barroso, in Glasgow, who emphasised that the future of European universities is “unquestionably one of Europe’s top priorities.”

The Glasgow Declaration underlines universities’ commitment to pushing forward reform, including a *refocusing of the Bologna reforms towards implementation in institutions* now that, mid-way to 2010, the legislative framework is largely in place. In addition to redoubling efforts to restructure curricula, this also means giving a higher priority to the social dimension, and providing incentives for mobility of students and staff at all levels: we strongly support including action in these two areas as a priority over the next two years. In order to enhance the acceptance of first cycle qualifications we furthermore urge governments to take their responsibilities in restructuring public sector career paths accordingly.

For universities, *implementing the Bologna reforms and meeting the research and innovation goals of the Lisbon Agenda are inextricably linked* in ensuring that universities realise their potential as key actors in shaping Europe’s knowledge societies. As university leaders we realise that this requires developing increasingly differentiated missions and profiles to address responsibly the challenges of global competition and social cohesion.

Trends IV confirmed the *central role of doctoral programmes* in linking higher education and research and the need to ensure that, while the central element remains the advancement of knowledge through research, doctoral training must also meet the needs of an employment market that is wider than academia.

IV. CONCLUSIONS – PRIORITIES FOR THE FUTURE

Let me conclude by four points:

1. Europe needs **strong, autonomous and accountable institutions** able to push forward and build on the burgeoning **reform and innovation** that is already underway. This is why **we call on governments to give universities the autonomy they need, be it legal, administrative or financial, to allow them to continue to implement the reforms we have all agreed upon.**

2. For Europe to play its role in an increasingly global environment means that it is important not to lose sight of the European dimension of our work and thus of our **common European objectives**. This means enhancing **quality** through reinforcing cooperation and networking between universities but also moving forward together with ENQA, ESIB and EURASHE to enhance accountability procedures, and, in particular, the **establishment of the European Register for Quality Assurance Agencies and the European Register Committee.**

3. There is the **crucial topic of funding**: We appreciate that the draft Communiqué, in looking forward to 2010, refers to the need for sustainable funding for higher education institutions. Adequate funding is a prerequisite for securing universities' future, and, with it, their capacity for promoting cultural, social and technological innovation which is, ultimately, the goal of the Bologna Process and part of the vision for 2010 that is currently taking shape. **Europe cannot hope to compete with education systems in other parts of the world** – bearing in mind, as already outlined by Commissioner Figel, that the EU spends only 1.2% of GDP on universities, whereas the figure is 2.7 % in the US and 2.6 % in Canada as well as in South Korea – **if higher education and research budgets are not viewed as an investment in the future, and urgently increased.** We appreciate that public funding of higher education institutions already represents between 1.6 % and 1.7 % of GDP in Scandinavian countries.

4. Minister Cimet – in her opening address – raised the question of what goals we have for our Common Higher Education Area beyond 2010. Here, at the Ministerial meeting, the time may have come to admit that the Bologna Process so far was, understandably, mainly concerned with the compatibility of structures and the mobility of people. Now, in 2005, the Process needs to address the vital issue of how **to link the Bologna Process to the needs and challenges of the emerging knowledge society**, in general, and to the Lisbon goals, in particular. We have to see that behind the Bologna Process there is a broader issue, namely – as the Commission stated in its recent Communication – “Mobilising the Brainpower of Europe”. In mobilising this brainpower, and in linking the Bologna and Lisbon Processes, it should become clear that **Europe needs strong universities** (in the broadest sense) **as “motors” in the knowledge triangle of education, research and innovation.** We need universities that are able to move out from the shadows of nation states and are able to do both: go for excellence in research as well as in teaching and provide broad, equitable access to basic higher education in Europe.

As President of the European University Association I can confirm: Universities in Europe are ready to take up a **strategic debate** on how to empower them to become even stronger actors in the emerging EUROPE OF KNOWLEDGE.

Georg Winckler
Bergen, 19 May 2005

ANNEX 4

EUA in Support of Increased Research Funding

Letter from EUA President, Professor Georg Winckler, urging the Heads of State meeting in the European Council from 16-17 June 2005 to discuss the Financial Perspectives of the European Union for the period 2007-2013 to support the maintenance of the budget originally foreseen for the Seventh Framework Programme.

Brussels, 8 June 2005

Dear Colleagues,

The European University Association (EUA), whose membership comprises 34 National Rectors' Conferences and over 750 Universities across 45 countries, supports strongly the call from the European Research Advisory Board (EURAB) to the Heads of State and Government meeting on 16-17 June to maintain the proposed budget for the 7th Research Framework Programme. Possible severe cuts to the FP7 research and innovation budget under discussion within the process of negotiation between Member States on the Financial Perspectives for 2007-2013 would undermine seriously the prospects of achieving the Lisbon Objectives. These objectives have fully recognized that sustained economic growth and employment cannot be achieved without substantially enhanced investment in European research and technological development.

For their part, Europe's universities are embracing these challenges and are committed to research development strategies that are based on raising funds from both public and private sources. Such strategies are essential if universities are to realise the announced goal of training hundreds of thousands of additional research personnel needed for a globally competitive knowledge based economy in Europe. Research funds spent on the European level have a proven leverage effect on national and private research and development investments. EU Framework Programme funds stimulate both collaboration and competition between universities and have a positive effect on the overall quality of nationally funded research through achieving critical mass in many research fields and encouraging the best researchers to work in Europe.

To cut the proposed FP7 budget would give precisely the wrong signal at a key time when universities are making concerted efforts to strengthen their research mission and diversify their research funding sources.

In its recent policy positions on the role of universities as research institutions, the EUA has placed emphasis on the fact that universities are strategically placed at the interplay of RTD, educational and regional development policies at both national and European level. It has argued that future EU research policy should take account of this unique role and the potential added value brought by the universities to the European research effort in a mid to long term perspectives. The enhanced financial framework, and particularly the extended timeframe and opportunities of the proposed FP7, including the innovative instruments of the European Research Council and Joint Technology Initiatives, provide universities as stakeholders with a real opportunity to realise this potential.



Professor Georg Winckler
EUA President

ANNEX 5

EUA Statement on the Public Consultation on the Idea of Establishing a European institute of Technology (EIT)

The present statement reflects views expressed through an open consultation with the EUA membership (34 National Rectors' Conferences, and over 700 individual universities in 46 countries) and discussions at the EUA Council meeting held at the University of Uppsala, Sweden on 20th October 2005. It takes account also of statements issued by individual National Rectors' Conferences and hence provides a composite viewpoint on behalf of the EUA membership. For this reason, it has been issued as a statement rather than through the completion of the EIT public consultation questionnaire.

The European University Association (EUA) welcomes the public consultation on the European Commission's new proposal for an EIT and the EUA wishes to place its views in the context of the overall debate on future European RTD policy and expenditure, in particular the Seventh Research Framework Programme, FP7, (2007- 2013), on which EUA has been actively involved as a "stakeholder" on behalf of the university sector.

The EUA has publicly stated its strong support for the European Commission's proposed FP7 and budget, and this viewpoint was further endorsed at the recent Uppsala Conference on "Research in Europe's Universities: Strategies and Funding" in a dialogue with prominent contributors from the European Commission, European Parliament, national research funding agencies and private foundations. The EUA wishes to state clearly its view, therefore, that any future development of the case for the establishment of an EIT must be built upon the following two core conditions:

1. The establishment of a European Research Council, with an annual budget of about €1.5 billion as proposed in the European Commission's FP7 plans, must be the first priority, particularly given the substantial investment of time, energy and expertise being put into its development from many quarters, and the broad consensus achieved on its goals and objectives in creating the ERA as a globally competitive research and innovation environment.
2. The potential future creation of an EIT must be built, therefore, with "fresh money", preferably with matching contributions from public and private funding sources.

On the assumption that the above two conditions were met, the introduction of an EIT into the European RTD landscape could have a positive growth effect rather than that of negative substitution. Furthermore, maximum added-value could be achieved through establishing an EIT as a competitive "programme-driven" initiative operating through collaborating institutions to whom an EIT "excellence/quality label" would be awarded on the basis of clearly defined and independently developed criteria. An EIT initiative should allow, therefore, for the involvement of a large number of universities on a competitive basis. Excellence can be best reached through such competition, followed by outcome-based evaluations of these EIT programme investments. The adoption of the US model of establishing an EIT as a single institution would not be appropriate in the European context where many world class RTD institutions already exist across EU member states.

ANNEX 5

Such EIT “programme-driven” collaborations should integrate teaching, research and knowledge transfer functions. The term “knowledge transfer” rather than “technology transfer” (the latter term is used in the EIT public consultation questionnaire) is emphasised here because an innovative EIT should encompass the diversity of research expertise that is needed to strengthen European competitiveness across the full range of business/economic activities in a knowledge society. The specific mission of EIT collaborating institutions (universities, research institutions and businesses) should be to offer new dynamic environments for young researchers at doctoral and postdoctoral level to work within major project teams to both open new career opportunities and provide needed expert skills in competitive labour markets.

There are still many important details relating to the EIT that will need to be clearly articulated before progressing further. In its future elaboration of the case for a

European Institute of Technology, the European Commission will need to explain the relationship and added-value of an EIT not only with the new European Research Council, but also with other relevant instruments of FP7, most particularly European Technology Platforms/Initiatives, and to demonstrate how the new “simplification” procedures within the FP7 rules of participation would be applied. It would also be both important and valuable to define clearly how the EIT initiative would relate to

the future activities of the Joint Research Centres (JRCs) and the scope for synergy between them. In addition, the issue of the potential linkage between an EIT initiative and the new Innovation and Competitiveness Programme remains to be addressed.

Finally, EUA would wish to reiterate a common observation that the idea of launching a European Institute of Technology is not proving to be a European issue on which any true consensus can be found in the present climate of considerable uncertainty over European Union level commitments to RTD investment. The European Commission needs to be aware of the risk of raising high expectations through introducing new ideas which may be promising and attractive to EU Member States and then have such ideas flounder through inadequate funding. In particular, New Member States, with their reservoirs of young talented researchers, see the potential of an EIT initiative to act as a catalyst to strengthen their RTD capacity.

Brussels, 15 November 2005

ANNEX 6

EUA's Position on the Development of a European Qualifications Framework for Lifelong Learning¹

1. EUA welcomes the development of an overarching qualifications framework aimed at promoting transparency, mobility and flexibility of learning paths to allow for more permeability and a better articulation between vocational education and training and higher education.
2. As the representative body of Europe's universities, EUA has also some concerns in relation to the compatibility of the proposed EQF for Lifelong Learning and the overarching qualifications framework that Europe's Education Ministers adopted for the 45 countries of the European Higher Education Area at their May 2005 meeting in Bergen (EQF for the EHEA).
3. EUA considers the EQF for the EHEA as a valuable structuring element of the EHEA as:
 - it encompasses the varied and diverse landscape of HEIs in Europe and can serve as an 'umbrella' for this variety;
 - it makes use of the instruments which have already been established to reach the aims mentioned above (i.e. transparency, mobility and flexibility), such as ECTS and learning outcomes as stated in the Dublin Descriptors;
 - it builds on existing elements and patterns but also allows for new developments;
 - it provides points of reference for HEIs in situating their degrees and qualifications.
4. The adoption of the EQF for the EHEA thus represents progress in the concrete implementation of the EHEA and will play an important role in the next phase of the Bologna Process in informing and facilitating debates at national level, and thus in underpinning the introduction of national qualifications frameworks across Europe.
5. Both for these reasons and to avoid confusion EUA believes that it would be important to build on the work done already in reaching consensus across 45 different HE systems in constructing the broader LLL framework. In the interests of compatibility it would be particularly important to ensure:
 - a clear statement of levels and/or cycles building on the cycles described in the EQF for the EHEA;
 - inclusion of a credit system which fosters mobility and which – as a minimum requirement – needs to be compatible with ECTS;²
 - reference to learning outcomes which are sufficiently general to encompass the results of learning processes in institutions in an increasingly differentiated European higher education landscape;
 - that European Qualifications Frameworks remain simple and overarching in nature avoiding over-prescription that could hinder countries in the development of their own frameworks.

¹ Consultation on the European Commission Staff Working Document 'Towards a European Qualifications Framework for Lifelong Learning'.

² As HEIs have collected significant experience with ECTS as a credit system, EUA would give clear preference to ECTS as a common credit system. A working group of experts from the VET and HE sector should further explore this possibility.

ANNEX 6

6. For these reasons EUA considers that it would be important in the further development of an EQF for LLL to:

- include reference to a credit system from the outset, as incorporating a credit system at a later stage could make it more difficult to ensure compatibility with ECTS, the European Credit Transfer System long championed by the Commission. ECTS has now become the reference system for European higher education, anchored in national legislation, and also piloted for use in relation to vocational training and continuing education;
- use learning outcomes that are compatible and thus based on the same approach as adopted by the EQF for the EHEA, thus avoiding any potential confusion.

7. EUA hopes that these differences will be addressed. It would not be helpful to have two differently formulated and thus potentially confusing European qualifications frameworks that relate to European higher education institutions at a time when national stakeholder consultations are taking place across Europe on the development of national frameworks in the context of the EQF for the EHEA.

8. Furthermore, the consultation document does not specifically address questions related to:

- the future status of two EQFs in the 25 EU countries;
- potential duplication of work (e.g. in terms of the self-certification process);
- how, if at all, the EQF for LLL would apply to those 20 Bologna signatory countries that are not EU members;
- potential ambiguities related to having two sets of learning outcomes which are to some extent similar but not identical and which might lead to problems in the application at institutional level, thus hindering rather than promoting transparency, flexibility and mobility.

9. *Summary:* European universities welcome the initiative to create an overarching qualifications framework to promote transparency and trust, and reflect the diversity of LLL. Any such framework should, however, avoid confusion and overlap, in relation to the existing EQF for the EHEA that was formally adopted by Education Ministers in Bergen, on the basis of which ongoing efforts to develop national frameworks have been redoubled in partnership and consultation with institutions. For long term success this process requires discussion using agreed concepts and vocabulary and clarity on the purposes and status of the framework in which qualifications should be placed.

EUA, 12 December 2005

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FORTHCOMING EVENTS

Leadership Seminar

"University Leadership in an International Context: Building, leading and implementing an international strategy"

Lausanne, Switzerland, 12-14 June 2006

Autumn Conference 2006

"European Universities as Catalysts in Promoting Regional Innovation"

Brno, Czech Republic, 19-21 October 2006

Quality Assurance Forum

"Embedding Quality Culture in Higher Education"

Munich, Germany, 23-25 November 2006

Leadership Seminar

"Working with European Organisations: For the best strategic benefit of the institution"

Brussels, Belgium, 9-10 November 2006

EUA Bologna Seminar on Doctoral Programmes

Nice, France, 7-8 December 2006

Managing the University Community Workshop

December 2006

4th EUA Convention of Higher Education Institutions

Lisbon, Portugal, 29-31 March 2007

EUA is the representative organisation of universities and national rectors' conferences in forty-five countries across Europe. EUA's mission is to promote the development of a coherent system of education and research at the European level, acknowledging the diversity of its members and the importance of solidarity. Through projects and services to members, EUA aims to strengthen institutional governance and leadership, and to promote partnership in higher education and research both within Europe, and between Europe and the rest of the world.

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